




South Lanarkshire Council

Recovery Planning August 2020




Milton Primary School

	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> Use of Authority Attachment Strategy material to support whole school nurture and wellbeing. Conduct whole school readiness checklist (staff) and baseline assessment using Boxall Profile Online (pupils) to identify areas of particular development required relating to post COVID needs. 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> All teaching and non-teaching staff will be fully trained and have a secure understanding of the underpinning principles of the SLC Attachment Strategy. Whole school and individual readiness checklists used alongside the Attachment Informed Approach will help deliver a consistent approach to supporting mental health and wellbeing through the school.

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<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. 	<ul style="list-style-type: none"> • Survey of families relating to health and wellbeing/ distance learning measures in place prior to lockdown and comments/concerns on return to school. • Attachment Strategy will permeate all classes via their Health and Wellbeing recovery programme. Initial Inset and refresh of Google Meet 19.6.2020 will be shared as well as implementing the A to Z of attachment-informed practice. This will also be shared with families at a 'Come and See' event in Term 2. • Staff CAT sessions will continue to look at successful models of implementing nurture and attachment across all stages. Emotional Check in sessions first thing in the morning (more where required for our most vulnerable) will be implemented at the beginning of term 1. 	<ul style="list-style-type: none"> • Survey results will give a clear direction for needs of some of our more vulnerable learners. As pupils return to school, attention to individual needs will be scrutinized. • Attachment Strategy in place during a parental 'Come and See' activity will ensure positive interactions between all stakeholders. Secure relationships between staff, pupils and families will help develop a growth mindset approach and develop emotional and physical wellbeing of learners and staff. • CAT sessions will help develop teacher professional judgements in relation to pupil health and wellbeing. Through planned emotion check-in sessions, pupils will show improvement in their readiness to learn in their whole class setting.
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	<ul style="list-style-type: none"> • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted. 	<ul style="list-style-type: none"> • Close contact will remain with our partner agencies including CAMHS, Educational Psychologist and Specialist Support Teacher as well as working closely with families within the school community and in particular any vulnerable families requiring additional support. • Introduction of Wellbeing Wednesday in school where staff can meet (should they wish) to talk through any issues or personal wellbeing needs in a secure and safe environment supported by colleagues. All relevant mental health links have been sent to staff and clear processes have been shared in relation to individual risk assessments should these be required. Risk assessments, SSOW and communication from SLC continues to be shared with staff as this is received. 	<ul style="list-style-type: none"> • Communication with partner agencies will continue to strengthen the work already taking place in school around emotional wellbeing and reconnection. Strong links have already been established and provide SMT with a link for advice and further staff CLPL. • Staff mental health and wellbeing will continue to improve as staff continue to support each other both personally and professionally. In sharing all communication and plans, staff are confident in the plans ahead and feel they have had opportunities to be involved in planning, voice any concerns and clarify and questions throughout.
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<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. 	<ul style="list-style-type: none"> • Pupils will follow clear routines within school that will offer a sense of security and purpose for learners. Individual needs will be taken into account and adaptations to the classroom setting and/or curriculum in order to ensure pupils reconnection in a formalised setting. • Current emotional check-ins will be adapted in order to provide more detailed qualitative data which will be used to inform HWB planning. • Pupil natter groups will be increased (previously once a term) to ensure pupil voice is taken into account as decisions are made. 	<ul style="list-style-type: none"> • Pupils will regain a sense of consistency and structure as they re-adapt to the school routines. Overall confidence will improve and a sense of personal growth and happiness will be evident as pupils reconnect with peers and social friendship groups in a safe and nurturing environment. • Effective planning and monitoring of classes by the class teacher and SMT will ensure pupils' needs are being fully met. • Pupils will feel valued and their opinions have been listened to and included in school decisions.
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	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>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</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> • Across the school engagement data shows 72% of pupils have engaged very well with home school submissions and 24% have engaged in sporadic or few activities. Additional 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • Using short video clips and working through examples on screen will help engage learners and provide support for families during distance learning activities. 	

<p>school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p>information has shown an increased need for visual/video guidance for distance learning activities in order to explain to both parents and pupils the teaching process when setting given tasks.</p> <ul style="list-style-type: none"> • Boxall profile online will be used to assess learners’ social, emotional and behavioural development as they return to school. This will ensure effective and robust tracking of emotional support required and provide guidance and resources to help reduce any current barriers to learning. • Assessments will initially take the form of Teejay unit tests, revision based learning and cluster confirmatory testing as well as re-administering book banding level checks to ensure reading activities match the learners’ current level. Formal assessment – MALT, SWST, SWRT etc as per our tracking and monitoring calendar will commence in the second term in order to fully concentrate on pupil 	<ul style="list-style-type: none"> • Pupils will focus on growth mindset vocabulary – I can’t do this YET. Pupils confidence and level of engagement will improve and celebrating success will be shared via our social media platforms. • Confirmatory assessments and diagnostic assessments will show the initial gaps in all learners and new grouping will be formed as result of this. Focusing on the SLC attachment strategy documents and using our own HWB programme will ensure all learners are in a place where they are able to move forward with their academic
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		<p>recovery, nurture and attachment.</p> <ul style="list-style-type: none"> Data which has been gathered prior to lockdown will be closely monitored and scrutinised against post lockdown data. Grouping will remain very fluid and ensure appropriate movement in order to challenge more able learners while also ensuring those who have not engaged fully are supported and any gaps are identified as learners move forward. 	<p>learning. After their emotional learning and needs are met.</p> <ul style="list-style-type: none"> Creative groupings and management of staff in order to create small group learning opportunities will ensure a brisk pace and a return to positive engagement and increased attainment and achievement levels.
<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</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. 	<ul style="list-style-type: none"> SMT have liaised closely with the Parent Forum during lockdown and a generous monetary contribution towards emotional wellbeing and health activities is being donated. At present Emotion Works may be taken forward but ongoing investigation of the correct resource for our school will continue over the Summer in order to find the best match for our all our learners. The Parent Forum have been and will continue 	<ul style="list-style-type: none"> Using a new resource across the whole school will ensure consistency in our approach to HWB and inclusion. Effective whole staff training will all staff deliver high quality experiences for all learners.

<p>SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<ul style="list-style-type: none"> Consider how you will measure and evidence impact; plan this into home and school approaches. Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>to be involved in this decision making process.</p> <ul style="list-style-type: none"> Community working continued to be developed throughout lockdown with both the Lesmahagow Development Trust and The Community Council donating IT equipment for families to make use of during distance learning activities. 94% of families had appropriate access to IT devices during lockdown with 7 families making use of our school loaning system during this time. Homework hero and supported study classes will be held by various members of staff throughout the session in order to close the gap of our most vulnerable learners. 	<ul style="list-style-type: none"> In order to ensure any IT distance learning taking place is able to take place, another personal letter will go to families to make sure adequate access to IT is there for all families and no one is at a disadvantage. Confidence, attainment and achievement will improve for those most vulnerable learners who have made little or no engagement with distance learning activities during lockdown.
<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</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 	<ul style="list-style-type: none"> Additional teaching staff and, SMT and support assistants will be utilised to provide additional 'catch up' and targeted support for learners where the gap between progress prior to lockdown 	<ul style="list-style-type: none"> Targeted and regular support will help to improve progress which has perhaps stilted since lockdown. Families will be involved in this process

<p>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>evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.</p> <ul style="list-style-type: none"> • Consider points in planning section to find alternative approaches. 	<p>and post lockdown has widened.</p> <ul style="list-style-type: none"> • IT support classes will be run for parents/carers in order to sort any trouble shooting areas. Liaison and dialogue will be used to create an information booklet on trouble shooting issues when accessing Google Classroom and editing documents etc. • Rigorous tracking - firstly through teacher professional judgements and moving on to summative and diagnostic assessments will ensure appropriate pathway through curriculum planning. Staged intervention procedures will be rigorously monitored and family engagement will continue to ensure a clear discussion around progress and next steps. 	<p>and will have the opportunity to take part in the Homework Hero supported study group.</p> <ul style="list-style-type: none"> • Much of our collective activity time this session will be used to ensure effective tracking and monitoring and clear planning for groups and individuals is taking place. Collating evidence and sharing this with SMT during tracking and monitoring discussions will ensure there is moderation of results and next steps are clearly in place.
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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"> • All resources have been purchased for each child on their return to school. There is no expectation for any child to bring their own physical resources as these have been provided by the school. • There will be no paid excursions this session, the local area and community will be used in order for any class visits. A 'Be All You Can Be Week' within the local community will take place instead of the usual residential experience for Primary 7 – this will include a variety of skills based learning, forest school and outdoor based activities – all of which will be heavily subsidised and additional funding investigated from various grants etc. • As a result of lockdown, SMT are acutely aware of families who have experienced hardship and difficulties in their personal circumstances. The school 	<ul style="list-style-type: none"> • In providing learners will all the necessary stationary and physical resources, no child will be at a disadvantage and will be in a place to learn with all the necessary items at hand. • In easing the pressure of money towards excursions and charity based events, families will have a significant reduction in outgoing costs this session. • Sensitive and confidential information has been shared with the school which has allowed the school to respond in a
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		<p>will continue to support in terms of physical resources, food and uniforms where appropriate.</p> <ul style="list-style-type: none">• Staff will revisit and revise our 2019 CoSD Position Statement and adapt this for post COVID 19.	<p>variety of ways; loaning resources, helping with referrals to other partnership agencies and has allowed us to provide washed, recycled uniforms to families as well as guiding families in the process of Free Meal Entitlement and Clothing Grants.</p>
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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>Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>
<p>Theme: Learning In School</p> <p>Rationale:</p>	<p>Schools need to:</p>	<p>Key Recovery Tasks (school specific)</p>	<p>Desired Outcomes and Impact</p>

<p><i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> The Recovery Curriculum, Think Piece</p>	<ul style="list-style-type: none"> • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronaviruses-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) 	<ul style="list-style-type: none"> • All Risk Assessment and SSOW measures are fully in place across the whole school and have been shared with all stakeholders. • In addition to classrooms, the ICT area and school library have been utilised as temporary classrooms. All areas being used as classrooms have access to teaching boards and ICT interactive whiteboard and projectors. All spaces have desks/chairs which are adequate distance (2metres) and there is signage and hazard markings highlight areas not to be used • Initially our focus will be HWB, Literacy and Numeracy. We have adequate outdoor space which would allow for forest school/outdoor learning activities in the playground. Our large hall is also still free 	<ul style="list-style-type: none"> • An information booklet, shared with the Parent Forum and then the wider school community has provided a detailed model of how the school will operate and the social distancing measures in place. • Signage and hazard tape markings across the school are clear and very visual for our learners and staff. Enhanced transition visits have shown pupils and parents have a clear understanding of the processes in place and the enhance hygiene regime. • Using all available space in the school and timetabling this to ensure safe social distancing will help pupils feel a sense of ‘normality’ and routine
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<p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather</p>	<ul style="list-style-type: none"> • Review your school's learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher 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 	<p>to be used for a variety of curricular activities. A staggered and timetabled approach will be put in place for this in the new term.</p> <ul style="list-style-type: none"> • Staff areas have been set up with social distancing in mind for face-to-face planning and monitoring meetings. The staff have made very effective use of Google Teams throughout lockdown and screen mirror in order to produce documents that all can add to and amend. This method will continue when it is not possible to meet as a whole staff. • A Post COVID Policy statement which will take into account our school learning and teaching and assessment processes. This will be developed with all staff and implemented in the new session. • Ongoing assessment – emotional check ins and overall attainment will ensure appropriate support 	<p>as they transition back into the school building.</p> <ul style="list-style-type: none"> • Google Teams will continue to be utilised for our staff next session. This has been a invaluable tool and has been used weekly (sometimes more) as a communication tool for all staff. • All staff will follow the frame work of our co-created Post COVID guidelines. This will ensure consistency of our approach across all classes. • Collegiate tracking and monitoring discussions will ensure high quality tracking and monitoring of learners'
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views learners in their recovery, along with parents/carers .	<p>to engage with them further on supporting learning in school.</p> <ul style="list-style-type: none"> Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>is in place at the earliest opportunity.</p> <ul style="list-style-type: none"> Staff CLPL in the SLC attachment model will continue to be developed as well as looking at our own chosen HWB resources – Boxall, Emotion Works etc. Staff will also be involved in developing our post COVID policy which will give clear guidance on our recovery curriculum. Our survey results about parent experiences of distance learning during lockdown has provided valuable information of what we could do to improve our current practice. In providing more video support for instructions of lessons and having a balance of online/paper-based activities, will ensure parents feel more confident in their child's learning progress when not in a face-to-face teacher setting. 	<p>needs and what is needed to support and challenge all learners.</p> <ul style="list-style-type: none"> Staff will provide a curriculum which is sensitive to the needs of all learners. HWB activities will provide a baseline of where learners are in their individual emotional journey and will help in the recovery planning for Literacy and Numeracy. Additional instructional clips will improve pupil engagement and ensure parents do not feel they have to replicate the classroom environment at home. This would reduce stress as some parents felt they were unsure if they were explaining tasks the way the teacher would.
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		<ul style="list-style-type: none"> Pupil natter groups will be used to ensure pupil voice is heard and taken account when decisions around learning are taken. Parent/carer surveys have already taken place and our starting point will be to do the same in class specific natter groups (usually mixed stages) to gauge pupil views of learning and teaching. 	<ul style="list-style-type: none"> Pupils will provide valuable evidence for staff about their individual distance learning experiences which will allow staff to adapt teaching and planning as we move forward with a blended learning approach.
<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</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 	<ul style="list-style-type: none"> Home learning via Google Classroom has been very effective for the majority of our learners and will be continued to be used for follow-up tasks after face-to-face teaching sessions. There will also be paper based activities which will go home each week so that there is a mix between paper and IT learning. As a school, we will ensure that all learners have access to IT devices and that all families fully understand how to use this. Additionality of staffing will allow a staff member to work 0.2FTE on a whole school distance learning 	<ul style="list-style-type: none"> Clear guidance each week for IT/Paper based tasks will be sent to families. This may also be uploaded as an instruction video which can be accessed via Google Classroom. Master classes will be run to train any families unsure of Google Classroom. The languages programme will help all staff and pupils continue with the 2+1 language approach.

<p>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>curriculum at home and how this will be facilitated.</p> <ul style="list-style-type: none"> • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>language programme for French and Spanish.</p> <ul style="list-style-type: none"> • Staff CLPL around Google classroom will include uploading videos and editing documents. Staff who are already confident in this area will cascade this to other staff members. • Home learning activities will be a mixture of paper-based work and Google Classroom. It has yet to be decided how feedback will be given as the individual feedback teachers have given during lockdown has been extremely high quality but has also been very time consuming for staff. As staff are also in a face-to-face teaching environment there will not be as much time to provide the detailed feedback that has been given during lockdown – this is an area that will be carefully considered as we move toward our blended learning approach. • The majority of children have been able to liaise with their teacher via email in 	<ul style="list-style-type: none"> • Staff will share their knowledge and expertise with one another to provide a range of online experiences via Google Classroom. • Pupils may have more opportunities for face-to-face feedback from staff using online tools. Concentrating on next steps and ensuring feedback is high quality is paramount to ensure success. • Within our school there is a big emphasis on pupil voice and this will
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		<p>Google Classroom. They have shared their work and experiences and have been able to reach out when needing additional support or clarification. Pupil voice has continued to be supported throughout lockdown.</p> <ul style="list-style-type: none"> • We are in the process of developing an online register that will track levels of engagement online and will have evidence of completed paper based activities. Parents will be able to access their own child's engagement activity level each month and any dis-engagement will be discussed directly with families to ascertain if any further support is required. 	<p>continue via our blended learning approach – both face to face and via Google Classroom.</p> <ul style="list-style-type: none"> • Tracking engagement will provide valuable data to support learning at home and any barriers that may be affecting home learning.
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