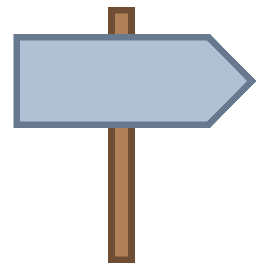
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**South Lanarkshire Council**

**Recovery School Improvement Planning August 2021**



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Milton

**Milton Primary School**

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| **Improvement Priority 1 - Continuity of Learning** | | | | |
| **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   * 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. | **School Rationale**  This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.  **RATIONALE**  Our Literacy Spelling Assessment results (SWST) in April 2021 have shown Spelling results across all stages have decreased. Our Primary 1 Early Literacy Assessment show 50% of pupils have a Literacy age one year above their chronological age and the remaining 50% are working within the expected ACEL Level. Classroom observations in Primary 1 show a very active approach to Literacy and a daily focus on spelling. As a school we need to have a clear understanding and analysis of current results and ensure appropriate and tailored measures/staged intervention of available support materials is used to inform the development of the curriculum. As a whole staff, Active Literacy training will be revisited and daily active spelling approaches will be implemented across all stages. Learners will be able to make use of high quality resources including digital technologies to support and challenge their work and will experience differentiated tasks to engage all learners. In addition, two periods of remote learning have reduced the amount of time pupils have had to write at length and experience a range of genres. Professional judgements of staff in April 2021 highlighted that writing was an area across the school which requires focus to raise attainment and ensure learners have more opportunities for personalisation and choice in their writing. Cross stage moderation opportunities and ensuring a collective understanding of pace and progression will be a focus for all staff. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.  **ACTION PLAN**   * Spelling planners will be revisited, updated and will collectively be changed to ensure a clear progression and brisk pace of active Literacy activities. (all staff) * Daily active spelling lessons will ensure increased practice and understanding of phonemes and common words. (all staff) * Robust and frequent analysis of spelling results will be utilised to identify development needs for individual leaners and specific groups. (staff/HT) * Professional observations (SMT/peer) will focus around writing purpose, format and independence and pedagogy experiences of learners. * Moderation of writing working parties (all staff) will share examples of work which has achieved expected levels and will form a portfolio of evidence around expectations in writing. | **Desired Outcomes and Measures**  This section outlines what the desired impact will be for our children and young people and how it will be measured.  **OUTCOMES & MEASURES**   * SWST results in April 2022 will show an increase of 4-6% across P3-P5 and 12-16% for P6-7 against current SWST data. * October 2021 and April 2022 professional judgements will show that 75% of pupils will be on target to achieve their expected level in Writing * From August 2021, 2.5 hours will be dedicated to writing each week to ensure increased proficiency in this curricular area. |
| **2.2 Curriculum**  **Theme 1: Rationale and design**  Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.  There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.  We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.  Our creative and innovative approaches to curriculum design support positive outcomes for learners.  **Theme 2: Development of the curriculum**  Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.  **Theme 3: Learning pathways**  The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.  We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.  All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.  **Theme 4: Skills for learning, life and work**  All staff and partners provide very good opportunities to develop children and young people’s skills for learning, life and work in motivating contexts for learning.  We emphasise enterprise and creativity across all areas of learning. | **Schools should:**   * Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. * Consider how cross curricular themes can support the delivery of different curricular areas. * Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) * Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum. * Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) * Ensure all curricular areas are being covered. * Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) * Ensure that identified learning pathways are flexible enough to support all learners – no matter their experience during remote learning or level of engagement over the last session. * Consider the ways to further develop skills for learning, life and work through a variety of contexts. | * A curriculum rationale will be reviewed and updated for parents/carers and an additional rationale will be created for pupils. * Cross curricular themes will be used to create real-life and innovative experiences for children to develop skills in a range of contexts. * Opportunities for innovative and creative activities with low floor, high ceiling opportunities will be used to develop problem solving skills in real-life context. Learners will be supported to take calculated risks to find answers. * Outdoor learning opportunities will continue to be developed in order to enhance learners’ creative experiences of Literacy, Numeracy and STEM activities. * Forward plans and professional discussions will show all curricular areas are covered by the class teacher and CCC cover teacher. * Literacy – spelling and writing (see rationale at top section, page 2). IDL has been used for a number of years and it was felt this is not having the desired positive intervention as had been hoped. Revisiting, refreshing and retraining (where required) of active literacy along with the introduction of ‘Nessy’ will be implemented to provide a more tailored and instant support for pupils experiencing barriers to learning within Literacy and further develop the strong digital learning that has been ongoing during remote learning sessions. * Staff are responsive in their planning and delivery. Advice is regularly sought from SMT when changing planning pathway or rearranging groups based on observational data, confirmatory testing and diagnostic assessments. * Prior to restrictions, our school had strong community links – having weekly visits to the Lesmahagow Development Trust and termly visits/letter contact with Glebe Gardens Sheltered Housing residents. A wider development of opportunities is now required to develop skills for learning, life and work. A return to our focus week on finance and careers with invited guests/speakers will help develop skills for learning, life and work across all stages. This was unable to run in 2020 but our aim will be to run this again in late 2021 or early 2022. The use of digital technologies to enhance and develop skills will also be a focus throughout the new session with a termly spotlight on internet safety, working in partnership with our local Safer Communities Preventions and Interventions Officer. | * Our curriculum rationale will be reviewed, updated and implemented from September 2021. * We will again run our very successful finance and careers week (ran 2016, 2018) which include a skill based cross curricular focus. The activities, visitors and employment focus will provide pupils with a wide range of creative, innovative and progressive learning experiences. * Problem solving activities will focus on process rather than product and develop critical thinking skills using high quality resources. * One session out of the two PE/HWB sessions each week will be outside or in the local community (Glebe Park). Opportunities across all curricular areas will be explored for outdoor learning, making use of the newly created House and Vice-Captain legacy garden and seating area. * Teaching staff will work collaboratively with job share partners and CCC teacher to ensure BGE is being delivered. * Identified individuals or groups will be supported in their Literacy – with particular focus on spelling and writing. Intervention support from Support Assistants/class teacher will include the use of the new Nessy digital platform and differentiated tasks which will raise overall attainment within spelling and writing. * Professional judgements and ACEL data from April/May 2021 has provided detailed statistics around the expected level for each pupil in June 2021. This will be the starting point in transition discussions between staff and SMT. A revised and robust tracking and monitoring system is in place for August 2021 to ensure learning pathways support all learners. * Relaunch of skills based week to focus around finance and careers to enhance knowledge, understanding and skills development for beyond school. * Ensure digital skills are given a termly focus around safety using CEOP material. * Invite previous Milton Pupils back to speak to Primary 6 and 7 around positive destinations and career choices | * Curriculum rational will be shared with all stakeholders. * Pupil natter results/Google form after the event will show an increased understanding of how skills, creativity and problem solving can be applied in different careers and learning contexts rather than in isolation. * Observational data and jotter evidence will show that pupils have increasing opportunities for personalisation and choice and can employ adaptability and flexibility when applying skills to real life contexts. * Teacher’s planning and observational class visits will show consideration is given to outdoor learning time and community working   to complement and enhance classroom based teaching and learning.   * Professional discussion and termly monitoring of forward plans by SMT will show progression of all curricular areas. * Critical analysis of assessment results, professional judgements and jotter evidence will ensure targeted support (and challenge) is responsive to learners’ needs and will show a positive measurable impact. * The newly created tracking and monitoring yearly format will ensure clear evidence of data analysis around assessments and ACEL data and will highlight any pupil requiring additional support as a result of their experience or engagement level during remote learning. * Evidence from professional dialogues inform next steps and highlight any staged interventions required to ensure progression and raise attainment across the curriculum. * Jotter evidence and professional discussions will show increased opportunities for learners to demonstrate their ability to transfer skills to new contexts. * Google form (comparison before and after) will show confidence in delivering CEOP lessons will improve as a result of support and input from our local Safer Communities Preventions and Interventions Officer. |
| **2.3 Learning, teaching and assessment**  **Theme 1: Learning and engagement**  Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.  Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.  **Theme 2: Quality of teaching**  We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.  Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.  We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.  **Theme 3: Effective use of assessment**  We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.  Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.  Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.  **Theme 4: Planning, tracking and monitoring**  As a result of our manageable processes to monitor and evaluate learners’ progress we have clear information on their attainment across all curriculum areas. | **Schools should:**   * Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. * Ensure learners’ experiences include appropriate levels of challenge and support, linked to current assessment information. * Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. * Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment * Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. * (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...) * Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. * Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. * Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. * Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. | * Professional judgements, ACEL data and staged intervention information are shared at transition meetings in June 2020 between staff. This information is used by the new teacher for planning, pedagogy and baseline work at the start of the August 2021 session to ensure appropriate support is in place for all learners at the earliest opportunity. * During remote learning digital technology enhanced the delivery of lessons taught remotely. Staff worked collegiately and very quickly to upskill their own CLPL and share skills and knowledge of how to prepare and upload teaching videos, PowerPoints with teacher voice over explanations and live sessions with mirrored screens to show ‘talk and chalk’ activities were used very effectively. * Following on from increased and improved use of digital technologies, forward planning in August 2021 will now be shared online between staff and SMT and can be reviewed at any point, allowing a working document to provide ongoing evaluation to take place and record next steps following observational or assessment data. This will also be used to inform part of the tracking and monitoring professional dialogue meetings between staff/HT as part of the moderation cycle. * The timescale of our current assessment calendar has been changed slightly to take into account time away from face-to-face teaching. A range of data (observational, summative and formative) has been collected after the last period of remote learning and has shown encouraging results with regard to ACEL levels especially in Numeracy. * Schools within our Learning Community work very closely with each other and a number of opportunities to liaise with our feeder nurseries and High school have been created for transition priorities as well as an agreed LC plan focusing on HGIOS 4 joint priority areas. Close working between all schools has ensured a supportive cohort and sharing of good practice throughout remote learning and beyond. | * Tracking and monitoring meetings in September 2021 between staff/HT will show the support and needs of learners following on from June 2020 and the plans in place from each new class teacher. * To maintain the excellent work around digital innovation and development, the school has registered for The Digital School Award to recognise good practice within the school. By creating a digital strategy we have identified what is needed to enhance education further within Milton which will include updating ICT planners and provide further training to staff to support the use digital technologies to enhance learning and teaching. * Newly created tracking and monitoring format (May 2021) shows a clear progression throughout the year, focusing on professional judgements, ACEL data, observations, assessments and staged interventions as well as challenge questions from HGIOS 4 to provide robust self-evaluation throughout the year and used to track learners’ individual journeys. * The assessment calendar of 2021/22 is in place and new format of recording allows a more efficient way of tracking leaners’ journeys over time. * Learning Community schools will continue to meet regularly to work on joint events including work around transition, STEM and moderation opportunities. | * Book banding results, SWRT and SWST data (September 2021) as well as ACEL data from June 2020 will form the basis of the first tracking and monitoring meetings between staff/HT to ensure appropriate and targeted support/challenge is in place to raise achievement and remove barriers to learning. (Supporting jotter evidence to be called upon where required). * By November 2023 we aim to have achieved our Digital School Award and have clear evidence from all observations of how digital technologies are used by staff and pupils to enhance and support/challenge learning and teaching. * New tracking and monitoring format will be introduced at August 2021 inset day and used in September 2021 at first formal tracking and monitoring staff/HT meeting. Results will provide detailed evidence collated all in one place for an easily accessible review of progress, achievement, support and challenge. * By May 2022, assessment data will be used to provide comparable data across all stages and by May 2025 will be scrutinised to show three year trends. * Schools within our learning community will continue to meet regularly and a termly meeting with feeder nurseries and our denominational partner school have been organised in the new session to ensure smooth transition across the learning community. |
| **3.2 Raising Attainment and Achievement**  **Theme 1: Attainment in Literacy and Numeracy**  Raise attainment in literacy and numeracy for all learners  Learners make very good progress from their prior levels of attainment in literacy and numeracy.  **Theme 2: Attainment over time**  Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.  A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.  **Theme 3: Overall quality of learners’ achievements**  Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.  They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.  As they move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievements. | **Schools Should:**   * Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. * Provide opportunities for CLPL which supports staff to respond confidently to learners’ needs, intervening timeously. * Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. * Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. * Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. * Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement. | * The Literacy focus this session will centre around increasing attainment in both spelling and writing across all stages with a particular focus on senior stages. Assessment results have been collated and analysed to provide detailed breakdown of differences in chronological and Literacy/Numeracy ages. * Cross stage moderation will be used to ensure consistency of achievement of a level using agreed marking criteria. The introduction of the Nessy Literacy programme will ensure early intervention support where required. * Catch up Numeracy will be used as a targeted intervention across all stages with 3 members of support staff being trained at the beginning of the new session. * Staged intervention pathways and clear tracking will ensure appropriate and timely interventions including Nessy and Catch up Numeracy are implemented at the desired time to support targeted individuals and raise attainment. * Newly created HGIOS 4 tracking and monitoring templates give detailed information around professional judgements, summative and formative assessment results and provide staged intervention impact as well as next steps where applicable. * Engagement data from remote learning has ensured next steps have been identified as part of transition and a return to face-to-face teaching has reduced the learning gap and poverty related equity gap. Families reported a lot of reading opportunities during remote learning and SWRT results have been positive across all stages. * Data from February 2021 parental survey has shown parents found the second period of remote learning difficult as they were working from home too and not always able to support school work tasks. Reading improved for many as this was an area parents found they were able to support using a wide range of genre. | * Spelling planners will be revised and updated during whole staff working party sessions to ensure an active approach is being delivered across all stages. There will be weekly protected time across all classes to ensure sufficient opportunities to write at length, exploring different genres. * Use of Nessy programme will be used for targeted intervention at all stages where required. * Catch up Numeracy will be used initially with targeted pupils from our pupil equity fund and rolled out across all stages as a targeted intervention. * CLPL around the revised tracking and monitoring system will be provided to teaching staff on the August 2021 Inset days. Catch up Numeracy training will be delivered online in the new session (date tbc). Nessy training will be given at a CAT session in September 2021. * Three formal tracking and monitoring meetings (more on informal basis) with the Head Teacher will focus on HGIOS 4 quality indicator challenge questions and scrutiny of assessment data alongside jotter evidence. * A return to pupil natter groups will ensure pupils are involved in planning and have appropriate opportunities for personalisation and choice. * Book banding will be carried out in September 2021 to ensure pupils are being challenged and supported in their reading. * Use of Catch up Numeracy, Nessy, 5 minute box and IDL as well as tailored individual work will ensure learners are supported in their learning and achievement. | * A daily 45 minute block of spelling focus – including active delivery will show an increase in SWST results. * Comparative results from May 2021 – May 2022 will show improved attainment across all classes. * The used of Catch up Numeracy will show increased attainment across P2,4 &7 in PIM assessment data and MALT data across all stages and will provide confirmatory evidence relating to teacher professional judgements. * Professional judgements in September 2021 will show that CLPL has positively impacted on pedagogy and teaching methodology. * Learners will benefit from increased expertise resulting from CLPL opportunities. * By January 2022, all staff will be proficient in the new tracking and monitoring format and will be able to analyse assessment data with SMT to ascertain next steps, staged intervention, support and/or challenge where required in order to raise overall attainment in Literacy and Numeracy. * By November 2021, all children will have had the opportunity to participate in a pupil natter group to share pupil voice and opinions on school improvement throughout the session. * Early book banding for Primary 2-4 in August 2021 will be carried out to ensure a brisk pace and progression is continued in the new session. * Targeted 6 week intervention blocks will show an improvement in leaners’ responsibility for learning and overall achievement. |

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| **Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff** | | | | |
| **Quality Indicator**  **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality | **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. | **School Rationale**  This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.  RATIONALE  After a further period of remote learning and uncertainty it is important that we continue to develop a sustainable and whole school focus on wellbeing for both pupils and staff from August 2021. Nurture training (3 staff members trained) found that the original idea of using Boxall for measuring all children was not a viable option. Therefore, following the Nurture UK model this will be used as a nurture based early intervention model for Primary 1-3 and thereafter for any child identified by the class teacher as requiring emotional support. Use of a whole school approach using ‘Emotion Works’ will begin from August 2021 to develop emotional language, competence and resilience. Staff mental health and wellbeing will also be a focus with the introduction of ‘Wellbeing Wednesday’ once a month for staff to get together in an informal way – this is particularly pertinent as staff have had split lunch times for the full session, therefore, it is important to meet as a full staff and reconnect in an informal way and continue the strong collegiate support that we have in Milton Primary. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.  ACTION PLAN   * Fully implement Emotion Works for all stages from August 2021 after staff training to develop emotional learning and literacy, health and wellbeing, resilience and regulation strategies. (all staff) * Revamp emotional daily check in for pupils and adapt pastoral recording of events to show robust record keeping and follow up work. (teaching staff and pupils) * Full staff training on Emotion Works programme and follow up weekly sessions. (all staff) * Introduce monthly wellbeing Wednesday for all staff to be together in a relaxed way to ensure full staff collegiality as breaks are currently split. (all staff on voluntary basis) | **Desired Outcomes and Measures**  This section outlines what the desired impact will be for our children and young people and how it will be measured.  OUTCOMES AND MEASURES   * Emotion Works will provide valuable health and wellbeing data to highlight any further intervention required or Boxall profiling needed. * Pastoral and daily check in monitoring will ensure a robust record of any intervention/next steps required. * Emotion Works training will ensure consistency across all stages in supporting pupils to communicate their feelings. * Wellbeing Wednesday will provide additional opportunities for staff to liaise in a relaxed and supportive environment. |
| **3.1 Ensuring wellbeing, equality and inclusion**  **Theme 1 Wellbeing**  As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.  Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.  We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.  All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.  Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.  All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.  We consider each child and young person as an individual with his/her own needs, risks and rights.  We ensure children and young people are active participants in discussions and decisions which may affect their lives.  **Theme 2: Fulfilment of Statutory Duties**  We comply and actively engage with statutory requirements and codes of practice.  Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.  **Theme 3: Inclusion & Equality**  All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.  Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.  We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. | **Schools should:**   * Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. * Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. * Have overt plans in place to support the wellbeing needs of staff and learners.      * Provide opportunities for CLPL which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. * Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. * Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. * Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances.      * Consult with all stakeholders togain an understanding of need based on experience during lockdown. * Consider the universal Rights of the Child and where the work of the school could be influenced by it. * Identify opportunities to celebrate diversity. | * Classes have spent time focusing on mental health and wellbeing, mindfulness and growth mindset. More time and focus is required for full school development on emotional literacy, resilience and understanding emotions. * The Nurture Nook will be re-established in August 2021 and will focus on Nurture based approaches as an early intervention step using Boxall profiling and will continue to focus on the SLC attachment strategy material. * Training sessions throughout the academic year, during Inset days and CAT sessions will ensure a consistent approach to CLPL training for all staff. * We will continue to work with colleagues from out with education and hope that in the new session there will be more opportunities for face-to-face working to support the recovery process. * Ongoing, annual training at the start of each session and follow up as and when required. * Parent/Carer survey in February 2021 around experiences of remote learning provided helpful and informative data around aspects working well and areas requiring adjustment for our remote learning offer. * All classes will continue to focus on the Making Rights Real throughout the session and pupil natter groups will also take forward how the school could be influenced by the Rights of the Child. | * Emotion Works full school programme will be implemented from August 2021 with full staff training on August Inset days. * A Come and See event will be held at some point in the session to share the resource in action with parents/carers. * Three members of staff will take forward small nurture groups throughout the week following the Nurture UK model. An additional break out area has been identified for pupils requiring additional sensory support, social story work and can be used as a de-escalation area. * Level 1 and 2 Attachment Strategy has been completed by all teaching staff and Emotion Works training will be implemented from August to ensure focused and appropriate CLPL for all staff. * Staged intervention will allow partner agencies to be involved at the earliest opportunity to support all areas of recovery. * In the new session as part of our Digital Learning Award we will be focusing on CEOP lessons across all stages and keeping pupils safe online. * A senior stage parent session will be organised around CEOP lessons delivered by PC Leggate. * One of the main aspects commented on was the lack of motivation for learners the longer remote learning went on. More live teaching sessions and live interactions will be implemented should we require further periods of remote learning as this was found to be a key motivator for learners.. * Forward plan lessons will show progression through Making Rights Real lessons and assemblies will take into account a variety of themes and opportunities to celebrate diversity throughout the session. | * By January 2022 the Emotion Works programme will be fully embedded and a consistent approach will be used to focus on mental health and wellbeing in each class. * Ongoing Google Form results from individuals/small groups using the nurture nook intervention will show this has been a positive resource to help explore emotions and feelings in a and supported safe environment. Pupil natter results from October 2021 will show an increased awareness of pupils’ own emotions, feelings and resilience. * Tracking and monitoring/staged intervention professional discussions between teaching staff and Head Teacher will provide evidence of how children’s needs are being fully met, especially those deemed most vulnerable. * Increased face-to-face working from partner agencies will improve collegiate working across partner agencies and allow next steps to be implemented (where required) in a timeous manner. * All classes will use Jam Board to give initial understanding of online safety and will revisit this after involvement in CEOP lessons. PC Leggate, Safer Communities, Preventions and Interventions will deliver sessions around national children protection advice and guidance. * Any future period of remote learning will take into account points raised from February 2021 parent/pupil consultations. * All children will be involved in the creation of classroom charters and throughout the session will have an appreciation of the Rights of the Child and the deeper meaning behind expectations, rights and decisions made. |

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| **Improvement Priority 3 - Planning for Equity** | | | | |
| **Quality Indicator**  1.3 Leadership of Change  1.5 Management of Resources to Promote Equity  2.4 Personalised Support  2.5 Family Learning  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising Attainment and Achievement | **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. | **School Rationale**  This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.  Rationale  Our previous investment in additional support assistant staffing helped to target specific groups and individuals requiring support/challenge. Support Staff will continue to be utilised (1FTE) and an additional 0.4FTE will be used for teaching staff to plan and implement specific staged interventions to reduce the poverty related attainment gap. Additional interventions used to target attainment in Literacy (Nessy) and Numeracy (Catch-up Numeracy) will comprise of intensive intervention blocks to target areas requiring support and any areas which were not fully covered at home during remote learning. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.  Action Plan   * Support Assistants will be trained in Catch up Numeracy to support key groups/individuals across all stages. (support staff) * Nessy will be used as an intervention tool for targeted individuals experiencing barriers to learning within Literacy. (staff) * Additional Teaching staff will be used to plan and implement specific programmes of work to target groups and individuals facing barriers to learning. (additional teaching staff) | **Desired Outcomes and Measures**  This section outlines what the desired impact will be for our children and young people and how it will be measured.  Outcomes and Measures   * By September 2021 a comprehensive support timetable will be in place to support identified pupils requiring additional support and/or challenge. * Monthly evaluations (recorded and verbal meetings with class teachers/SMT) from Support staff and teaching staff will show improved results for each area of intervention. * Use of Nessy programme will show improved SWRT results from September 2021 to November 2021 after targeted intervention at the start of the first term. * Teacher professional judgements in October 2021 will show Catch up Numeracy has benefited those who are significantly below their numerical age. * Book banding levels and confidence in reading unfamiliar texts will have improved as a result of pedagogy and methodology using the Nessy programme as a targeted intervention in Literacy. |
| **Closing the Poverty-related Attainment Gap** | | | | |
| **3.1 Ensuring, wellbeing, equality and inclusion**  **Theme 3: Inclusion and Equality**  We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.  **3.2 Raising Attainment and Achievement**  **Theme 4: Equity for all learners**  We have effective systems in place to promote equity of success and achievement for all our children and young people.  We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.  **1.3 Leadership of Change**  **Theme 3: Implementing Improvement and Change**  Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.  **1.5 Management of Resources to Promote Equity**  **Theme 1: Management of finance for learning**  We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.  Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.  **2.4 Personalised Support**  **Theme 2: Targeted Support**  Our targeted support builds on robust, embedded universal support. Learners’ needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.  Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.  **Theme 3: Removal of barriers to learning**  Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.  Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. | **Schools should:**  Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:   * Learners’ wellbeing (Boxall profile, observations, wellbeing indicators) * Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) * Attendance and Punctuality (in-school at hubs) * Engagement (Leuven scale, observational data) * Participation (remote learning participation data) * Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. * Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners. * Ensure sound financial management of all sources of funding * Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. * Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. * Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. | * Qualitative and quantitative data will be used to identify groups and individuals requiring additional support. * Additionality from support assistants and teaching staff will show improved attainment for individuals facing barriers to learning including poverty related barriers. * Our PT of Equity Support will ensure a working group has been established to take account of the 5% PB of PEF funding as well as transparency for all stakeholders via our usual school channels – Parent Council, pupil council, pupil natter, newsletters (with feedback option, website and twitter). * Continued close working with our CTO and Team Leader will ensure scrutiny of financial management. * Although there are two universal approaches in place – Nessy (Literacy) and Catch up Numeracy (Numeracy) the equity approach which is most valuable is the additionally of staff – support staff and teaching staff. Any intervention being taking forward requires the additionally of staff in order for this to be successful and proactive. * Families will be notified of types of support being utilised in school, next steps and any possible follow up which could be mirrored at home. Staff will work alongside HT/SMT to discuss progress and impact on a monthly basis and next steps required. * Close working with families will allow continued dialogue around progress or any other additional support or outside agency work which may be required. | * Data will be used from the following; * Wellbeing – daily emotion check in/pastoral data, Boxall profile and direct observations * Attainment – summative and diagnostic assessment results, professional judgements, ACEL data and tracking and monitoring teacher/HT discussions * Attendance & Punctuality – weekly data to be printed and tracked by HT * Engagement – weekly remote learning engagement data analysed and next steps implemented * Participation – as above * PT will host in person or virtual meeting to consult with a range of stakeholders on decision making for 5% of PEF spend in the new session. * Careful evaluation and audit of new and existing resources used will ensure we are reflecting on value for money and accountability that financial expenditure has been successful in improving attainment and achievement for all learners. * Additional Teaching staff will be able to plan and implement staged interventions from class teacher direction. Support staff will be able to utilise the training from Catch up Numeracy and 5 minute box training from the Clydesdale Support Base to support areas of the curriculum requiring one-to-one intensive support. * Termly letters of additional support involvement will be sent to families with the offer of follow up meetings or phone calls to discuss supports in place. * Informal and regular dialogue with families of pupils receiving support will ensure robust information sharing throughout the session. | * By December 2021, 67% of targeted pupils will have covered areas of work delivered during remote learning and will show increased knowledge and understanding of the concepts taught. * Professional judgements will show that targeted pupils identified from our equity fund will be on track to achieve their ACE level by June 2022; * Listening and talking 100% (currently 100%) * Reading 81% (currently 67%) * Writing 80% (currently 71%) * Numeracy 71% (currently 71%) * By September 2021, all stakeholders will have been able to share their views and offer insight into any proposed planning for participatory budget spending. * Additional Support and Teaching Staff will show an average of an additional 9 slots of support per day are being delivered for targeted individuals in a block rotation through the session. * Session evaluations and monthly meetings will share progress with class teacher and SMT to formulate next steps. * Individual and group interventions, professional discussions and Bingo Ball Blether sessions (pupils and HT) will show increased confidence in areas which were low or no engagement during remote learning. * Review of intervention blocks will provide valuable data around impact, progression and attainment to class teacher/SMT and inform next steps for targeted learners. * Data from Parent surveys in February 2022 will show a clear understanding of the support their child is receiving, why this is being given and any next steps required. |
| **Being a poverty-aware school and reducing/mitigating the Cost of the School Day**  **Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.** | | | | |
| **2.5 Family Learning**  **Theme 2: Early Intervention and Prevention**  Our staff are aware of the factors causing child poverty within our community.  We work with parents and other agencies to help parents minimise the effect of poverty on our children.  Our staff has an informed understanding of local demographics that informs more targeted support when appropriate. | **Schools should:**   * Revisit [Child Poverty Action Group Website](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) and other relevant reading. * Revisit their CoSD Position Statement in relation to: * Getting dressed for school * Fun events * Eating at school * School trips * Learning at school * Travelling to school * Attitudes * School clubs * Travelling to school * Home-learning * Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. * Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. | * CoSD position statement is in place and will continue to be updated as required. * Regular signposting of financial supports are highlighted in our monthly newsletters, website and twitter.      * We have made much more use of outdoor learning and community spaces which we will continue next session. Trips and other events which are often cost prohibitive because of the cost of transport may remain a ‘no go’ option. An alternative way forward will be to explore the local community and invite experienced personnel into school rather than always having to ask for funding for excursions. | * CoSD position will continue to be highlighted to families on our website and via our Parent Council forum with any additional consultation/feedback welcome. * Create a Health and Wellbeing family support leaflet which details websites, phone numbers and financial and mental health supports available nationally and in the local community. * Consider a bi-annual school excursion in order to spread the cost of trips (especially transport), look at grants and funding to further supplement the money school helps to pay to minimise cost to families. | * All staff will continue to be mindful about financial constraints. * By October 2021 – all families will have received an information leaflet signposting a variety of financial and mental health supports. * All children will experience an excursion or event each session - this may be in the local community as well as trips out with the local area. |

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| Improvement Priority – IMPACT OF ADDITONAL RECOVERY STAFFING | | | |
| **Recovery Allocation**  **(How much?)**  This section should identify your actual recovery staffing allocation e.g. 1fte teaching staff. This section can also include any additional support staff allocation. | **School Rationale and Planned Interventions**  **(What will they do and why?)**  This section should outline how your additional recovery staffing is used and your rationale *e.g. team teaching within P5 class based on CfE results.*  Schools should ensure there are targeted inputs to address individual barriers to learning.  All schools are expected to track and monitor the recovery progress of individual Care Experienced learners and ensure their ASN plans are regularly reviewed. | **Desired Outcomes and Measures**  **(What difference will it make and how will you know?)**  This section should outline what the desired impact will be for your children and young people and how it will be measured. It should focus on the key measures of attendance, attainment, exclusions, participation and engagement. | **Actual Impact**  **(What difference did it make?)**  This section should give an evaluative statement based on qualitative and quantitative data. This will be collected by central staff as part of SLC accountability to SG for recovery monies. |
| * Class Teacher 0.8FTE * School Support Assistant 0.6FTE | * Team teaching within Primary 7 class - based on ACEL results. * One-to-one Numeracy support in Primary 7. * Support for Recovery Learning in Primary 3 (Literacy). * Support for Recovery Learning in Primary 5 (reading/spelling/nurture). * 5-minute box delivery with individuals (early stage). * In class support within Primary 3 class for Literacy (Writing). | * Numeracy results in Primary 7 will show a projected increase from 65% to 76% with individualised support from the additional teaching time. * Increased confidence and motivation in Numeracy and greater participation and volunteering of answers in class sessions. * Literacy results in Primary 3 will show an increased knowledge in recognising and using common words. * Identified individuals working with class teacher will be able to read and write all stage 1 common words and read 75% of stage 2 by December 2021 and recognise 75% of stage 3 words by June 2022. * Nurture and attachment delivery will show improved engagement in expressing feelings and volunteering these with peers and adults. * 5-minute box delivery will provide additional consolidation of early stage Literacy skills in a one-to-one setting. * Additional support during writing lessons will aid planning and structure of written pieces and increase pupil confidence in writing at length in different genres. |  |