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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



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Milton

**Milton Primary School**

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| **Standards and Quality Report Session 20/21** |
| **Our School**Milton Primary School is located in a semi-rural area of South Lanarkshire Council within the village of Lesmahagow, Clydesdale. The local area is a mixture of social and privately owned housing and outlying farmland. Our feeder secondary – Lesmahagow High School is situated in very close proximity, allowing for excellent liaison opportunities including sharing resources and expertise from various departments and ensuring that transitions are smooth and fully supported throughout the session. Our current roll is 170 over 7 classes with no nursery provision at present. The school building was completed in June 2012 and is a bright, modern and welcoming building set over 3 floors. Access to transport and facilities is relatively limited due to the village location but the school strives to build community links with many local businesses and facilities including Tesco, library, Lesmahagow Development Trust and Lesmahagow Community Council. We are very proud of the positive ethos within our school and are committed to partnership working with all pupils, parents and carers to improve the achievement, attainment and well-being of all our pupils in order to promote a fully inclusive and supportive ethos**.** |
| **Key Successes/Challenges and Achievements Session 2021/22****Successes*** Adapting the curriculum to provide a mix of paper based and digital learning as well as live teaching and digital wellbeing/emotion check in sessions.
* Fostering strong partnerships with families and community partners to ensure continued new learning taking place with support and challenge where appropriate and ensuring equity of resources.
* Tracking and monitoring of learners’ progress and appropriate next steps identified. Learner journeys clearly tracked and evidence collated to support teacher professional judgements.

**Challenges*** Engaging all families in remote learning while they too were working from home.
* Issues with home devices and internet service providers.
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| **Remote Learning Jan-March 2021*:**** Children were more accustomed to the use of Google Classroom and how work was uploaded remotely after the first National Lockdown. Work provided was a continuation of new learning according to teachers’ plans for this term. Staff provided a high level of tailored support and differentiated activities and were on Google Chat at designated times each day to answer any specific questions. Staff also liaised directly with families around any areas of uncertainty and provided two sessions each week for live teaching/emotional well-being check-in via Google Meet.
* Engagement was high – a remote learning survey in February found that 97% of families (who took part in the survey) indicated they were able to access Google classroom and found that the live Google Meet sessions were useful. For P1-3 weekly tracking and monitoring data showed that 62% of pupils showed a high level of engagement throughout the period. For P4-7 weekly tracking and monitoring data showed that 57% of pupils showed a high level of engagement throughout the period. Teachers provided weekly tracking and monitoring records to the Head Teacher and any concerns raised for the following week to be addressed – including courtesy calls, offer of devices, support or check in via email/phone call or doorstep visit.
* Staff worked very long hours and provided an excellent programme of work which ensured new learning continued across all classes. All staff worked closely with families to support any difficulties experienced by pupils. Families who were working from home found it difficult to juggle home school and their own workload which often meant not all tasks were fully completed. Technical difficulties also posed a challenge for some families and paper packs were provided instead.
* Digital Literacy has significantly improved and staff are much more confident in using ICT to enhance their ‘in person’ lessons. There are a number of gaps across classes relating to some pupils who did not engage or completed very little during remote learning for a variety of reasons. Moving forward there have been some targeted interventions identified that will be used to help close the attainment gap.
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| **Planning for and Evaluating improvement** As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan. What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22. |

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| **Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff** | **How will we know we’ve been successful?** |
| **Quality Indicator****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. | **Key Recovery Tasks** **(School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**This section should give a brief indication of what success would look like and how it will be measured.  |
| **Theme:** Whole School Wellbeing**Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices.Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some. Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence. | **Schools need to:*** Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.
* Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs.
* Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.
* Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.
* Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable.
* Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.
* Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community.
* 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.
 | **Key Recovery Tasks (school specific)*** 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.
* 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.
* Close contact will remain with our partner agencies including CAMHS, Educational Phycologist 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 though 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.
 | **Desired Outcomes and Impact** * 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.
* 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 leaners 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.
* 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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| **Theme:** HWB CURRICULUM**Rationale:** The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity. | **Schools need to:*** Contextualise the ’Reconnection & Recovery’ guidance to develop a recovery curriculum within a unique context.
* Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing
* Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs.
 | * 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.
 | * 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 ad included in school decisions.
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| **Improvement Priority 1 - Health and Wellbeing****Progress Report June 2021**  |
| **What did we actually achieve?**  | **How do we know?** | **What do we need to do next?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.*** **Authority Attachment Strategy**As a school, all staff are fully trained in Level 1 and 2 of the authority attachment strategy and are well versed in the use of the attachment informed approaches to support any distressed children. Our attachment strategy work was due to be shared with families during our usual, ‘Come and See’ events but this was unable to take place and will be shared via our monthly newsletter and reported to Parent Council by the Head Teacher.**Boxall Profile Assessements (amended priority)**Initially a focus of whole school development was using Boxall as a baseline following the first national lockdown had been planned. Three members of staff (including the Head Teacher) completed 3 days of nurture training which focussed in detail on the use of baseline assessments (using the Boxall Profile) within an early intervention/nurture setting rather than a whole school approach. With this knowledge, we will now be taking this forward as an early intervention priority for Primary 1-3 pupils.**Parental Engagement & Responses from Remote Learning**Families and pupils completed a survey in February 2021 relating to remote learning experiences with opportunities to comment further on a variety of topics including;* Challenges of learning from home
* IT issues
* Pupil motivation
* Google Meet sessions
* Workload

It was dispapointing that there was a very low response rate to this survey (24% of parents and 11% of pupils took part) as this was publised on our website, twitter, Google Classroom and Parent Council facebook page but results received provided vaulable data for our recovery programme.**Daily Emotional Check-in**Classes completed emotional check ins each morning in class which allowed for further dialogue between individual pupils/adults if required. Using a simple traffic light system, pupils were able to indicate how they were feeling and any follow up regarding pastoral or safeguarding support. This check-in continued during remote learning with a daily morning register, two live Googe Meet sessions and three live chat sessions per week. The ‘in class’ system provided a good opportunity for staff to initiate conversations around health and wellbeing if pupils indicated an amber or red check in card. This also helped provide evidence for teacher professional judgements, although staff recognised some pupil colours did not necessarily match with SMT intelligence around individual families.**Staff Wellbeing**Staff mental health has been largely supported by the Head Teacher and Principal Teachers. Staff within Milton work extremely well together and there is a strong sense of collegiality across the full school. The full staff are able to be together at morning break but lunch breaks are currently split.**Partnership Working**Although ‘in person’ support from our partner agencies was not able to take place, meetings were conducted via the Microsoft Teams platform. This helped outside agencies share valuable information especially around any vulnerable families or any new families allocated to a social worker. Teams meeting also allowed education resources to contribute to any legislative meetings. As restrictions ease, we are again benefitting from some ‘in person’ support which we hope will increase in the new session.**Adaptations in School**Pupils and families were kept abreast of any adaptations within the physical school building and all risk assessments and safety mitigations were shared with all stakeholders. Detailed information was emailed timeously to all families and was also available via our website and twitter feed as well as signposted on the Parent Council facebook page. Consistency in approaches across all stages has helped to ensure a smooth transition from remote learning back to in-school learning. Almost all children have shown resilience and positivity in their return to school. Almost all children have reconnected positively with their peers and have enjoyed the opportunities to engage in play based activities during break times.**HWB Recovery Plan – Emotion Works (new priority)**The consistency across all classes for emotion check ins has helped develop a whole school model for reporting and responding to social and emotional needs. In the new session, we will be taking forward, ‘Emotion Works’ as part of our whole school commitment in developing children’s emotional literacy and wellbeing at school and reviewing our current practice around pastoral recording, next steps and ensuring pupils’ emotional needs are being fully met.**Pupil Natter Groups** We hope to be able to resume our pupil natter groups if restrictions allow. These groups are cross-sector and provide important opportunities throughout the session to listen to pupil views on various issues and evaluations of our school improvement plan. If we are not able to facilitate this, we will aim to provide a digital solution moving forward in order to ensure pupils feel valued and know their opinions have been listened to and included in future decision making.  | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*** * All teaching and support staff have taken part in the authority attachment training. Facilites and janitorial staff have a copy of all powerpoint slides/notes from training and have been signposted to the recording on Glow. Staff have copies of the A to Z of attachment-informed practice and refer to these as part of their behaviour management.
* Limited data as this priority has changed and did not go ahead as planned.

 **\* (Results from families who completed survey)*** 97% of families were able to access Google Classroom and felt the weekly planner provided a good structure, *“There is a good variety of tasks too as there is a focus each day on subjects in addition to literacy and numeracy” (parent comment)*
* Parent responses showed a positive response to live sessions, *“I am very pleased with the more visual aspect this time. With the live sessions and the recorded videos the teachers are providing, I feel that really helps to get ‘x’ concentrating. The weekly planner helps it not to feel overwhelming and give a structure but still allows flexibility”. (parent comment).*
* Pupil survey results from February 2021 around remote learning showed that 100% of pupils liked talking to their teacher on the Google Classroom stream and 94% liked the live Google Meet sessions.
* Additional comments from the pupil survey highlighted that children wanted to be back with their peers in school, *“I miss being at school and I miss my friends.” “I think Google Classroom is good but. I’d rather be back at school” (pupil comments).*
* A staff survey via Google Forms was given in May 2021 to reflect on the mental health support and wellbeing of staff during both periods of remote learning. 100% of staff felt they had been supported by management during remote learning and felt able to raise any concerns they may have had. *“I have been fully supported by management and by my collegues at Milton. I feel if I need any help pr have any worries or issues I can seek advice and guidance on this. I feel like part of a team and am very supported – thank you.” (staff comment)*
* In-house support has been very limited. We have been able to have face-to-face sessions with our Specialist Support Teacher which has greatly benefitted an individual pupil. All other support has been via online platforms which pupils have at times found difficult to engage with. CAMHS sessions have been difficult for children to engage with via video and pupils have required a lot of support from adults to help understand what is being asked of them.
* Observations from outside agencies have not been able to take place in school which has negatively affected pupils requiring support from partnership agencies.
* Feedback from the Parent Council has been positive around the plans for remote learning and returning to school.
* During remote learning, rigourous and robust weekly tracking of curricular engagement as well as check in enagement information provided valuable data each week on those requiring enhanced support – phone calls or door step visits.
* Limited data as this has not been able to take place. Google Meet sessions have taken place instead of assesmbies and have often been led by House and Vice Captains. There has been class involvement but this has been limited to the class teacher typing in the chat function.
 | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.**** The attachment training will form part of our new Promoting Positive Behaviour Policy which will be updated in the new session with all stakeholders.
* Create a designated nurture group and identify pupils from Primary 1-3 requiring early intervention to reduce barriers to learning using Boxall profile to track, monitor and close gaps in social, emotional and acedemic progress.
* Google Classroom is still being used for Homework but there has been a significant fall in engagement since returning to in-house teaching. Homework delivery will be reviewed in the new session with a working party of staff, pupils and parents.
* As part of our Digital Development and HWB next session we will be using Emotion Works as a whole school approach to develop online resources and staff training to support Health and Wellbeing delivery. A digital daily check in system will be piloted and used to compliment Health and Wellbeing lessons each week.
* Boxall profiling may also be used by staff for individuals in classes who may present as requiring additional support with emotional or social wellbeing.
* Introduction of monthly ‘Wellbeing Wednesday’ for all staff on a voluntary basis to get together in an informal way to chat and catch up – especially as the staff are currently on split lunch breaks. When staff were surveyed about the possibility of this initiative, 100% agreed this would be a good idea moving forward. *“A well-being Wednesday is a nice idea to allow us to catch up. Staggered lunches have meant that we have not been able to be together so a proper chat time would be appreciated. It will also encourage everyone to take a break.” (staff comment)*
* Staff are well versed in staged intervention processes and it is hoped that any level 3 interventions are able to go ahead as restrictions ease.
* All letters and information are now emailed directly to parents rather than via pupil post which has ensured all parents have access to important information. This will continue to be posted on our website and twitter accounts too.
* Moving forward we hope to get back to stafff/pupil/parent groups to support school developments.
* All classes in session 2021/22 will benefit from staff training and delivery of ‘Emotion Works’ and have opportuntities to build emotional language and develop emotional competence and resilence.
* Pupil Natter sessions will return as soon as we are able to mix class bubbles. A termly Google Meet session will take place if mixing is still not permitted.
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|  **Improvement Priority 2 - Planning for Equity**  | **How will we know we’ve been successful?** |
| **Quality Indicator****2.4** Personalised Support* Universal Support
* Targeted Support
* Removal of barriers to learning

**3.1** Ensuring wellbeing, equality and inclusion* Wellbeing
* Fulfilment of Statutory Duties
* Inclusion and Equality

**3.2** Raising Attainment and Achievement* Attainment in Literacy and Numeracy
* Attainment over time
* Overall quality of learners’ achievements
* Equity for all learners
 | **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. | **Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**This section should give a brief indication of what success would look like and how it will be measured.  |
| **Theme:** Re-identifying the poverty-related attainment gap.**Rationale:** To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won’t necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.  | **Schools need to:*** Consider the experiences learners have had during the school closure period, drawing on for example:
* Engagement data
* Home-school communication
* Home-learning submissions
* Engagement at hubs
* Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of:
* Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)
* Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)
* Engagement (e.g. Leuven scale, observational data)
* Participation (home-learning participation data)

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.* 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.
 | **Key Recovery Tasks (school specific)*** 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 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.
* 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 recovery, nurture and attachment.
* 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.
 | **Desired Outcomes and Impact** * Using short video clips and working through examples on screen will help engage learners and provide support for families during distance learning activities.
* 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 learning. After their emotional learning and needs are met.
* 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.
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| **Theme:** Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.**Rationale:** As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended. | **Schools need to:*** Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.
* Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.
* Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.
* Review staff training needs.
* Review current partnership working.
* Consider how you will measure and evidence impact; plan this into home and school approaches.
* Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the [EEF covid-19](https://educationendowmentfoundation.org.uk/covid-19-resources/) resources helpful when considering this.
 | * SMT have liaised closely with the Parent Forum during lockdown and a generous monetary contribution towards emotional wellbeing and heath 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 to be involved in this decision making process.
* 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 leaners.
 | * 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.
* 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.
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| **Theme:** Tracking and monitoring impact of equity approaches. **Rationale:** To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.  | **Schools need to:*** Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.
* Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.
* Consider points in planning section to find alternative approaches.
 | * Additional teaching staff and, SMT and support assistants will be utilised to provide additional ‘catch up ‘ and targeted support for leaners where the gap between progress prior to lockdown and post lockdown has widened.
* 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.
 | * Targeted and regular support will help to improve progress which has perhaps stilted since lockdown. Families will be involved in this process and will have the opportunity to take part in the Homework Hero supported study group.
* 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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| **Theme:** Cost of the School Day**Rationale:** The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren’t before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.  | **Schools need to:*** Revisit [Child Poverty Action Group Website](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE)
* Read [CPAG article](https://cpag.org.uk/file/4912/download?token=ytkETSll) 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.
 | * 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 will continue to support in terms of physical resources, food and uniforms where appropriate.
* Staff will revisit and revise our 2019 CoSD Position Statement and adapt this for post COVID 19.
 | * In providing leaners 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 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.
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|  **Improvement Priority 2 - Equity** **Progress Report June 2021**  |
| **What did we actually achieve?**  | **How do we know?** | **What do we need to do next?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.*** **Engagement – Remote Learning**The collection of data for the second period of remote learning was robust and showed daily engagement levels for Literacy, Numeracy and Health and Wellbeing. The second period of remote learning ensured new learning was taking place and staff provided very detailed weekly programmes of work which were differentiated and provided recorded videos as well as live sessions. Staff supported families incredibly well and were available throughout the day (and often at nights/weekends) to reply to any comments or issues families were experiencing. After the first period of remote learning, parents had intimated they found some IT activities difficult to navigate (changing documents to a PDF and interactive sheets). In response, step-by-step guides were reproduced and video powerpoints/presentations to navigate through accessing Google Meets, downloading editable documents and how to upload work. It was hoped that IT support classes for families would be able to run to sort any trouble shooting issues and help families build confidence using Google Classroom to suppor their child/chidlren, however, this wa unable to go ahead.**Emotional Support Using Boxall Profiling (amended priority)**Boxall assessments had orignially been intended in provide baseline information for pupils returning to school but after three staff were trained in the Nurture UK training and using Boxall, it was felt this should be used as an intervention assessment rather than across the whole school. Staff spent a lot of time in the returning weeks building pupils resilience and working on mindfulness techniques and reducing anxieties about being back in the school building under the current circumstances.**Assessment Calendar**The second period of remote learning fell at the time a large part of our annual testing takes place. This has been resceheduled and intial results across the board are looking positive. **Fluid Groupings**Staff are much more fluid in their groupings and are confident in moving indivduals where and when required depending on the level of support or challenge needed. Movement has impacted positively on pace and progression.**Community Partnerships**Our Parent Council have been very supportive throughout the session and have supported the school in sharing information via their facebook page. The Parent Council have provided funding to buy chrome books which have been used during remote learning and have also provided a donation to our newly created equity fund which is used for clothing, food and resources (in confidence) where required. We have continued to develop strong partnerships with Lesmahgow Development Trust and also the Community Action Group.**Supported Study Classes/Targeted Support**We had hoped our Homework Heroes programme which was successfully run in 2019 for targeted support could have been implemented for those with gaps from the first period of remote learning but this was not a viable option this session. We hope to be able to implement this in session 2021/22 once restrictions allow. Support assistants have worked on targeted support blocks in classes focusing on reading, spelling and numeracy.**Tracking and Monitoring**Throughout remote learning there was a rigourous and robust tracking system in place to target enagement levels in Literacy, Numeracy and HWB check in sessions. The data provided next steps for learning or whether any intervention was needed – in terms of academic support from the teacher, IT issues which required a paperpack instead or whether engagement levels warranted a phonecall from the Head Teacher or door step visit. **Cost of The School Day**As there were no paid excursions or residential trips, a ‘Be All You Can Be’ week was organised to provide a range of onsite activities and skill building events as well as a trip to the local park. A sponsored walk took place but we were very mindful about potential finanacial implications of this. Money raised will then be susidised by the school in order to pay for the events A range of activites are planned and pupils and staff are looking forward to this rewarding experience after missing out on a lot of planned excursions this session. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.**** Staff provided weekly enagement tracking data to the Head Teacher which was then used to plan next steps for the week ahead – both academically and used in a wellbeing capacity for check in phone calls or door step visits to offer any additional support for those with low/no engagement throughout the week.
* Trouble shooting booklets, step by step guides and video presentations were provided to support online learning. Staff talked through trouble shooting issues via phone.
* Children have shown great resilience in their return from remote learning and this was observed by staff to be even quicker the second time around. Staff have observed pupils taking more time to be self motivated in their learning and needing more reassurance when completing tasks. In class HWB session, pupils have shared they are happy to be back in school with their friends and staff.
* Data results from ACEL show;
* Listening & Tallking 90% on track
* Reading 80% on track
* Writing 74% on track
* Numeracy 83% on track
* Bingo ball conversations between HT/pupil and pupil natter sessions will show pupils feel challenged in their learning and are making progress.
* Both community organisations donated digitial devices which we have been able to loan to families which has helped their connectivity during remote learning.
* No data as this was unable to take place.
* Limited written data from targeted support – information has been shared verbally but in the new session a new format will ensure robust tracking and evaulation of impact of support.
* Data was used to track learners journeys from various stages and gave an overview of the experiences from these pupils including teacher feedback, direct teaching and progress made.
* Professional judgements show staff are still very hard on their own judgement – tracking data and evidence in school supports higher professional judgements than was first thought.
* As this is still to happen, there is no data at present other than the enthusiasm from pupils, families and staff as we prepare for the planned activites and skill building events.
 | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.**** Weekly tracking provided excellent data around learner journeys, progression and engagement. Moving forward a similar version will be proposed for tracking homework engagement.
* If able, IT support classes will run in 2022 to support online learning as well as highlighting CEOP resources.
* Boxall profiling with be used as an early intervention tool in Primary 1-3 to ascertain pupils who may need a period of nurture support. In primaries 4-7 Boxall profiling will be used by staff where it is felt support may be required for emotional support.
* Using the new tracking and monitoring analysis document will allow staff/SMT to plan next steps and provide support in order to close the attainment gap.
* Moving forward, groupings will continue to be fluid and will be discussed in detail during forward plan feedback discussions and tracking and monitoring meetings with SMT.
* As part of the Digital Award scheme, we will utilise the ICT donations to enhance digital learning across all classes and use more video evidence as part of our tracking, monitoring and moderation programme.
* As part of the Participatory Budget - PEF funding has been looking at clubs and after school homework groups to support learners. A focus group will be set up by our Equity Lead Principal Teacher in September 2021 and will gather views of whether 5% of PB budget should be allocated for a supported study club as one of the options moving forward.
* Staff scrutiny of engagement data has developed a clear understanding of how interventions required at Level 1 and lesson content can be differentiated and supported to remove barriers to learning.
* Further staff moderation is required around ACEL data. During tracking and monitoring discussions with SMT, staff are able to provide evidence that supports higher professional judgements than originally allocated.
* From August 2021 a new monitoring format will be used to track class, assessment and ACEL data to ensure clear and concise tracking of interventions, support and challenge required and help to close the poverty attainment gap.
* If this is a success, we may try this every few years as an alternative to trips throughout the year as the cost of transport is often heavily subsidised and often prohibitive for school funds.
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|  **Improvement Priority 3 - Continuity of Learning**   | **How will we know we’ve been successful?** |
| **Quality Indicator**2.2 Curriculum * Rationale and design
* Development of the curriculum
* Learning pathways
* Skills for learning, life and work

2.3 Learning, teaching and assessment assessment* Learning and engagement
* Quality of teaching
* Effective use of assessment
* Planning, tracking and monitoring

**3.2** Raising Attainment and Achievement* Attainment in Literacy and Numeracy
* Attainment over time
* Overall quality of learners’ achievements
* Equity for all learners
 | **Recovery Priority**These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.Links are included where appropriate.**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.** | **Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact** This section should give a brief indication of what success would like and how it will be measured.  |
| **Theme:** Learning In School**Rationale:**  *The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment,**Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible* *It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”* **The Recovery Curriculum, Think Piece**Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it. Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .  | **Schools need to:*** Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.
* Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver.
* Consider if communal and social areas could be repurposed to provide additional learning space.

<https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>* Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.
* Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.
* Consider planning for longer blocks of learning over a longer-term timetable where possible (i.e. for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)
* Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment.
* Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.
* Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated.
* Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work.
* Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school.
* Consider how to take account of parental views and pupil voice when developing the learning in your school.
 | **Key Recovery Tasks (school specific)*** 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 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.
* 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 is in place at the earliest opportunity.
* 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.
* 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.
 | **Desired Outcomes and Impact** * 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 as they transition back into the school building.
* Google Teams will continue to be utilised for our staff next session. This has been an 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’ needs and what is needed to support and challenge all leaners.
* Staff will provide a curriculum which is sensitive to the needs of all learners. HWB activities will provide a baseline of where leaners 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.
* 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.
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| **Theme:** Learning At Home **Rationale:** A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.  | **Schools need to:*** Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school.
* Can staff who are shielding work on developing and leading on online learning opportunities?
* Take account of the existing resources you have access to and how these can be used to support learning at home.
* Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated.
* Review and plan how you will deliver and set work at home and how feedback will be given to learners.
* Establish a baseline on the number of pupils and staff who have home access to ICT.
* Consider how to take account of pupil voice in their learning at home.
* Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home.
* Consider how you will measure and track engagement with home learning
 | * Home learning 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 language programme for French and Spanish.
* 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 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.
* 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.
 | * 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.
* 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 continue via our blended learning approach – both face to face and via Google Classroom.
* Tracking engagement will provide valuable data to support learning at home and any barriers that may be affecting home learning.
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|  **Improvement Priority 3 - Continuity of Learning** **Progress Report June 2021**  |
| **What did we actually achieve?**  | **How do we know?** | **What do we need to do next?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.*** **Sharing Risk Assessments and SSOW**Throughout the session, all staff have been included in all information being shared via Scottish Government, local/national priorities as well as information from the authority. SSOW have been shared in the same way and updated throughout the session to reflect any changes in local/national guidance.**Literacy, Numeracy, HWB Focus**Staff recovery when pupils returned to in person teaching focussed on Literacy, Numeracy and HWB. All staff have effectively utilised outdoor spaces for various activities and have been creative with how the space of the playground and surrounding local areas have been used. Suitable clothing has shown the children are content to be outside regardless of rain and all classes have embraced the increased amount of outdoor learning.**Microsoft Teams**This platform has been used successfully to host staff meetings and bring staff together during remote learning – especially when staff were at different stages – hub, remote learning or in school provision. Initial technical difficulties and upskilling of staff was required to ensure we were making the best use of this technology.**Post Covid Policy**Staff have been involved in developing and contributing to our Covid Policy and recovery framework. Marking, homework and pedagogy were all jointly agreed and implemented. Adaptations have been discussed and amended throughout the session in line with local/national guidance. **Daily Emotional Check In**Emotional check ins have highlighted any individual pupil who may require some time to talk to an adult if they have indicated an amber or red on the traffic light check in system. Almost all children feel they would be able to talk to a member of staff if they had a problem and this is reinforced though our whole school Health and Wellbeing lessons. A more consistent approach is needed across all stages to ensure emotional check in follow up is taking place.**Remote Learning & Homework Provision – Google Classroom**Google Classroom and Google Meet provided very good platforms to support remote learning. Additional devices were loaned to families where needed and paper packs were also provided weekly where required. Homework engagement via Google Classroom has been lower since returning from remote learning but we hope this will improve as we begin the new session.**Staff Additionality for French & Spanish (did not go ahead)**Staff member was successful for a full time position over the Summer holidays, therefore, did not start at Milton.**Tracking and Monitoring – Online Register**There was a rigorous and robust weekly tracking system in place to track levels of engagement and progress in Literacy, Numeracy, HWB and daily check ins but we did not achieve an online register model. A daily question was posted for pupils to answer which gave staff a daily register. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.**** Information has been shared will staff via email, Teams meetings, staff folders and face to face meetings. Risk Assessments and Council guidance have been shared with families via our website and signposted on our Twitter feed as well as highlighted at Parent Council meetings and newsletters.
* A staff survey found that 100% of staff found that “*safety information including risk assessments, SSOW, Scottish Government and SLC advice was shared in a timeous manner throughout the session”. (Staff survey April 2021)*
* Observations from staff/SMT and twitter photos have shown the creative use of outdoor spaces being used for Literacy, Numeracy and HWB. There has been an increase in active approaches to Literacy and Numeracy using the wider environment as stimulus for activities which are then followed up in class sessions.
* Staff feel confident in using Microsoft Teams to contribute to meetings and are also profficient in Google Meet when working remotely with children.
* Staff survey (April 2021) additional comments show that staff have felt involved in the post recovery plan and supported through this. “*I feel that everything that could possibly have been done to support us during the pandemic has been done. I am fully aware of all risk assessment/LA advice and SSOW and have my own copy of all documentation necessary. Staff were given the opportunity to have imput on the return to school phase and were supported through both returns – following remote learning.”* (staff comment)
* Staff/SMT discussions have identified that there are some individuals who will always mark green even if our own intelligence would perhaps feel this may not be the case. Whole staff discussions have highlighted that some children will always mark red but on further investigation this may have been because they do not like what is on the lunch menu etc – further clarification of colours is needed moving forward.
* Engagement levels in Google classroom during the first block of remote learning were shared verbally between SMT and teaching staff, however a rigorous and robust format was used to track individual learner engagement data for Literacy, Numeracy and HWB. Parent Surveys found that parents were becoming more confident in supporting their child with google Classroom, *“Now I am used to Google Classroom I find is easier to navigate through.* (parent comment)
* There were still issues around some technical difficulties e.g PowerPoints not loading or sound missing but parents reported that they felt supported quickly by staff, “*We have had one or two IT issues but ‘X’ always replies quickly and is very helpful. Work is marked quickly and that helps ‘Y’ to stay motivated”. (parent comment)*
* No data availble as this did not go ahead.
* Using the weekly tracking and monitoring data allowed the Head Teacher to ascertain any further supports required – phone call supports, door step visits etc.
 | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.**** All RA/SSOW and local/national safety advice will continue to be shared with all stakeholders throughout the coming session.
* In the new session, one HWB lesson per week will remain outside and one will be inside. The use of outdoor learning will continue to be encouraged to maximise engagement and creativity in Literacy, Numeracy and HWB.
* New digital skills learned will be developed further in the new session with many features of planning, tracking and monitoring moving to an online system using OneDrive. Staff will continue to use Google Meet as part of our assembly programme and Teams for outside agency meetings.
* Full staff development and contribution to policy and practice will continue following all guidance.
* Using, ‘Emotion Works’ as a whole school programme next session will help clarify and develop emotional language and literacy.
* Google Classroom will continue to be used for homework but a committee of staff, pupils and parents will be set up as soon as we are able to review our current homework policy, practice and delivery.
* The tracking model used provided a very good level of data and a similar model will be used for tracking homework next session.
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