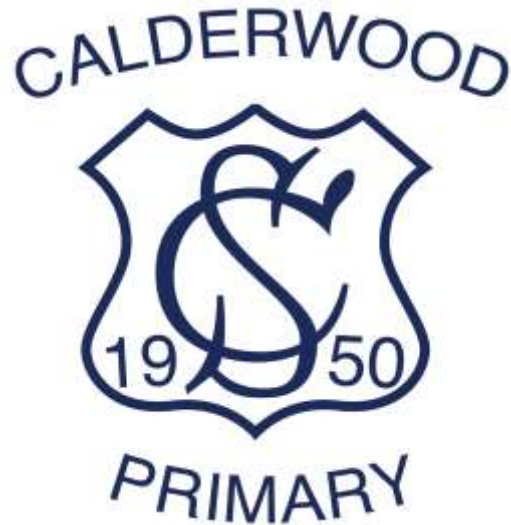




South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Calderwood Primary School

Standards and Quality Report Session 2020/2021

Our School

Calderwood Primary School is located in Rutherglen and is part of the Stonelaw Learning Community. The school currently has a roll of 433 children across fifteen classes (with an additional class teacher) (May 2021).

At Calderwood Primary School, we aim to provide a welcoming, nurturing and inclusive environment for all of our children and families, where pupils are motivated, active participants in their learning and we all strive to achieve our best. Our curriculum is engaging, relevant and practical, and we have high expectations of both our learners and each other. Every child is encouraged and supported to reach their full individual potential. Leadership is promoted throughout the school, empowering learners and staff to lead learning and school improvement. We value and celebrate outstanding partnerships with parents, the wider community and local businesses, and have strong, collegiate and constructive relationships with our fellow learning community primary schools and Stonelaw High School.

Our school building opened in 2007, and it provides a bright, modern environment for learning. Our building is complimented by a large outdoor area for pupils and staff to utilise and enjoy.

Our local area is a mixture of social and privately owned housing. In Session 2020/2021, 15% of our pupils are in receipt of free school meals and 15% live in SIMD decile 1 or 2. Through our close working relationships with pupils and families, we endeavour to identify and address any barriers to learning which impact on pupil attainment and achievement. As a school and community, we are committed to an equitable provision of learning opportunities for all of our families and we strive to minimise the cost of the school day for all.

We are a happy, caring school, and we pride ourselves on our inclusive ethos and the positive, constructive relationships that exist between pupils, staff and families. We promote values of kindness, compassion and respect. As our school continues to grow and change, we are committed to working together to build on the legacy of Calderwood Primary – which has an excellent reputation and profile in our local community – and achieve the best outcomes for our learners.

Key Successes/Challenges and Achievements Session 2021/22

This has been an unpredictable session, which has seen many new and unforeseen challenges come our way. The most significant challenge for pupils, staff and families has been adapting our daily routines around Covid-19 restrictions. We are a very large, very busy primary school - with little spare space in the building – and we have had to be creative and adaptive in our planning. The other main challenge has been the rate of change and requirement to be responsive with the unpredictable backdrop of the pandemic; this has meant having to react and make decisions very quickly whilst being unable to confidently plan ahead (certainly not without a Plan A, Plan B and sometimes a Plan C!). We have worked hard as a team to try to maintain a sense of normality in very abnormal circumstances and ensure that Calderwood remains a place where pupils and staff feel safe and happy.

Our biggest success has been how the Calderwood community has responded to these challenges: with positivity, resourcefulness and resilience. Team Calderwood have pulled together to support pupils, families and each other. Our pupils have faced the year with sanguinity, and, as always, we have been well supported by our parents and families. We all have the shared experience of Covid, however, each of these groups have faced their own challenges this session.

This Session's Challenges

Pupils

- We have sought feedback from pupils throughout this school year, and they have consistently reported that one of the main challenges for them is being unable to mix freely with pupils who are not in their class bubbles at playtimes and lunchtimes due to staggered break times and playground zones.
- Although we are a very large school, there has always been a strong sense of community amongst pupils and an inter-connectedness across classes and stages. This has been difficult to maintain whilst pupils are kept in their 'bubbles', and is something we will strive to get back next session.
- Pupils have also missed many of the opportunities they would normally have over the course of a session, such as educational excursions, whole-school events, Parent Council events (fairs, discos, activity evenings) and visitors coming into the school.

- Pupils are aware that their learning activities in class have had to be modified. Restrictions mean that movement around the classroom should be limited and learning and teaching has had to be adapted to suit this. This has also been a challenge for staff, who have worked very hard to keep lessons engaging and as active as possible.

Staff

We have also sought regular feedback from staff, and these are the main challenges they have faced this session:

- Maintaining social distancing measures and wearing a mask whilst teaching and building relationships with pupils;
- Tailoring learning and teaching around classroom restrictions and keeping children in their 'bubbles';
- Confidently assessing gaps in pupil learning from both periods of lockdown;
- Monitoring pupil wellbeing and ensuring any issues are quickly identified;
- Embracing new digital technologies;
- Additional playtimes and lunchtimes taking support staff away from working with pupils in classes;
- Additional playtimes and lunchtimes also meaning that there are some children out playing whilst other classes are learning, as this can be distracting for pupils who are working;
- The staff being split into two groups which do not overlap for playtimes and lunchtimes has often left a feeling of two separate staff groups and does not allow time for informal chats with stage partners/colleagues; indeed, restrictions around social distancing mean that informal opportunities for professional dialogue are limited, and formal opportunities (such as staff meetings, CAT nights and inset days) are taking place online;

- Lack of space around the school (the hall is a classroom and was previously our staffroom, and the canteen is out-of-bounds for a good part of the day, so there is very little indoor space beyond the classroom);
- Being reliant on the weather when using our outdoor space for P.E. and active learning (we encourage classes to be out in all weather, but cannot be outside in torrential rain, frost, high winds etc.).

Parents and Carers

- Calderwood prides itself on our open door policy and relationships with parents and carers. Restricting access to parents and carers and discouraging them from even coming onto the playground is the antithesis of our aims and values. This has presented a challenge to building and maintaining relationships with parents and carers. We have tried to address this by ensuring the senior leadership team are highly visible and that there are very clear and open lines of communication between staff and parents/carers. However, nothing takes the place of opportunities for face-to-face meetings.
- We have a very active and involved Parent council and Parent Forum who, in normal circumstances, would be in the school on a regular basis to help and support. We would also regularly have parents and carers in the school for Parents' Evening, shows, Sharing Our Learning events and assemblies. Not being able to do this has led many parents and carers to feel a disconnect to the life of the school. We have used social media to share as much as we can, but it is not the same as being in the school and being part of the occasions.
- Parents have often found it difficult to keep children motivated to learn and promote a sense of normality and positivity around the school day whilst restrictions are in place, for example, reassuring children who have no in-school interaction with their friends or explaining to children why they are missing out on events (such as the P7 residential trip).
- Parents and carers are worried about the impact of the past 18 months on their children and have many questions: Are they behind in their learning? Did I do enough during remote learning? Has this affected them socially? How can I help them at the moment? The school works hard to inform and reassure parents and carers, but this remains an uncertain time and many answers to these questions will not be known until we find our way back to 'normality'.

This Session's Successes

Despite the numerous challenges of the session, we have had many successes at Calderwood. These successes, highlights and 'rays of sunshine' have come from feedback from pupils, staff and parents.

Ethos and Life of the School

Staff have worked hard to give pupils fun learning experiences throughout the session, and we have endeavoured to maintain a sense of community in the school with shared events.

- We have continued to have weekly whole-school assemblies virtually, with pupil awards and achievements, and often contributions from classes (for example, our Book Club and Happy Heads group).
- We have continued to encourage parents and pupils to share their out-of-school achievements, which are celebrated in class, assemblies and through our social media channels.
- Classes led their own assemblies for the whole school, which they then shared with parents and carers through Google Classroom.
- Our Book Club have organised events throughout the session to inspire pupils and promote reading and literacy skills. These events included fun World Book Day celebrations, when we had 'A Book for Breakfast' (a snack and a book), mass storytelling and lots of other activities and competitions.
- Our 'Happy Heads' pupil group organised and promoted events including Walk to School Week.
- Our 'Eco Champions' promoted Earth Day and Switch-Off Fortnight throughout the school.
- Our 'Kindness Champions' organised a month of kindness-related activities during December. The activities included challenges for each class (with a 'Kindness Elf' who visited the classroom) and random acts of kindness to promote a feeling of cheer and togetherness.

- For Halloween, we had a whole day of activities, including an outdoor parade with music for the whole school to see each other's costumes.
- During our '12 Days of Christmas' we had a fun activity every day on the run-down to the holiday. These included class quizzes (led by the senior leadership team over Google Meet), arts and crafts, creating dances and decorating classroom doors and corridors.
- Just before Spring Break, our P4 teachers organised a QR Code Treasure Hunt in the playground, which all classes enjoyed. Our Parent Council donated an Easter egg for each child as a prize at the end of the hunt.
- Our Parent Council organised a 'Shorts 'n' Shades Fun Day' in June. Pupils were invited to come to school dressed up or dressed down, and there were classroom-based and outdoor fun and games throughout the day.
- Our Parent Council purchased leavers' hoodies for P7, the first time we have had these at Calderwood, as a special acknowledgement of how brilliant the P7s have been during a year when they have missed out on so many of their usual treats and extra responsibilities. They chose from a selection of rainbow colours as a nod to our key worker families.
- Our Parent Council also purchased Calderwood hooded jumpers for every member of staff to say 'thank you' for all their hard work this session.
- Staff and members of the Parent Council Events Team organised a week of leavers' activities for our P7s which included a silent disco, outdoor adventure day and special lunch to give them a memorable send-off from primary school.

Attainment

- Despite two sessions interrupted by periods of remote learning, the majority of pupils are attaining expected levels.
- For reading, 78% of pupils achieved their expected level or beyond.
- For writing, 77% of pupils achieved their expected level or beyond.

- For talking and listening, 93% of pupils achieved their expected level or beyond.
- For numeracy, 80% of pupils achieved their expected level or beyond.
- Attainment across all four areas has fallen compared to confirmed levels for Session 2018/2019, although it is above predicted levels for Session 2019/2020. We are confident that we will be able to address this dip next session through a combination of universal and targeted supports. How we plan to achieve this is outlined in our School Improvement Plan.
- Equity teacher carried out assessments with targeted learners to determine appropriate supports - if needed – either in class (liaising with class teacher) or in a small group setting.
- Equity teacher led a small team of teaching and support staff to offer targeted literacy support with live teaching sessions throughout the period of remote learning.

ICT and New Digital Technologies

- The ICT skills of staff and pupils alike have improved significantly this session. Many members of staff had never used Google Classroom in February 2020. Now all members of staff are trained and familiar in using Google Classroom and Google Meet to support learning. All classes used Google Meet and Google Classroom during lockdown (in addition to other programmes) and have carried these skills back into school.
- Our Principal Teacher and ICT coordinator, who is also a Google-certified trainer, has offered a range of professional learning opportunities throughout the session on a variety of programmes such as Google Meet, Google Classroom, Google Forms, Jamboard, creating a Thinglink, etc. to further upskill staff and allow them to diversify the technologies they use to support learning.
- Our ICT coordinator has also supported staff, pupils and parents with any ICT issues arising, both in school and at home.

Health and Wellbeing

- Staff are very aware of the potential effects of lockdown and the wider implications of Covid-19 on pupils and their families, and have focused on pupil health and wellbeing throughout the session.
- Staff have provided safe, nurturing and caring spaces in their classrooms for pupils. They have built positive relationships with pupils and parents and ensured that communication has been ongoing, despite restrictions around face-to-face meetings.
- Class teachers have used a range of strategies to support health and wellbeing in their classrooms, including emotion check-ins, feelings diaries, etc.
- We carried out a Health and Wellbeing survey with all pupils at the start of the session, which allowed teaching staff to identify any potential barriers to learning and offer support as necessary.
- We regularly monitor pupil wellbeing throughout the session with our monitoring and tracking meetings, again identifying potential barriers to learning and discussing appropriate actions and support.
- Our Specialist Support Teacher and DHT (ASN) have worked with small identified groups to support health and wellbeing.

Using our Outdoor Space

We are very lucky at Calderwood to have a large outdoor space around the school that we have put to good use throughout this session.

- Teaching staff have incorporated outdoor learning into their planning and have looked for creative opportunities to take learning outside, for example, science (looking at materials), numeracy and maths (measure and time activities), music lessons, dance, art and crafts and many more.
- Our Primary 1 and Primary 7 pupils have had their Buddy Time outdoors, where the P7 pupils have led fun activities, read stories and interacted with their P1 buddies.

- When planning the zoning of the playground for classes, we set up two extra time-tabled zones - the trim trail and den-building. Each class gets a turn in each zone every week, with a Class of the Week from each group getting free reign (their zone, the trim trail or den-building) on a Friday. Pupils have enjoyed this opportunity and there is a lot of competition to win Class of the Week!
- We purchased ten additional picnic benches for outside, providing a more comfortable space for pupils to eat their packed lunches and snacks. The majority of pupils have enjoyed being able to eat outdoors more often (although some are missing the canteen), particularly in the better weather.

Transitions: New P1 Pupils

At Calderwood we have a very robust transition programme for our new Primary 1 pupils to support their move from nursery. Although this year it has looked very different to normal, we have worked hard to deliver a plan which includes a range of activities to support our new wee ones as they get ready for school. We have a dedicated page for our new P1 families on our website, and our weekly 'Welcome Wednesday' events have included:

- a virtual tour of the school;
- 'Meet the Teachers' video;
- a virtual welcome assembly by our current primary 1 pupils;
- a list of 'frequently asked questions' with answers from our Parent Council;
- a video from our P7 buddies about uniform;
- a checklist for parents and carers.

In addition to these events:

- all new P1 pupils received a letter from the school welcoming them to Calderwood;
- we regularly emailed parents and carers with information to keep them informed;
- our Parent council hosted a Zoom event for all parents and carers of new P1 children, where parents had the opportunity to hear from, and ask questions to, the Parent Council, senior leadership team and P1 class teachers;
- our P6 pupils have written a letter to their buddy and included a photo;
- all new Primary 1 pupils visited the school (outdoors) in their new class groups to meet their teacher, classmates and P7 Buddy.

Communication and Reporting to Parents

- We have tried very hard this session to plan thoroughly and communicate clearly, so that all stakeholders know what is happening and when. We have communicated through our App, website, Twitter page, letters home, newsletters, guidance, Google Forms for feedback, Learning Journals (P1) and email. Feedback from parents is that the flow of information has been excellent and that they feel as though they have been kept well informed.
- We have continued to promote an 'open door' policy, albeit with more limited face-to-face contact. We provided parents and carers with the email addresses of class teachers and the senior leadership team to contact with any questions or concerns, and regularly encourage parents and carers to contact us by phone to discuss any issues, not to hold back because parents and carers are not in the school building. The senior leadership team have also been very visible, outside every morning and evening in the playground for parents and carers to chat to with any small questions or concerns.
- In lieu of our first Parents' Evening (usually held in October), we gave out written interim reports.
- Being unable to host our second Parents' Evening (usually held in March), we had parental telephone consultations for every pupil over May and early June.

- Additional opportunities for meetings have been provided for pupils with additional support needs throughout the session.
- ASN reviews were provided in a written format, with the offer of a telephone consultation with the class teacher and/or DHT.
- We have met our Parent Council monthly through Zoom to keep them informed and up-to-date, with other meetings for different sub-groups happening when required. Our Parent Council continue to be very involved in the life of the school.

Playground Supervision and Toast and Go

- A real benefit of the restrictions has been that we now have playground supervision, from support staff and the senior leadership team, from 8.45am every morning.
- We are unable to run our own breakfast club due to restrictions around space, however, we have been offering 'Toast and Go' every morning, giving pupils the option of buttered toast as they arrive in the morning, which they can eat in their line or at a picnic bench. The initiative has been very successful with over 100 pieces of toast being eaten every morning.

Cost of the School Day

- We continue to strive to keep the cost of the school day down for all parents and carers, especially in these challenging times. This was a key focus of ours during the second lockdown (please see below for more information). We do not charge for school events (other than the Fun Day, which was a discretionary donation through ParentPay).
- We have offered parents and carers our Eco Uniform (all items free upon request), resources for home learning, food bags, sanitary products, masks, and hand gel.
- All of our families now have access to a digital device and internet access at home. This was made possible through Scottish Government funding for laptops and our Parent Council, who paid for donated devices to be wiped and restored to donate to families who required them.

- Our Parent Council helped us to set up a process for supporting families in crisis, for example, through the provision of food vouchers or other supplies.

There have been many rays of sunshine to celebrate this session. We are looking forward to a further nudge towards normality in August, when we can build on the successes and lessons of this session as we focus on recovery, rebuilding and resetting our priorities as we continue to grow together as a community.

Remote Learning (Jan-March 2021)

Remote learning provision

- **In January 2021, we entered a second period of remote learning for the majority of pupils.** This time around, we had a head start. We had planned for this possibility and shared plans with staff and parents. All staff were already familiar with Google Classroom, which we used during the initial period of home learning and then subsequently in class for homework.
- We set high standards for our provision right from the beginning and consulted with staff to revise our guidance to reflect these high standards.
- Guidance was shared with parents and staff at the beginning of this period of remote learning to ensure all stakeholders had consistent approaches and expectations around home learning. All stakeholders knew what an online school day looked like.
- We structured our remote learning provision to mimic a school day. We felt this would support pupils and parents to structure their day around learning activities. We were, however, also flexible and accommodating as we were aware of the different challenges faced by our families.
- The day was scaffolded by two Google Meets to support pupil learning and provide opportunities for live interaction. Meet times were staggered to accommodate siblings who might be sharing a device.
- Teaching took place through videos recorded by staff and posted on Google Classroom. In addition to videos, other resources such as PowerPoints were used. Teaching staff also accessed resources from the CQIS and West Partnership.
- We wanted to ensure that all pupils would be able to access teaching opportunities, even if they were unable to attend a Google Meet.
- We had a virtual 'open door' from the beginning of remote learning. All staff had already shared their email addresses with parents, and staff were easily contactable if parents were having any issues with home learning. The guidance issued to parents and carers signposted

them to the best person to contact with any specific issues (for example, ICT based issues to Mrs Waddell, or if they were requiring a device to contact Mrs Innes).

- Initial planning and communication got us off to a flying start – in the first full week of remote learning we had an engagement level of 93%, with 79% of those pupils engaging in most or almost all tasks.

Engagement

- Over the duration of remote learning, we had an average engagement rate of 94%. On average, 78% of pupils had either good or very good levels of engagement. This highest level of engagement was 96%. The lowest rate was 91% (this was the week of the February weekend and the snow). Over the course of remote learning, *all* children engaged to an extent in remote learning.
- Engagement was tracked on a weekly basis by teaching staff, who completed a spreadsheet, which was sent to the Head Teacher.
- This information was then put into a master spreadsheet and discussed at a weekly leadership team meeting. Actions were decided and impact from previous week's actions discussed.
- Where pupils were not engaging, we would immediately contact their parents or carers to identify and address barriers to engagement.
- A range of supports were offered to parents and carers. These included provision of a device, help with ICT/access issues, support or advice from the class teacher and provision of WiFi.
- Where no improvement was seen in engagement despite these interventions, pupils would be offered time in the Hub to work alongside school staff. All families given this offer accepted.

Supporting Learners

- All literacy and numeracy work on Google Classroom was differentiated for each pupil and was allocated individually, rather than to the whole class. This also applied to other curricular areas if required.

- All teaching staff offered additional support to pupils where necessary, for example, offering individual or small group support during Google Meets, or speaking to pupils over the telephone.
- Our Equity teacher, CCC teacher and support staff offered live small group support sessions in literacy to targeted groups of pupils using Google Meet.

Challenges of remote learning

Remote learning was not without its challenges:

- Many pupils missed the routine of school and the social aspects of being around their teacher and their friends. Sustaining motivation over a day, and then over the weeks was also tricky for pupils.
- Families had a variety of issues, including time, space, balancing work commitments, number of available devices and supporting more than one child. We were sympathetic to the challenges families were facing and offered support where possible.
- Remote learning put a significant amount of increased workload on staff, certainly initially when they were getting to grips with the new format and the technologies being used. Staff had to adapt their planned learning and activities to suit online delivery. Creating teaching videos was time-consuming. To overcome these challenges, staff worked collegiately to share the workload. Stage partners planned together and shared teaching videos with each other in order to lighten the load a little bit. Pupils responded well to this, and enjoyed seeing different faces and different styles of teaching.

Reviewing provision

- Two weeks into remote learning, we sent out a Google Form to all parents and carers asking for feedback. We received 173 responses from parents and carers. The feedback was roundly very positive, and we made a number of changes to our provision based on the suggestions and themes that ran through the feedback. For example, we revised the times of the afternoon Meets to allow more time after the Meets for work to be completed. We set up sessions with our Equity teacher and support staff to target small groups who were finding some aspects of learning difficult. We also set up our 'Big Blether' lunch breaks to allow time for social interaction between children.

- We also regularly took feedback from staff, and made changes from this, too. For example, many staff were reporting much lower engagement levels in afternoon Google Meets, so we suggested staff used this meeting in a flexible way, perhaps to give additional support to targeted groups or as a drop-in for pupils looking for extra support with aspects of learning. This built greater flexibility into the day for staff.

ICT Devices

- At the beginning of January, our aim was to ensure that every Calderwood child had access to a device to access remote learning.
- We supported 26 pupils by supplying devices funded through the Scottish Government.
- We were then able to provide a further 15 devices through our Parent Council ICT recycling scheme. Our Parent Council linked in with a local business to refresh devices donated by members of our community and ensure they were suitable for remote learning.
- We also supplied five MiFi devices for internet access.
- We were able to ensure that all pupils could access home learning on a device, and were then able to target families where siblings were sharing devices.

Resources

- To ensure families had the resources they might require to support home learning, and so we set up a 'self-service' station at the front of the school where families could come along at any time during the day and pick up pencils, pens, paper, jotters, rulers, rubbers and other bits of stationery.

Supporting families

- Food bags and other supplies (nappies, baby milk and sanitary products) were made available for families to come along and collect from our self-service station.

- To encourage reading for pleasure, a 'book store' was set up outside the school for pupils to come along and choose a book to take away with them, which they can then return or replace at our next book swap event.

'Hub' Provision

- In addition to remote learning provision, we also ran a 'hub' provision in school for our pupils where both parents were key workers and those who would benefit from time in school for other reasons (for example, to get additional support with their learning or because they were not engaging in home learning).
- This provision ran like a 'mini' school, with three multi-composite classes for infants, juniors and seniors and was staffed by teaching staff and support staff on a rota basis and the senior leadership team.
- We had 54 pupils on the register for the Hub, although not all attended every day. Of these pupils, 39 were children of key workers, and 15 were there for other identified reasons.
- Pupils attending the Hub were all given a device and attended their class Google Meets and completed the work given in their Google Classroom, supported by teaching and support staff.

Ethos and Life of the School

- We had weekly assemblies for stages (P1-3, P4-5 and P6/7) each with a specific theme, awards and achievements. (Unfortunately, we couldn't get the whole school into a Google Meet due to numbers.)
- After each assembly, resources and activities based on the theme were put onto the whole-school Google Classroom for pupils to engage in after the assembly.
- We posted weekly Calderwood Fit Kids challenges, with example videos from a member of teaching staff.

- After feedback from pupils that they were missing chatting socially with their friends and classmates, we set up 'Big Blethers', which were virtual lunchtimes where pupils could come along, eat their lunch and chat with their friends over Google Meet (supervised by support staff and the senior leadership team).
- We had (at least) weekly virtual staff meetings to keep staff involved in planning and up-to-date with information.

Opportunities and Learning arising

The period of remote learning was difficult for pupils, staff and families for many reasons, however, there is much we can take from the experience and now we are back to face-to-face learning and planning for next session:

- Pupils and staff have enhanced their ICT skills significantly.
- Pupils, staff and parents have significantly increased their confidence in using a range of ICT programmes and digital technologies.
- Staff are using a wider range of ICT and digital technologies to support learning in the classroom and at home.
- As of January 2021, all pupils had access to a digital device to support learning at home.
- Teaching staff and parents communicated regularly throughout the period of remote learning, in many cases building stronger relationships to the benefit of pupils.
- Strong bonds have also been built between teaching staff and pupils, to the benefit of pupil wellbeing and learning.
- Staff have identified new and better ways to work collegiately together, sharing planning and learning and teaching resources.
- Teaching staff have reported an increased appreciation of the importance of active and outdoor learning to children's learning and development.

- Lockdown has taught us *all* the value of what we do in school – not just in terms of learning and teaching, but the value of shared experiences, social interactions and being part of a community.


Next steps

- Continue to build on enhanced ICT skills by supporting the use of a range of digital technologies to support learning, building these opportunities into the curriculum and offering further training opportunities for staff and pupils.
- Continue to enhance our ICT provision at Calderwood to enable us to embed these opportunities into the curriculum.
- Continue to ensure that pupils have access to devices to support learning at home.
- Continue to encourage parents to contact teachers/SLT with any concerns to ensure they are addressed quickly.
- Support staff to continue strong collaborative working relationships across stages, Curriculum for Excellence levels and throughout the staff as a whole.
- Continue to strengthen practice in active and outdoor learning.
- Empower staff to use the skills and understanding they developed over the period of remote learning to continue to develop and enhance their pedagogy to the benefit of the pupils in their class.

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 and 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.

		<h2>Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff</h2>		<h3>How will we know we've been successful?</h3>
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>	
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. 	<p>Key Recovery Tasks (school specific):</p> <ul style="list-style-type: none"> Use local authority toolkit to assess our current position in terms of whole-school wellbeing. Work collaboratively with staff to plan a clear approach to identifying need with regards to health and wellbeing. Ensure that there is clear guidance on available interventions and how these should be accessed. 	<p>Desired Outcomes and Impact:</p> <ul style="list-style-type: none"> School establishes a baseline in terms of wellbeing to guide planning and next steps. The school have a clear set of guidelines to support both the assessment of wellbeing and how/when/where interventions should take place. 	

<p>Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<ul style="list-style-type: none"> • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. 	<ul style="list-style-type: none"> • Gather information on new skills gained over lockdown and record these in current monitoring and tracking systems. • All staff to participate in SLC attachment theory training. • Staff to use attachment theory and Principles of Nurture to inform planning and approaches to learning. • Identify development opportunities for staff from both within and out with our establishment and provide staff with opportunities to engage with these opportunities. • Liaise with educational psychologist and CAMHs to support planning for return to school of vulnerable pupils known to Educational Psychology/CAMHs. • Discuss importance of attachment and our recovery curriculum with Parent Council to begin to raise awareness in the Parent Forum. • Provide attachment information in a parent-friendly way for our parents and carers. 	<ul style="list-style-type: none"> • Pupils' skills are recorded consistently across the school. • Current monitoring and tracking systems are updated to include skills gained over lockdown. • All staff have a good knowledge of attachment theory and how this is informing our practice at Calderwood. • The Parent Forum have an understanding of attachment theory and how this is informing practice in Calderwood. • All partners are involved in the planning and support of vulnerable pupils to support their return to school. • All staff are aware of the range of SLC supports for employees. • All staff know who their named member of SLT is and they engage in discussions around wellbeing and required support. • Staff feel supported and know what to do or who to speak to if they have concerns or problems.
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	<ul style="list-style-type: none"> • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted. 	<ul style="list-style-type: none"> • Ensure staff are aware of SLCs supports for employees. • All staff to be made aware of their named member of Senior Management and our open door policy. • SLT to regularly check in with staff. Concerns to be reported to HT. • Establish clear lines of communications to ensure that staff are consulted on and keep abreast of all policy and procedure, including changes or adaptations to planning. • Continue weekly staff meetings and provide regular opportunities for staff to ask questions and feedback on progress or any concerns. 	<ul style="list-style-type: none"> • Staff feel well-informed about school policy and planning for blended learning, and feel that they have a voice in decisions made.
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a "recovery curriculum" is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. • Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the 	<ul style="list-style-type: none"> • All staff to familiarise themselves with 'Reconnection and Recovery' guidance. • Opportunities to be provided for staff to discuss this guidance and plan how we will use it to shape our recovery curriculum in Calderwood. 	<ul style="list-style-type: none"> • All staff are familiar with 'Reconnection and Recovery' guidance and are using this to shape planning and practice. • Collegiate time focused on using this guidance to shape recovery planning. • Our health and wellbeing curriculum is flexible, promotes resilience and is

<p>engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>support of mental, emotional, social, and physical wellbeing</p> <ul style="list-style-type: none"> • Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs. 	<ul style="list-style-type: none"> • Audit current health and wellbeing curriculum to ensure it is adequately promoting resilience and supporting the mental, emotional, social and physical wellbeing of our children and young people. • Audit current health and wellbeing monitoring and tracking processes to ensure they are adequately promoting resilience and supporting the mental, emotional, social and physical wellbeing of our children and young people. • Ensure our children and young people are involved in reviewing/reshaping our health and wellbeing curriculum. • Ensure a flexibility is built into our health and wellbeing curriculum to respond to the needs of classes, groups or individuals. 	<p>effectively supporting the mental, emotional, social and physical wellbeing of pupils.</p> <ul style="list-style-type: none"> • Our tracking and monitoring systems are being used to effectively support the mental, emotional, social, and physical wellbeing of pupils.
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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?
<ul style="list-style-type: none"> • Wellbeing assessments (adapted from 'Knowing Me, Knowing You' resource) completed by every child in the school at the beginning of the session to give class teachers a picture of wellbeing following our return to face-to-face learning. • Emotion Works delivered to targeted groups by specialist support teacher and depute head teacher. • Pupil health and wellbeing tracked and monitored throughout the session and interventions put in place as necessary. • All staff attended SLC attachment training delivered by Psychological Services and reported a positive impact on practice. • Attachment training and nurturing principles underpin all school planning and guidance. • Attachment theory resources not shared with Parent Council and wider Parent Forum. (Carry into next session) • SLC support for employees shared with members of staff. • Pastoral support provided to staff, staff kept regularly updated and informed. 	<ul style="list-style-type: none"> • Completed wellbeing assessments • Tracking and monitoring spreadsheets • Tracking and monitoring meeting notes • Staff feedback • Inset day agenda • Staff feedback • Inset and CAT agendas 	<ul style="list-style-type: none"> • Create school guidance on health and wellbeing interventions and how these should be accessed/used to support pupils • Use SLC attachment resource to support pupil wellbeing • Signpost new members of staff to online training • Share attachment resources with Parent Council and wider Parent Forum • Review internal supports for staff and

<ul style="list-style-type: none">• Regular staff meetings throughout the session, regular communication to keep staff informed and involved.• Feedback from staff sought in a variety of ways, including staff meetings and questionnaires.• Staff consulted on decision-making and planning. • Audit of health and wellbeing curriculum not carried out – we are using a new resource and wanted to give staff time to familiarise themselves with it. (Carry into next session)• Audit of health and wellbeing tracking not carried out as system worked well for us this session – review next session.		<p>ways to enhance staff wellbeing</p> <ul style="list-style-type: none">• Audit current health and wellbeing curriculum to ensure it is adequately promoting resilience and supporting the mental, emotional, social and physical wellbeing of our children and young people• Audit current health and wellbeing monitoring and tracking processes to ensure they are adequately promoting resilience and supporting the mental, emotional, social and physical wellbeing of our children and young people• Ensure our children and young people are involved in reviewing/reshaping our health and wellbeing curriculum.
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		<ul style="list-style-type: none">• Ensure a flexibility is built into our health and wellbeing curriculum to respond to the needs of classes, groups or individuals
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Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

<p>Quality Indicator</p> <p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>Key Recovery Tasks (School specific)</p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the "gap" there needs to be a clear understanding of what the current "gap" is. Learners will have had a varied experience during their home learning</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions 	<p>Key Recovery Tasks (school specific):</p> <ul style="list-style-type: none"> • Gather data on engagement in home learning. • All information we have about engagement in home 	<p>Desired Outcomes and Impact:</p> <ul style="list-style-type: none"> • Staff have knowledge of data around pupil engagement in home learning.

<p>period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their "gap" and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn't exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school's new "gap" position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p>learning, home-school communication and engagement to be pulled together and analysed.</p> <ul style="list-style-type: none"> • Boxhall profiles to be completed for every identified child. (Class teacher and Nurture teacher) • Nurture teacher to lead staff training on completion of Boxhall profile for staff. • Wellbeing assessments to be completed by every child in the school (focus on indicators). (Class teacher) • Emotion Works for targeted pupils after analysis of H&WB data • Assessments for all pupils: <ul style="list-style-type: none"> - NGRT for reading and comprehension (P4-7) (class teacher) - Spelling – previous stage Active Literacy assessment (class teacher) - P3 – PM Benchmarking (class teacher – time to be given) 	<ul style="list-style-type: none"> • All data held from over lockdown is in one place and easily accessible for all staff. • Every child's health and wellbeing is assessed and interventions are put in place as necessary. • Literacy and numeracy baselines are gained for all pupils and these are used to inform planning, interventions, and ensuring appropriate pace, challenge and support is in place. • Data is used to analyse needs both before and after lockdown. • Data and gap analysis is used to inform PEF planning and interventions.
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		<ul style="list-style-type: none">- P3 – Quest (October) (class teacher, Equity teacher to do diagnostics)- P2 – RWRA (class teacher)- Assess writing and talking and listening. (class teacher, time needed)<ul style="list-style-type: none">• Hodder numeracy assessment followed by individual diagnostic assessment if required (class teacher, diagnostic Equity teacher).• Hodder individual numeracy assessment to be used with all identified children in P1-3 (Equity teacher).• Undertake an analysis of pre-lockdown data for attainment, achievement and attendance.• Compare with new data to identify gap.• Measurement of engagement – use Leuven scale to measure engagement as part of P1 baseline assessments.	
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<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<ul style="list-style-type: none"> • All stakeholders consulted on PEF spending through Parent Council, Pupil groups and information presented to the Parent Forum. • All SLT to be familiar with EEF, National Improvement Hub, SLC HWB recovery support document, and using these to support recovery planning. • Staff training needs met in line with changing needs of school and current circumstances. • In-house expertise of staff used to provide professional development opportunities for staff. 	<ul style="list-style-type: none"> • All stakeholders consulted on PEF planning. • Recovery planning informed by key documents and research. • In-house expertise of staff shared to benefit all staff and pupils. • Staff training needs are met in line with new and developing approaches to health and wellbeing, teaching and learning.
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans 	<ul style="list-style-type: none"> • Equity teacher and Nurture lead teacher to lead monitoring and tracking of impact of equity measures, working in collaboration with SLT. • Planning in place to consistently review equity approaches and change 	<ul style="list-style-type: none"> • Clear processes of evaluation of impact in place. • Interventions modified if no impact seen. • Consistently flexible approach taken by staff.

<p>be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>promptly and accordingly if little/no impact evidenced.</p> <ul style="list-style-type: none"> • Consider points in planning section to find alternative approaches. 	<p>approach if no impact is measured.</p>	
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<ul style="list-style-type: none"> • All staff directed to Child Poverty Action Group website and CPAG article as part of their professional development. • Review CoSD Position Statement in light of Covid 19, taking on board views of parents, carers, pupils and staff. • Engage with families not engaging in home learning to identify supports we could offer as a school. • Engage with families to provide free Eco Uniform and food bags if identified as necessary. • Revisit Cost of the School Day with all staff to ensure a consistent and sensitive approach is taken across the school to poverty. 	<ul style="list-style-type: none"> • All staff have a knowledge and understanding of the Child Poverty Action Group website and CPAG article. • Our Cost of the School Day (COSD) statement is updated and relevant to reflect current circumstances. • Poverty will not be a barrier to home learning for families. • All families are aware of our CoSD commitment. • All families are aware of our Eco Uniform and Food Bag initiatives, and know how to access these if required. • Requests for the above are treated confidentially and sensitively.

			<ul style="list-style-type: none">• All staff across the school have a shared understanding of the potential impact of poverty on pupils and families and know to access supports for families and how this can be done.
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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?
<ul style="list-style-type: none"> Wellbeing assessments completed by every child in the school to give class teachers a picture of wellbeing following our return to face-to-face learning. Emotion Works delivered to targeted groups by specialist support teacher and depute head teacher. Health and wellbeing tracked and monitored throughout the session and interventions put in place as necessary. Assessments carried out with all pupils (in line with assessment calendar) to provide class teachers and SLT with information to support the planning of learning and teaching and teacher professional judgement. Class teachers used this information, along with data from the previous session, to support planning of learning and teaching Leuven scale used to measure P1 engagement levels as part of baseline assessments and data used to identify potential barriers to learning 	<ul style="list-style-type: none"> Completed wellbeing assessments Tracking and monitoring spreadsheets Tracking and monitoring meeting notes Assessment data Monitoring and tracking spreadsheets Engagement data Monitoring and tracking information 	<ul style="list-style-type: none"> DHT to lead staff training on completion of Boxhall profiles for pupils Revise guidance for health and wellbeing action planning/interventions to ensure a consistent approach across the school Roll measurement of engagement out to more stages Create guidance to share with staff to support them to identify and address potential barriers to engagement

<ul style="list-style-type: none">• All stakeholders not consulted on Pupil Equity Fund (PEF) spending (see 'What do we need to do next?')• Training offered to all staff to support the changing needs of the school, including training in attachment and use of digital technologies to support learning, delivered by staff experts where possible.• Equity teacher tracked impact of interventions and reported to SLT. Provision reviewed regularly.• The work of our Equity teacher was disrupted this year by a very significant level of staff absences from December and throughout the rest of the session.• CoSD position statement not reviewed – carry into next session	<ul style="list-style-type: none">• CAT/Inset Agendas• Feedback from staff• Assessment data• Monitoring and tracking information	<ul style="list-style-type: none">• 5% of PEF budget set aside for participatory budgeting – steering group to be set up to decide on spending in August 2021• Share with all stakeholders PEF and participatory budget spend• Request feedback from staff around training needs• Ensure appropriate training is available to support staff in the next phase of recovery• Equity teacher to lead monitoring and tracking of impact of equity measures, working in collaboration with SLT.• Planning in place to consistently review equity approaches and change approach if no impact is measured• Review CoSD Position Statement in light of
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<ul style="list-style-type: none">• Engagement in remote learning monitored closely, contact made with parents/carers of pupils not engaging and support offered to increase engagement.• Cost of the School Day considered at the forefront of all school planning activities.• Eco uniform promoted and supplied to families throughout the session.• School resources, food bags, sanitary products and books available at no charge for anyone in our community to access from our 'self-serve' station throughout the period of lockdown.• Hand sanitiser and face masks available for all parents and carers daily.	<ul style="list-style-type: none">• Engagement data• Communication records• Device records	<p>the experience of families throughout the pandemic, taking on board views of parents, carers, pupils and staff</p> <ul style="list-style-type: none">• Increase visibility of Eco uniform, e.g. at times parents will be visiting the school• Revisit Cost of the School Day with all staff to ensure a consistent and sensitive approach is taken across the school to poverty.
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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.

<p>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> • Classes to be created based on learning groups, new intake and numbers at each stage. These will be the basis of a 'normal' return to school. • From there, blended learning groups will be created. These will be based around class size, room size, family groupings and learning groups. Blended learning groups to be kept to the same class and stage wherever possible to support a transition back to 'normal'. • All classes to be measured and maximum capacity ascertained. • Dining room, gym hall and learning zone to be set up as classrooms. • Staff to be allocated to blended learning groupings. This will be based on 'normal' classes where possible to support transition back to a full time 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • Children will have an allocated class, room and teacher based on a return to full time education. • Pupils will have a blended learning group, with a named teacher. It will consist of pupils from the same class where possible. • All classes and groupings will be planned with a return to full-time learning in mind (to provide consistency for pupils and staff). • All classrooms will have a given maximum capacity which will not be exceeded. • All blended learning groups will be working in a space where 2m social distancing can be maintained. • The school will be marked to reinforce
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<p><i>time.”</i> The Recovery Curriculum, Think Piece</p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is</p>	<p>possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)</p> <ul style="list-style-type: none"> • Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. 	<p>model of learning if/when necessary.</p> <ul style="list-style-type: none"> • Classrooms to be marked to ensure social distancing of 2m between pupils and staff. • Marking to be made outside and in corridors to ensure social distancing of 2m is in place. • Additional staffroom to be set up in meeting room to ensure social distancing between staff can be maintained during break and lunch times. • Continue virtual staff meetings to allow staff to work collaboratively and maintain social distancing. • Build in time for children to discuss and record new skills upon return to school. • Plan for initial assessments to ensure learning is building on prior knowledge. • Review learning, teaching and assessment guidance for staff. 	<p>messaging about social distancing.</p> <ul style="list-style-type: none"> • Staff will be working collaboratively and safely to plan together for learning, teaching and assessment. • Children’s newly developed skills will be celebrated as achievements. • Learning and teaching will be based on prior knowledge and assessments of where children are in their learning. • AiFL is used consistently throughout the school to enhance learning. • Teachers are supported by SLT to provide appropriate support and challenge. • ASN pupils are given support both in class and with at home learning. • Literacy and numeracy baselines provided for every child. • This information is used to inform learning and teaching.
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<p>reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<ul style="list-style-type: none"> • Create AiFL packs to distribute to all staff to support the use of quality AiFL strategies to enhance learning. • Plan for monitoring and tracking meetings early in the session to support staff with assessment and planning for learning and teaching. • Assessments will provide a baseline for planning learning and teaching. • Set up new page on our website dedicated to home learning, providing all necessary information for pupils and staff. • Ensure feedback is gained from all stakeholders on revised curriculum and act on feedback as appropriate. 	<ul style="list-style-type: none"> • Home learning information is clear, succinct and centralised. Parents and carers know where and how to find this information. • Next steps are informed by feedback from all stakeholders.
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent,</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across 	<ul style="list-style-type: none"> • Continue to offer training and customised support videos for staff to support use of digital technologies 	<ul style="list-style-type: none"> • All staff will be confidently using Google Classroom to support home learning,

<p>easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<p>the locality. What will this look like at various stages across the school.</p> <ul style="list-style-type: none"> • 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 	<p>to support and enhance learning.</p> <ul style="list-style-type: none"> • Plan 'working from home' tasks for members of staff who are shielding to support home learning for pupils, support colleagues working in school and drive forward school improvement activities. • Review current home learning provision, gain feedback from all stakeholders and adjust as appropriate (with account taken for new circumstances). • Modify our home learning guidance information for both staff and parents/carers. • Gain clear numbers of both staff and pupils who have ICT access at home through questionnaires and other means of communication. • Offer guidance and support for parents and pupils to allow them to get the best outcomes from home 	<p>in addition to other digital technologies.</p> <ul style="list-style-type: none"> • Staff will know where to get support for any IT issues arising. • Shielding members of staff will be actively engaged in supporting colleagues, families and school improvement from home. • All stakeholders will be given an opportunity to give feedback on home learning provision. This feedback will shape activities moving forward. • Clear guidance will be provided for both staff and parents/carers to ensure a shared understanding of expectations around home learning and consistency of provision across stages and throughout the school. • The school will have clear information on the home ICT access
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		<p>learning through 'how to' videos, information leaflets and individual support.</p> <ul style="list-style-type: none">• Using this information, work with parents and carers to continue to identify barriers to home learning and address these (through provision of IT/resources/guidance as necessary).• Add home learning engagement/tracking information to current tracking spreadsheets.• Continue to gather feedback from all stakeholders regarding home learning and modify practice as appropriate.	<p>for both staff and families.</p> <ul style="list-style-type: none">• All staff and pupils will have home ICT access.• Parents and carers will know where to go when they support with ICT or resources for 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?
<ul style="list-style-type: none"> Plans made for 'blended learning' groupings and model of delivery, alongside plans for a whole school return to face-to-face learning, a whole- school remote learning model and instances where individuals of groups were remote learning (due to individuals/classes self-isolating, for example). Staff consulted on models and guidance shared with staff and parents to ensure a consistent approach to learning delivery and an ability for us to quickly establish a new model as necessary. School building set up to allow for a whole-school return to the building with social distancing between staff and pupils. Responsive approach adopted in relation to requirements – Primary 7 (Room 14) moved to gym hall as social distancing was difficult with the number of pupils vs the size of the room. Staffroom moved upstairs to accommodate more space. 'Stay left' system established throughout school and one way systems in certain areas (staff area, hall, canteen). Floor stickers and wall posters used throughout the school building to emphasise 2m distancing in classrooms and stay left and one-way systems in corridors. 	<ul style="list-style-type: none"> Home Learning guidance Feedback from all stakeholders Physical set-up of the school Markings visible throughout the school 	<ul style="list-style-type: none"> Continue to keep plans up-to-date for different models of learning to be used as necessary next session and ensure these are communicated with all stakeholders Take into consideration class size, pupil age and stage and room size when configuring classes for next session Continue to take a responsive approach to planning to allow for changes to be made in light of changing guidance/feedback from stakeholders Maintain one-way and stay-left systems through the school

<ul style="list-style-type: none">• Children and parents provided with opportunities to share new skills mastered over lockdown. Skills celebrated in class and at assemblies.• AiFL packs created and distributed to every classroom.• Monitoring and tracking meetings with teachers and SLT took place regularly throughout the session.• New assesment calendar created to support consistent approach to formalised assessments.• Assessments used by teaching staff to provide a baseline for learning and teaching. <ul style="list-style-type: none">• All staff offered extensive training in using digital technolgies to support remote learning.• Range of videos available for staff to support their professional learning and use of digital technologies to support home learning.• All teaching staff competant in using Google Classroom and Google Meet to support remote learning. <ul style="list-style-type: none">• Remote learning guidance reviewed regularly and modified to take account of feedback from all stakeholders.	<ul style="list-style-type: none">• Feedback from pupils and parents/carers• Monitoring and tracking spreadsheets• Monitoring and tracking meeting notes• Assessment calendar• Assessments and data (in monitoring and tracking spreadsheets) <ul style="list-style-type: none">• Feedback from staff• Training materials• Remote learning provision <ul style="list-style-type: none">• Feedback from stakeholders• Remote learning (home learning) guidance documents for staff and parents/carers	<ul style="list-style-type: none">• Review learning and teaching guidance to share with all staff• Consider how to take forward AiFL into new session and share expectations with new teaching staff• Review assessment calendar to ensure it is effectively supporting learning and teaching and teacher professional judgements <ul style="list-style-type: none">• Build on staff's increased skills and confidence in digital technologies by enhancing our provision and providing further professional learning opportunities <ul style="list-style-type: none">• Continue to review guidance, take feedback from parents and carers and ensure plans/guidance is
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<ul style="list-style-type: none"> • All staff who require a device to access remote learning identified and supported. • All pupils who require a device to access remote learning identified and supported. • ICT support and guidance given to parents/carers and pupils to support them to get the most out of remote learning with 'how to' videos, information leaflets and individual support. • Parents and carers contacted throughout period of remote learning to identify and address barriers to learning. • Engagement in remote learning tracked and data added onto current class monitoring and tracking spreadsheets. 	<ul style="list-style-type: none"> • Feedback from parents/carers and staff • Device provision data • Engagement data • Feedback from parents/carers and staff • Videos and guides on website/Google Classroom • Engagement data • Communication records • Engagement data • Engagement data • Monitoring and tracking spreadsheets 	<p>communicated to all stakeholders</p> <ul style="list-style-type: none"> • Monitor demand next session and address as required • Continue to provide support • Target guidance to new P1 parents who may be new to Google Classroom
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