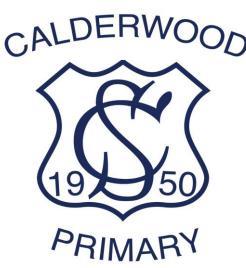# South Lanarkshire Council
Recovery School Improvement Planning for August 2021

Calderwood Primary School

Improvement Priority 1 -   Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 3.2 Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	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.	Why have you chosen to focus on this school improvement area? Draw on self-evaluation evidence from your S&QR.	What do you intend to do? Who will be involved and when will it be achieved?	What will be the desired impact for our children and young people? How will it be measured?

2.2 Curriculum

Theme 1: Rationale and design

Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting.

There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.

We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.

Our creative and innovative approaches to curriculum design support positive outcomes for learners.

Theme 2: Development of the curriculum

Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.

Theme 3: Learning pathways

The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our

Schools should:

- Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21.

- Consider how cross curricular themes can support the delivery of different curricular areas.

- Think creatively, innovatively and "outside the box" to ensure provision of a wide and varied curriculum.

- Ensure all curricular areas are being covered.

- Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (e.g. Digital learning, IDL)

- Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors)

- Ensure that identified learning

Curriculum Rationale

Last session we returned in August to a modified curriculum, focused on health and wellbeing, literacy and numeracy, as we assessed the impact of lockdown on pupils. As we were broadening the curriculum over the course of the session, we again entered a period of remote learning, followed by another period of recovery as we returned to face-to-face learning. Feedback from pupils, staff and parents highlights a desire to return to a full curriculum with all the opportunities that offers, whilst still maintaining a focus on health and wellbeing, literacy and numeracy to close any gaps in learning.

Ethos and Life of the School

Pupils have told us how much they have missed the opportunities they would normally have that enhance our curriculum and are very difficult to replicate in a classroom setting with restrictions in place, for example, school trips, swimming lessons, residential trips, clubs, music lessons, assemblies and shows. One of the major strengths of Calderwood Primary School is the sense of community, both throughout the school, involving parents and carers and our place within our wider local community. The events, occasions and systems we have I place to build and maintain

Curriculum Rationale

- Review school curriculum rationale for current context and taking into account feedback from all stakeholders to ensure it is relevant for this session and taking into account the experiences learners have had over the previous two sessions.

- Review learning pathways in all curricular areas to ensure they are flexible and will support all learners.

  Jen Innes in collaboration with all stakeholders – August 2021

Ethos and Life of the School

- Build on successes from last session to find creative ways to create shared experiences for pupils, encourage inter-stage interactions, continue to build sense of community and increase morale in all stakeholders.

- Re-establish opportunities for all stakeholders to engage in the life of the school as guidance allows, using this as an opportunity to reinstate what was working well and revise/improve where we can.

Curriculum Rationale

- Updated curriculum rationale in place for August 2021 to ensure consistent expectations across school community and support planning, learning and teaching.

- Appropriate learning pathways in place to support planning, learning and teaching and assessment.

- *Curriculum Rationale in place and shared with all stakeholders*

- *Feedback from all stakeholders*

Ethos and Life of the School

- Range of opportunities on offer to include all stakeholders in the ethos and life of the school to enrich sense of community and boost morale.

- Re-establishment/ enhancement of links with parents/carers and wider community to support the work of the school and pupils.

- *Feedback from all stakeholders.*

learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.	pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session.	this sense of community have been severely impacted by Covid-19 restrictions. Although we have tried very hard to think of creative ways to offer alternatives, there is no replacement for the real-life connections which have been restricted for the past year and a half. Feedback from pupils, staff and parents has highlighted the importance of rebuilding that sense of community – working together is more important than ever as Calderwood rebuilds and recovers – and bringing the 'fun' back to Calderwood.	*Jen Innes in collaboration with all stakeholders – ongoing throughout session*	
	• Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period)			
Theme 4: Skills for learning, life and work All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We emphasise enterprise and creativity across all areas of learning.		**Celebrating Diversity** Events – global, national and local - from over the last year have highlighted the importance of inclusion, compassion and celebrating diversity. It is important that our school's focus on celebrating diversity is embedded throughout the curriculum and not just given lip service during specific topics or events - this was picked up in feedback from teaching staff.	**Celebrating Diversity** • Review curriculum to ensure equalities and the celebration of diversity is woven throughout and all children and families feel represented and included. *Equalities working party – from Sept 2021*	**Celebrating Diversity** • Curriculum in place which offers a range of opportunities to celebrate diversity and the values of inclusion and compassion. • *Curriculum in place* • *Feedback from all stakeholders*
	• Consider the ways to further develop skills for learning, life and work through a variety of contexts.	**Strategic Planning** Last session, after consultation with teaching staff and with the aim of tackling bureaucracy and ensuring consistency across the school, we revised our strategic planning guidance, with a view to launching streamlined planning in August 2021.	**Strategic Planning** • Launch revised strategic plans at Inset day in August to be utilised by staff throughout session. • Ongoing support from SLT for teaching staff. *Jillian Ring and SLT with teaching staff – August 2021 and then ongoing throughout session*	**Strategic Planning** • Effective strategic planning in place to support learning, teaching and assessment. • *Plans being used by teaching staff effectively* • *Quality assurance processes in place with SLT* • *Feedback from teaching staff*

		Outdoor Learning Feedback from staff and pupils tells us that children have benefited from an increased range of outdoor learning opportunities this session and we should continue to build on these experiences to further enhance learning and teaching.	**Outdoor Learning** • Seek ways to support and further develop outdoor learning opportunities in light of experiences this session. *Jen Innes with identified member of staff – ongoing throughout session*	**Outdoor Learning** • Outdoor spaces being used regularly to enrich learning and teaching. • Cohesive whole-school approach to outdoor learning. • *Evidence of planning for outdoor learning opportunities across curriculum* • *Feedback from staff and pupils*
		New Digital Technologies Feedback from staff and pupils shows that we have all significantly enhanced our ICT skills over the past session, and we should now concentrate on applying these skills to enrich learning and teaching.	**New Digital Technologies** • Build on staff's increased skills and confidence in digital technologies by encouraging the continuation of strategies used to support remote learning in a classroom context, enhancing our provision and providing further professional learning opportunities (audit of need with staff and pupils). • Revise guidance on using ICT and new digital technologies to support home learning (including homework) to ensure a consistent approach across stages. • Offer support and training to parents and carers to allow them to best support their child's learning at home. Specifically aim supports at new P1 parents who did not experience	**New Digital Technologies** • ICT and new digital technologies are used in a range of contexts to enrich learning and teaching. • Professional learning is in place to support/increase staff capacity to use new digital technologies. • Curriculum in place which embeds ICT and new technologies in all areas of learning and teaching. • Parent and carers feel supported to use IT and new digital technologies to support learning at home. • All pupils have a device on which they can access home learning. • *Planning and learning opportunities in place across the curriculum* • *Feedback from all stakeholders*

Calderwood's remote learning offer.

ICT Coordinator with SLT – ongoing throughout session

- Take steps to monitor level of need for devices to support learning at home, and put steps in place to address needs as necessary.

Jen Innes – initially Sept/Oct 21 then ongoing throughout session

Celebrating Achievement

During session 2020/2021, we had to come up with new and creative ways to celebrate pupil achievement and take into consideration pupil achievements over the periods of remote learning. We want to continue to build on this progress. Plans include the relaunching of pupil portfolios, which a working party have been preparing ahead of August 2021 when we will use the newly revised format across the whole school.

Celebrating Achievement

- Continue to seek new ways to celebrate achievements in collaboration with staff, pupils and parents at an individual, class and whole-school level.

Jen Innes – from August 2021

- Launch new Pupil Portfolios to celebrate success and achievements both in school and beyond.

Nicola Allison, short-term working party and SLT – August 2021

Celebrating Achievement

- Pupil achievements – from both in school and beyond school - are celebrated in a range of ways.
- Pupil Portfolios are used consistently and effectively to record and celebrate a wide range of achievements in collaboration with pupils, school staff and parents/carers.

- *Pupil Portfolios*
- *Feedback from all stakeholders*

		Skills for Learning, Life and Work	**Skills for Learning, Life and Work**	**Skills for Learning, Life and Work**
		Prior to the first period of lockdown, we had worked hard to embed skills for learning life and work in our curriculum through a range of topics, teaching approaches and learning opportunities for pupils. Many of these opportunities have been curtailed by restrictions and the reduced curriculum on offer for much of last session. We acknowledge the importance of developing pupils' skills for learning life and work, and also how much skills development will have taken place over this session (including during remote learning) – perhaps unknowingly. We want to take a step back to look at where we were before last session and continue building on progress made.	• Review opportunities to develop skills for learning life and work which have been curtailed by restrictions to identify what we can reintroduce/replace with other opportunities (for example, curricular topics, visitors to school, focus weeks, enterprise activities, etc.) • Review use of home learning to develop skills for learning, life and work to ensure consistent approach across school. • Look into local community to re-establish links or make new links to support skills for learning, life and work. • Review skills for learning, life and work and enterprise-focused topics throughout the curriculum to ensure opportunities for every stage across the school. *Maureen Waddell and SLLW working party in liaison with SLT – ongoing throughout session*	• Opportunities for pupils to develop their skills for learning, life and work woven throughout the curriculum. • Involvement of wider community to support skills development. • *Curriculum in place* • *Feedback from all stakeholders*
2.3 Learning, teaching and assessment **Theme 1: Learning and engagement** Our children and young people are eager and active participants who are	**Schools should:** • Take into account previously recorded levels of engagement and build upon these, considering how they can support and	**Engagement** Engagement was successfully monitored and tracked throughout period of remote learning and used to identify potential barriers to learning. Engagement at early stages of being	**Engagement** • Ensure all staff know where to access engagement tracking data. *Jen Innes – August 2021*	**Engagement** • Engagement data used to inform planning, learning, teaching and assessment, address potential barriers to learning and ensure pupils are being appropriately

fully engaged, resilient, highly motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.	influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information.	monitored and tracked in school. Whilst planning for recovery it is crucial for staff to be aware of engagement in home learning to inform learning and teaching. Monitoring and tracking engagement in class, particularly for targeted pupils at risk of not achieving, will allow teaching staff and SLT to identify and address potential barriers to learning and ensure pupils are being supported and challenged appropriately.	• Monitor and track engagement of pupils at risk of not achieving to identify and address potential barriers to learning. *Equity teacher in liaison with class teachers and SLT – from August 2021 and ongoing throughout session*	supported and challenged. • *Engagement data* • *Monitoring and tracking spreadsheets* • *Attainment data*
Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning. **Theme 3: Effective use of assessment**	• Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback…) • Consider current assessment	**Learning and Teaching** Overall levels of attainment have dropped in literacy and numeracy. Compared to data from Session 2018/2019, reading attainment has dropped from 85% to 78%, writing from 84% to 77% and numeracy from 88% to 80%. Effective and consistent approaches to learning and teaching are fundamental to improving attainment and addressing potential gaps in learning. These approaches include the AiFL strategies.	**Learning and Teaching** • Review learning and teaching guidance and share with all staff *Jen Innes and SLT – August 2021* • Provide opportunities for collegiate planning to build on experiences of collaborative working during remote learning. *Jen Innes and SLT – ongoing throughout session* • Review approaches to interdisciplinary learning to ensure a consistency of approach across school. *Jen Innes in consultation with all teaching staff – Aug/Sept 2021* **AiFL** • Consider how to take	**Learning and Teaching** • All pupils to benefit from effective and consistent approaches to learning and teaching, including the use of AiFL strategies. • All staff confident in using AiFL strategies to support effective learning and teaching. • *Guidance and supports in place for teaching staff.* • *Feedback from teaching staff* • *Quality assurance procedures* • *Overall increase in attainment by 4% in reading, writing and numeracy to bring attainment closer to pre-pandemic levels (with the aim of a further 4% increase next session to return attainment to pre-pandemic levels).*

We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.

Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.

Theme 4: Planning, tracking and monitoring
As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.

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calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session.

- Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner.

- Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes.

- Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress.

Assessment Calendar
In order to appropriately support and challenge pupils, robust assessment procedures must be in place to ensure staff have an accurate picture of where children are in their learning. AiFL strategies (see above) are accompanied by a calendar of formalised assessments.

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forward AiFL into new session to support recovery curriculum and equity interventions.
- Provide training in AiFL for all new teaching staff and offer catch-up/refresher sessions for other members of staff.
- Ensure guidance and resources are in place to support teaching staff.

Tapestry lead teachers with SLT – Aug/Sept 21 and then ongoing throughout session

Assessment Calendar
- Review assessment calendar to ensure it is effectively supporting learning and teaching, our revised curriculum and teacher professional judgements.

Jen Innes - August 2021 and February 2022

Assessment Calendar
- A range of assessments are used to ensure teaching staff have a confident and informed knowledge of pupil progress to support effective planning, learning and teaching.
- Pupils are support and challenged appropriately, with interventions put in place in a timely manner.

- *Assessment data*
- *Attainment data*
- *Record of monitoring and tracking meeting*
- *Records of interventions*

3.2 Raising Attainment and Achievement

Theme 1: Attainment in Literacy and Numeracy
Raise attainment in literacy and numeracy for all learners

Learners make very good progress from their prior levels of attainment in literacy and numeracy.

Theme 2: Attainment over time
Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.

A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.

Theme 3: Overall quality of learners' achievements
Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.

They are personally and socially

Schools Should:

- Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals.

- Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously.

- Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions.

- Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally.

- Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children

Reading School
Attainment in reading has fallen by 7% since Session 2018/2019 (the last 'normal' session). We aim to return to pre-pandemic levels of attainment by the end of Session 2022/2023, and are looking to see an increase of 4% this session.
We will do this through a range of targeted and universal interventions. The main universal intervention will to become a 'Reading School'.

Talk for Writing
Attainment in writing has fallen by 7% since Session 2018/2019 (the last 'normal' session). We aim to return to pre-pandemic levels of attainment by the end of Session 2022/2023, and are looking to see an increase of 4% this session for writing. We will do this through a range of targeted and universal interventions.
Talk for Writing will be a targeted intervention aimed at Primary 3 and Primary 5 in the first instance. Our data shows us that these are the stages with the lowest attainment levels in writing.

Reading School
- Reading School initiative to be launched across whole school to build positive reading habits (both in school and beyond) and enhance learning in literacy.
- Audit of attitudes towards reading to take place at beginning and end of session.

    Julie Kirkland with identified member of staff and pupil group – August 2021 and ongoing throughout session

Talk for Writing
- Talk for Writing training for all P3 and P5 staff and designated member of SLT (Literacy Lead).
- Talk for writing to be introduced at Primary 3 and Primary 5.
- Implementation to be monitored throughout the session, with support available for staff.
- Pupil engagement in writing to be measured at beginning and end of session.
- Attainment levels in writing at Primary 3 and Primary 5 to be closely monitored throughout the session.

Reading School
- Reading schools initiative embraced throughout the school

- *More positive attitudes towards reading reported through pupil audit*
- *4% increase in reading attainment across the school*
- *Feedback from staff, pupils and parents*

Talk for Writing
- Primary 3 and Primary 5 classes implementing Talk for Writing programme.
- Increased pupil engagement in writing
- Attainment levels in writing to increase from 68% to 74% at Primary 3 and from 62% to 68% at Primary 5.

- *Attainment data*
- *Engagement data*
- *Feedback from staff*
- *Records of monitoring and tracking meetings*

adept and have achieved a range of skills and attributes through a wide range of activities.

As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

and young people.

- Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement.

Grammar
Attainment in both reading and writing has fallen by 7% since Session 2018/2019 (the last 'normal' session). We aim to return to pre-pandemic levels of attainment by the end of Session 2022/2023, and are looking to see an increase of 4% in both areas this session.
We will do this through a range of targeted and universal interventions.
A universal intervention will to introduce new grammar planners and resources.
(This has been carried from last session as we have been unable to purchase the desired resources.)

Maths Recovery
Attainment in numeracy has fallen by 8% from 88% to 80% from the end of Session 2018/2019 to the end of Session 2020/2021. We aim to return to pre-pandemic levels of attainment through a range of targeted and universal interventions.
Maths recovery will be used as a targeted intervention for individuals and groups identified through our monitoring and tracking processes and professional dialogue with teaching staff.

Julie Kirkland and Primary 3/5 teaching staff – August 2021 and then ongoing throughout session

Grammar
- Introduce new grammar planner and supporting resources throughout the school.
- Support staff to use these effectively to support learning and teaching.

Ashley Combe - Aug/Sept 2021

Maths Recovery
- Maths Recovery training to be provided for identified teaching staff, Equity teacher and a member of SLT (numeracy lead).
- Maths Recovery to be used as intervention to support learning in numeracy for pupils identified through monitoring and tracking processes and professional dialogue following assessment of learning.

Ashley Combe – Sept/Oct 21 and ongoing throughout session

Grammar
- Planners and resources being used to effectively support learning and teaching in literacy.

- *4% increase in reading and writing attainment across the school*
- *Feedback from staff*
- *Quality assurance procedures*

Maths Recovery
- Maths recovery in place as an intervention to support learning in numeracy.
- Pupils engaged in maths recovery showing improved attainment in numeracy.
- Overall improved attainment levels in numeracy – an increase from 80% to 84%.

- *Attainment data*
- *Records of monitoring and tracking meetings*
- *Assessment information for targeted pupils*
- *Feedback from staff and pupils*

		How Good is OUR School Due to restrictions in place, we missed out on many elements of pupil leadership last session. We did, however, use a range of methods to consult with pupils on a range of issues, including health and wellbeing and remote learning, and acted on their feedback. We want to ensure that pupil voice is front and centre of our planning for recovery.	**How Good is OUR School** • Use 'How Good is OUR School' resource to support pupil voice. • Ensure pupil voice is heard at all stages of planning for recovery. *Jen Innes, Pupil Council and pupil groups – ongoing throughout session*	**How Good is OUR School** • Pupils consulted over the course of the session and feedback used to inform decision making. • *Feedback from pupils* • *Minutes of Pupil Council meetings*
		Tracking Participation We were not able to run any clubs during Session 2020/2021 due to Covid restrictions. Feedback from staff, pupils and parents/carers tells us that reintroducing these opportunities (as long as guidance allows) is an important part of our return to normality. During Session 2019/2020, we were successfully monitoring and tracking participation, and had identified targeted groups to identify and address barriers to participation. We were unable to complete this process due to school closures during the first lockdown, and were not able to offer clubs last session. We want to build on this important work this coming session to enhance our curriculum and provide pupils with a range of opportunities for personal achievement.	**Tracking Participation** • Taking into consideration guidance around clubs, offer a wide range of clubs, monitor and track participation, identify barriers to participation and target non-participating individuals/groups. *Ashley Combe and Julie Kirkland in liaison with Active Schools and pupils - ongoing throughout session*	**Tracking Participation** • All pupils provided with opportunities to participate in a range of activities beyond the classroom (Covid-19 guidance permitting) • Barriers to participation are identified and addressed • Aim for participation rates to increase from 79% (Session 2019/2020 data) to 85%, including amongst targeted groups • *Participation data* • *Monitoring and tracking spreadsheets* • *Feedback from pupils and partners*

	Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff			
Quality Indicator **3.1** Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	**School Rationale** Why have you chosen to focus on this school improvement area? Draw on self-evaluation evidence from your S&QR.	**Key Recovery Tasks (Action Plan)** What do you intend to do? Who will be involved and when will it be achieved?	**Desired Outcomes and Measures** What will be the desired impact for our children and young people? How will it be measured?
3.1 Ensuring wellbeing, equality and inclusion **Theme 1 Wellbeing** As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our	**Schools should:** • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection,	**Supporting Pupil Health and Wellbeing** Although the majority of pupils have coped incredibly well with the ups-and–downs of last session, feedback from staff and parents highlights the need to maintain a focus on health and wellbeing, and offering a range of supports for pupils which can be flexible to meet the needs of individuals or groups. Feedback has also highlighted how,	**Supporting Pupil Health and Wellbeing** • Initial health and wellbeing survey to be completed by all pupils to highlight concerns and inform planning (both for classes and individuals). *Jen Innes and all teaching staff – August 2021*	**Supporting Pupil Health and Wellbeing** • Consistent processes in place to support pupil health and wellbeing, identify where interventions would be beneficial and support staff to identify, implement, record and track interventions. • Range of resources

children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.

Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.

All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.

We consider each child and young person as an individual with his/her own needs, risks and rights.

We ensure children and young people are active participants in discussions and decisions which may affect their lives.

Theme 2: Fulfilment of Statutory Duties

We comply and actively engage with statutory requirements and codes of practice.

Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

Theme 3: Inclusion & Equality

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transitions and belonging within their unique context, based on the SLC attachment strategy.

- Provide opportunities for CLPL which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable.

- Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.

- Have overt plans in place to support the wellbeing needs of staff and learners.

- Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance.

- Ensure a sharpened focus on learner wellbeing and responsiveness to changes

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for many pupils, especially younger ones, school life with Covid-19 restrictions in place is 'normal' to them, and pupils will need continued support as restrictions ease and routines change once again.

- Revise school guidance for health and wellbeing planning/interventions and how these should be accessed/ used to support pupils to ensure a consistent approach across the school.

  Jen Innes – Aug/Sept. 2021

- Provide opportunities for staff to share good practice in supporting pupil health and wellbeing (for example, gratitude diaries, mindfulness sessions).

  Jen Innes – ongoing throughout session

- DHT to lead training for all staff on completion of Boxhall profiles for pupils.
- Boxhall Profiles to be completed for any pupil whose health and wellbeing is raised as a concern through monitoring and tracking processes.

  Jillian Ring – Sept/Oct 21

- Use of Emotion Works to support targeted individuals/groups to be expanded to increase provision, with training

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utilised to support pupil wellbeing.
- Staff aware of interventions available and how to access these.
- Processes in place to identify and share good practice.
- Identified staff key health and wellbeing links for pupils where appropriate.

- *Pupil feedback/survey responses*
- *Monitoring and tracking information*
- *Records of monitoring and tracking meetings*
- *Feedback from staff*

All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.	in circumstances. • Consult with all stakeholders to gain an understanding of need based on experience during lockdown. • Consider the universal Rights of the Child and where the work of the school could be influenced by it. • Identify opportunities to celebrate diversity.		offered to members of staff. *Jillian Ring – Sept/Oct 21 and then ongoing throughout session* • Members of staff to be trained in mental health first aid to respond to individual situations. *Jen Innes – ongoing throughout session* **Monitoring and Tracking Health and Wellbeing** • 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. *Jen Innes and SLT in consultation with staff – September 2021*	
		Attachment Strategy As outlined above, supporting pupil health and wellbeing remains a priority as we enter a new period of recovery. In order to do this as effectively as possible we wat to continue to ensure that our practice is informed by the principles of nurture and attachment theory.	**Attachment Strategy** • Use SLC attachment recource to support pupil wellbeing and continue to embed principles of nurture and attachment throughout school. • Signpost new members of staff to online training	**Attachment Strategy** • All staff will have participated in SLC's attachment strategy training and know where to access resources. • Parent body to have an understanding of attachment theory, how this knowledge can be

			• Share attachment theory resources and materials with Parent Council and wider parent body. *Jen Innes – to be completed by end of March 2022*	used to support children's health and wellbeing and how the school use the principles of attachment and nurture to inform planning.
		Health and Wellbeing Curriculum We launched our new health and wellbeing curriculum at the beginning of Session 2019/2020. Given the continued focus on health and wellbeing, it is important we review our provision to ensure it is meeting the needs of our learners.	**Health and Wellbeing Curriculum** • 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 to take into account views of all stakeholders. • Ensure health and wellbeing curriculum offers appropriate breadth and depth of learning alongside built-in flexibility to allow staff to respond appropriately and sensitively to the needs of classes, groups or individual pupils. • Ensure our children and young people are involved in reviewing/reshaping our health and wellbeing curriculum. *Jen Innes – by November 2021 and then ongoing*	**Health and Wellbeing Curriculum** • Health and wellbeing curriculum in place to support the needs of all learners. • Teaching staff feel enabled to take flexible approach to health and wellbeing to respond to the needs of learners. • *Health and wellbeing curriculum in place* • *Health and wellbeing survey responses* • *Health and wellbeing monitoring and tracking information* • *Feedback from pupils and staff*

| | | **Supporting Staff Wellbeing**
The events of last session have impacted on everyone in the school community, including staff. We know from staff feedback that there have been a number of issues impacting on staff wellbeing, including the high speed of change and need for adaptability to different work situations and the lack of face-to-face collegiate time.
In order for staff to support pupil wellbeing, we must ensure that their health and wellbeing is also a priority. | **Supporting Staff Wellbeing**
• Review internal supports for staff and ways to enhance staff wellbeing.
• Ensure staff know where to find exernal supports, including those offered by South Lanarkshire Council.

Jen Innes – August 2021 and then ongoing throughout session | **Supporting Staff Wellbeing**
• All school staff feel well-supported and know where to find help when required.

• *Feedback from staff* |
| | | **Celebrating Diversity (see Improvement Priority 1 – Continuity of Learning)** | **Celebrating Diversity (see Improvement Priority 1 – Continuity of Learning)** | **Celebrating Diversity (see Improvement Priority 1 – Continuity of Learning)** |

Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	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.	Why have you chosen to focus on this school improvement area? Draw on self-evaluation evidence from your S&QR.	What do you intend to do? Who will be involved and when will it be achieved?	What will be the desired impact for our children and young people? How will it be measured?

Closing the Poverty-related Attainment Gap

3.1 Ensuring, wellbeing, equality and inclusion
 	
Theme 3: Inclusion and Equality
 	
We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.
 	
3.2 Raising Attainment and Achievement
Theme 4: Equity for all learners
 	
We have effective systems in place to promote equity of success and achievement for all our children and young people.
 	
We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.
 	
1.3 Leadership of Change
Theme 3: Implementing Improvement and Change
	Schools should:
	
	Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:
	- Learners' wellbeing (Boxall profile, observations, wellbeing indicators)
	- Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA)
	- Attendance and Punctuality (in-school at hubs)
	- Engagement (Leuven scale, observational data)
	- Participation (remote learning participation data)
	
	- Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a
		Health and Wellbeing
		Our monitoring and tracking data shows that pupils in receipt of free schools meals and/or living in deciles 1 or 2 are more likely to require support with their health and wellbeing.
		In response to the challenges of last session, and taking into account the pressures that many families are currently facing, it is important that we have systems in place to support pupil health and wellbeing and identify and address issues in a timely manner.
			Health and Wellbeing
			- Initial health and wellbeing survey to be completed by all pupils to highlight concerns and inform planning (both for classes and individuals).
			
			  Jen Innes and all teaching staff – August 2021
			
			- Revise school guidance for health and wellbeing planning/interventions and how these should be accessed/ used to support pupils to ensure a consistent approach across the school.
			
			  Jen Innes – Aug/Sept. 2021
			
			- Provide opportunities for staff to share good practice in supporting pupil health and wellbeing (for example, gratitude diaries, mindfulness sessions).
			
			  Jen Innes – ongoing throughout session
			
			- DHT to lead training for all staff on completion of Boxhall profiles for
				Health and Wellbeing
				- Consistent processes in place to support pupil health and wellbeing, identify where interventions would be beneficial and support staff to identify, implement, record and track interventions.
				- Range of resources utilised to support pupil wellbeing.
				- Staff aware of interventions available and how to access these.
				- Processes in place to identify and share good practice.
				- Identified staff key health and wellbeing links for pupils where appropriate.
				
				- *Pupil feedback/survey responses*
				- *Monitoring and tracking information*
				- *Records of monitoring and tracking meetings*
				- *Feedback from staff*

Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.	minimum of 5% of PEF subject to participatory budgeting. • Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners.		pupils. • Boxhall Profiles to be completed for any pupil whose health and wellbeing is raised as a concern through monitoring and tracking processes. *Jillian Ring – Sept/Oct 21* • Use of Emotion Works to support targeted individuals/groups to be expanded to increase provision, with training offered to members of staff. *Jillian Ring – Sept/Oct 21 and then ongoing throughout session*	
1.5 Management of Resources to Promote Equity **Theme 1: Management of finance for learning** We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.	• Ensure sound financial management of all sources of funding		• Members of staff to be trained in mental health first aid to respond to individual situations. *Jen Innes – ongoing throughout session* **Monitoring and Tracking Health and Wellbeing** • 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.	
2.4 Personalised Support **Theme 2: Targeted Support** Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate,	• Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away			

proportionate and timely support including specialist input where required. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship. **Theme 3: Removal of barriers to learning** Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.	from universal to more targeted approaches. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances.	**Attainment** Our data has shown an overall decrease in attainment levels from Session 2018/2019. It also shows a gap in attainment between targeted and non-targeted groups at most stages. We plan to increase attainment by using a range of targeted and universal interventions. These will be led by our Equity teacher in liaison with the Senior Leadership Team and class teachers.	*Jen Innes and SLT in consultation with staff – September 2021* **Attainment** • Early identification of pupils who would benefit from additional support and interventions through professional dialogue (including transition meetings) and assessment. *Equity teacher and class teachers in liaison with SLT – Aug/Sept 2021* • Interventions put in place to support literacy/numeracy/health and wellbeing for groups, baseline assessments in place to monitor progress and impact. • Parents/carers are kept informed of interventions in place and pupil progress. *Equity teacher and class teachers in consultation with SLT – From August/Sept 2021* • Equity teacher to lead monitoring and tracking of impact of equity measures and interventions, working in	**Attainment** • Targeted interventions are in place for identified groups of pupils/stages. • Baseline information is collected before interventions and progress and impact is carefully monitored. • Changes are made when impact is not seen. • Interventions are put in place in a timely manner. • Overall increase in attainment of 4% for reading, writing and numeracy by end of session. • Other measures will be in place for specific groups/individuals. • *Records of interventions* • *Baseline assessments* • *Other assessment information* • *Attainment data* • *Feedback from pupils and staff*

			collaboration with SLT.	
			Equity teacher and Senior Leadership Team – ongoing throughout session	
			• Targeted support for identified pupils who had low levels of engagement over lockdown to plug gaps in learning.	
			Equity teacher and SLT in consultation with class teachers – ongoing throughout session	
			• Targeted interventions (Talk for Writing) in place for identified stages.	
			Class teachers in liaison with Equity teacher and SLT – ongoing throughout session	
			• Planning in place to consistently review equity approaches/interventions and change approach if no impact is measured.	
			Equity teacher and Senior Leadership Team – ongoing throughout session	
			• Re-establish supports for groups of pupils such as the lunchtime reading clubs, homework club	

and/or numeracy club (guidance permitting).

Julie Kirkland and Ashley Combe – ongoing throughout session

- Offer targeted workshops for parents and carers to support children at home.

Equity teacher – ongoing throughout session

Engagement

Engagement was successfully monitored and tracked throughout period of remote learning and used to identify potential barriers to learning. Our data identified a link between low levels of attainment and targeted groups.

Engagement at early stages of being monitored and tracked in school. Whilst planning for recovery it is crucial for staff to be aware of engagement in home learning to inform learning and teaching. Monitoring and tracking engagement in class, particularly for targeted pupils at risk of not achieving, will allow teaching staff and SLT to identify and address potential barriers to learning and ensure pupils are being supported and challenged appropriately.

Engagement

- Use engagement tracking measurements throughout the school.

Equity teacher – Ongoing throughout session

- Create guidance to share with staff to support them to identify and address potential barriers to engagement.

Jen Innes and Equity teacher – by end of December 2021

Engagement

- Engagement data used to inform planning, learning, teaching and assessment, address potential barriers to learning and ensure pupils are being appropriately supported and challenged.

- *Engagement data*
- *Monitoring and tracking spreadsheets*
- *Attainment data*

		Attendance and Punctuality	**Attendance and Punctuality**	**Attendance and Punctuality**
		Attendance rates dropped this session 2020/2021 for both Covid and non-Covid related reasons. Given the amount of face-to-face learning opportunities pupils missed out on during Session 2020/2021, we want to ensure attendance rates increase to previous levels this session, particularly for pupils with low rates of engagement during remote learning, or those whose attainment levels were impacted by remote learning engagement. Our data does not currently show a correlation between SIMD levels and absence rates. We will continue to monitor closely to ensure attendance is not a barrier to learning or attainment.	• Build on monitoring and tracking of attendance and punctuality to ensure swift and consistent action is taken to remove this as a barrier to learning and families are supported in a timely manner. • Continue to monitor and track attendance and use this information to inform professional dialogue around attainment and potential barriers to learning. *Jen Innes – ongoing throughout session* • Ensure a clear message is communicated to parents and carers at the start of the session, and then on an ongoing basis, to promote the importance of attendance and punctuality. *Jen Innes – August and then onging throughout session*	• Overall attendance rate to increase to 95% from 93.5%. • Individual attendance rates to increase for pupils with attendance and/or punctuality identified as a barrier to learning (% depends on individual circumstances), with the aim of removing attendance/punctuality as a barrier to learning.

		Participation	**Participation**	**Participation**
		We were not able to run any clubs during Session 2020/2021 due to Covid restrictions. Feedback from staff, pupils and parents/carers tells us that reintroducing these opportunities (as long as guidance allows) is an important part of our return to normality. During Session 2019/2020, we were successfully monitoring and tracking participation, and had identified targeted groups to identify and address barriers to participation. We were unable to complete this process due to school closures during the first lockdown, and were not able to offer clubs last session. We want to build on this important work this coming session to enhance our curriculum and provide pupils with a range of opportunities for personal achievement.	• Taking into consideration guidance around clubs, offer a wide range of clubs, monitor and track participation, identify barriers to participation and target non-participating individuals/groups. *Ashley Combe and Julie Kirkland in liaison with Active Schools and pupils – ongoing throughout session*	• All pupils provided with opportunities to participate in a range of activities beyond the classroom (Covid guidance permitting) • Barriers to participation are identified and addressed • Aim for participation rates to increase from 79% (Session 2019/2020 data) to 85%, including amongst targeted groups.
		Staff Training	**Staff Training**	**Staff Training**
		We must ensure we are taking a responsive and adaptable approach to professional learning and staff training to ensure we are able to meet the needs of pupils.	• Request feedback from all school staff about training needs. • Ensure appropriate training is available to support staff in all areas for the next phase of recovery. *Jen Innes – August 2021 and then ongoing throughout session*	• Training is provided to meet the needs of staff throughout the session. • *Feedback from staff*

Being a poverty-aware school and reducing/mitigating the Cost of the School Day
Schools are being asked to undertake participatory budgeting for a minimum of 5% of their Pupil Equity Funding. Outcomes, measures, tasks and rationale related to plans for our participatory budgeting spend are highlighted in pink in the following section.

2.5 Family Learning Theme 2: Early Intervention and Prevention	Schools should:	Cost of the School Day	Cost of the School Day	Cost of the School Day
2.5 Family Learning **Theme 2: Early Intervention and Prevention** Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children. Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.	• Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this.	Our data shows that during Session 2020/2021 the number of our pupils entitled to free school meals increased by 5% compared to Session 2019/2020. Our knowledge of family circumstances, for example, from engagement support conversations and the number of requests for devices to support home learning, tells us that many families are experiencing increased pressures on finances. It is therefore more important than ever that we ensure we minimise the cost of the school day for all.	• Revisit Cost of the School Day position statement (in light of current circumstances) in consultation with all stakeholders. *Jen Innes – in consultation with all stakeholders – Aug/Sept 2021* • Consult with all stakeholders to determine how we can best carry on supports introduced during lockdown (supply of resources, devices, other supports as necessary) in a sensitive way. *Equity lead and PEF consultation group – Sept/Oct 21* • Use Parent Council fund to provide support, ensuring record-keeping and reporting procedures are in place. *Senior leadership team, in consultation with Parent Council – ongoing*	• Cost of school day is kept low for all pupils and families. • Families are aware of supports provided by the school, and other sources of support beyond the school. • Eco uniform utilised by families throughout the year. • All families continue to have access to digital devices to support home learning. • *Feedback from families* • *Home learning engagement data (homework)* • *Feedback from teaching staff*

			throughout session	
			• Review Eco Uniform initiative to increase capacity and availability. *Jen Innes – Aug/Sept 21*	
			• Increase capacity of Eco Uniform initiative to include indoor shoes, packed lunch bags, school bags, and 'swap shops' for specific items like Halloween costumes or Christmas jumpers. *Jillian Ring – ongoing throughout session*	
			• Continue 'fruit basket' at snack times and look to increase what is on offer. *Jen Innes and identified member of staff – ongoing throughout session*	
			• Review 'Toast and Go' provision. *Jen Innes with Support Services Coordinator (Lisa Kirkwood) – August 2021*	
			• Take steps to monitor level of need for devices to support learning at home, and put steps in place to address needs as necessary.	

		Participatory Budgeting All South Lanarkshire Schools are being asked to commit at least 5% of their Pupil Equity funding to participatory budgeting. We have allocated 8% of our Pupil Equity Fund for this purpose. A group of stakeholders will be set up early in the session to agree on how this money should be spent. This will be led by our Equity teacher.	*Jen Innes – initially Sept/Oct 21 then ongoing throughout session* • Revisit Cost of the School Day training with all staff to ensure a consistent and sensitive approach to poverty is taken throughout the school. *Jen Innes – August 2021* **Participatory Budgeting** • Pupil Equity Fund consultation group set up to agree how funds set aside for participatory budgeting should be spent. *Equity lead teacher and group of stakeholders – Sept/Oct 21* • Additional key tasks and measures will be led by the group's decisions • Ensure all stakeholders are kept informed about PEF spend, including monies set aside for participatory budgeting. *Jen Innes – ongoing throughout session*	**Participatory Budgeting** • Allocated funds spent as directed by group • Additional key tasks and measures will be led by the group's decisions