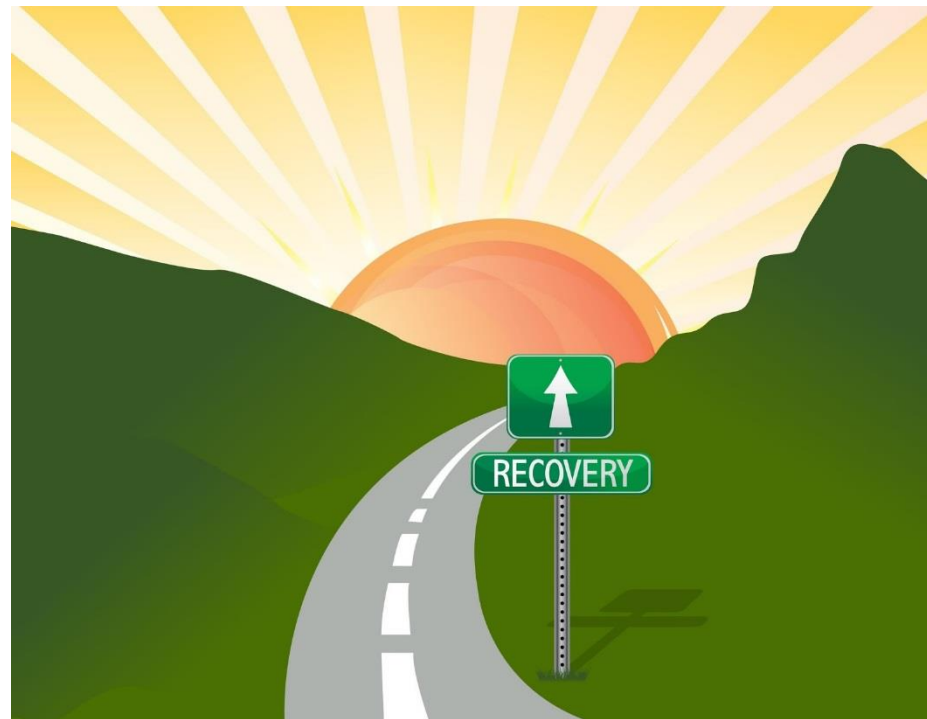# South Lanarkshire Council

Recovery Standards and Quality Report June 2021

St Mark's Primary School, Rutherglen

Standards and Quality Report Session 20/21

Our School

St Mark's Primary School and Nursery Class is situated in the Rutherglen area of South Lanarkshire. The school roll for August 2020 was 154 children across 7 classes and we had a further 32 children enrolled in our Nursery class. Our school was built in 1957 to provide education for the children in Fernhill and the surrounding area. As part of South Lanarkshire Council's investment in improving school buildings our new school opened to pupils in January 2014, providing a modern, attractive learning environment of which our pupils, and all members of the school community, are rightly proud.

The staff of St. Mark's Primary School are committed to ensuring every child is happy and secure in school. We are committed to developing young people with self-belief, resilience and ambition, able to achieve their full potential. As Catholic educators we work in partnership with parents, the parish and the community to encourage Christian values.
Our school vision, values and aims reflect the views of pupils, staff, families and our parish priest.

We encourage all of our parents to be active partners in their child's education. We work in partnership with our Parent Council and they, and our wider parent forum, have supported the school in many ways including fundraising and attending school events. We have very strong working relationships with partner agencies and engage in many local and wider community events.

We are part of the Trinity High School Learning Community and we work closely with our colleagues on moderation of learning and teaching, sharing of good practice and ensuring continuity and progression in learning at times of transition.

Although we have a mixed catchment in terms of the Scottish Index of Multiple Deprivation (SIMD), with pupils from all ten deciles attending our school, there is a very high percentage, 77.6%, of our pupils who reside in deciles 1 and 2, and/or have a Free School Meal entitlement. Attendance and timekeeping for some of our children has a detrimental effect on their learning so we monitor this closely and take appropriate action. Our school is included in the Scottish Attainment Challenge programme and benefits from additional funding, as well as funding from the Pupil Equity Fund, in order to raise attainment.

Our staff are highly committed to our improvement agenda and taking forward our priorities. During the course of session 2019-20 there was a national lockdown due to the Covid-19 pandemic. As a result the school was closed to pupils in March 2020 until August 2020, and again from January 2021 until April 2021 for almost all children. As a result of this unprecedented situation our Improvement Plan was focused on Recovery, and our Attainment Challenge Plans adapted accordingly.

Key Successes/Challenges and Achievements Session 2021/22

The Covid-19 Pandemic has added significant challenge to the delivery of education nationally. As an Attainment Challenge school we have been very focused on our improvement journey with a mission to close the poverty related attainment gap and raise attainment within our school. Our Recovery Plan for session 2020-21 prioritised health and wellbeing, literacy and numeracy which linked well with the plans in place for our Attainment Challenge: developing nurture approaches across the school, parents as partners, and raising attainment in literacy.

We made best effort to continue to deliver as much of our plans as possible. Although our Nurture provision was not able to continue in the way we had envisaged , we focused on nurture and attachment across the school and despite staffing changes and delays to training we have been able to re-establish our Nurture Room, 'The Bothy', and support children from each class across the school. South Lanarkshire Council Attachment Strategy, launched this year, has provided high quality training for all staff and has assisted us with our whole school development. We also engaged with SLC Promoting Positive Relationships and Understanding Distressed Behaviour training, which reinforced the approach which all staff should adopt in supporting children experiencing distressed behaviour and in need of nurture and understanding.

Following the first lockdown we were aware that engagement in remote learning by many pupils was low, widening our attainment gap. We therefore reviewed our 'Readiness to Learn' and identified the need for a consistent approach to learning provision in the event of further lockdown or periods of class isolations. Staff adopted Google Classroom as the school's agreed platform and undertook the necessary training to ensure they themselves and pupils were familiar with this. This has ensured that our engagement levels were much improved during the second lockdown. Staff significantly upskilled in the use of digital technologies and used Google Classroom, recorded videos and Google Meet live interaction during periods of remote learning. Parental engagement has been further developed this session, in ways that had not been anticipated, as we have been able to refocus our plans on supporting families and engaging them with the school in different ways using digital technologies. This has brought long term benefits which we will continue to build on.

Throughout this session we have continued to focus on raising attainment in Literacy. Lockdowns have presented significant challenge, particularly in maintaining learner engagement with some families, however we were able to continue with almost all planned interventions despite cancelled or delayed training and staffing issues, delivering many elements of support in Literacy during periods in school, and continuing those we could during remote learning periods, which has helped us target those learners significantly impacted by the pandemic. We are in good position to continue with our Attainment agenda for session 2021-22.

We have approached our curriculum creatively this session, finding alternative ways to engage learners. Our Primary 1 pupils experienced a play pedagogy approach to learning this session. We developed a digital solution to our enable our annual Enterprise Christmas Fayre to proceed, showcased our Artwork through video, participated in parish Masses online, and safely engaged in whole school projects including the 'Hobby Horse Fun Day' . We found alternative ways to 'perform' for our parents through video presentations and took lots of learning outside.

Remote Learning Jan-March 2021

We improved our Continuity of Learning capacities through consistent whole school approach using Google Classroom as our online platform to deliver remote learning from Nursery through to P7. Staff up levelled their skills in use of digital technologies including Google Classroom, Microsoft Teams, pre recording lessons and live streaming interactions. There was a consistent agreed approach to the structure of an on-line day across all classes.

Materials and help videos were created to assist parents in the use of Google Classroom. Individual 'Readiness to Learn' handouts were created for each child detailing all information that was required for on-line access.

All learners who required one were provided with a device/mifi to enable participation in remote learning. The school contacted parents directly, and responded to parent requests, where digital access was an issue. All learners identified in this way were provided with a Chromebook.
Paper resources and materials were provided to supplement digital resources if requested.

Learners with English as an Additional Language were supported by Specialist Support Staff and provided with learning resources.

Parental engagement through use of digital channels was increased.

Engagement logs were used to record learner engagement in remote learning on a weekly basis. Follow up calls were made as required to offer support where engagement was lacking. Average weekly engagement across P1-7 was 81.2%.

Feedback from parents was extremely positive about the standard of the school's remote learning offer.

Some families continued to disengage with learning despite every effort to support them.

Contingency plans were in place to redeploy staff in the event of absences, to ensure continuity of learning.

We learned to quickly adapt to new ways of working and sought training opportunities to increase our skills in technology that we had not previously been familiar with. The second lockdown was more difficult for some learners and families and we will continue to provide any support that we can towards recovery, academically and pastorally.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.

Quality Indicator	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
	Recovery Priority	**Key Recovery Tasks (School specific)**	**Desired Outcomes and Impact**
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality			
Theme: Whole School Wellbeing **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.	**Schools need to:** • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan a whole - school co-ordinated approach to identifying	**Key Recovery Tasks (school specific)** All Staff to read and Discuss Maggie Dent article, 'Schools Key to Our Kids' Recovery: Why the 3Cs count before grades' https://www.maggiedent.com/blog/schools-key-to-our-kids-recovery-why-the-3-cs-count-before-grades/ • Prioritise Connection, Calmness and Cohesion to improve pupil wellbeing, especially mentally and emotionally • Rebuild familiar routines and rituals • Prioritise activities using play and creative pursuits • Staff to establish a '10 Calm Class Habits' that can be implemented throughout the day. • Intersperse 'Mindfulness' opportunities, and calming techniques such as 'Maggie Soothers' https://www.youtube.com/playlist?list=PLqHVXsJtte08epj4OYpsUuews2kzyxmbr or https://www.smilingmind.com.au/ Smiling Mind download free app	**Desired Outcomes and Impact** Staff will have empathy for the impact of disruption and trauma on pupils returning to our classrooms, understanding how this will present significant challenges for some in terms of their capacity to learn. • Staff will create a safe, predictable environment • Pupils will experience positive relationships with teachers and staff • Pupils will be less reactive in their responses • Staff create intentional opportunities to induce calmness -pupils are more focussed and engaged learners

A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices. Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care. It will be important to work out where	need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. • Plan how best to promote an attachment - informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.	• Staff provide emotional support for one another and for pupils. Focus on relationships, and school values 'Kind, Caring and Honest' All staff to be trained in SLC attachment strategy Level 2. • Webinar, 'Why relationships matter now more than ever' powerpoint, video and resources to be shared on Microsoft Teams pages for all staff groups for centralisation of access and adding • Staff to engage with 'Recovery Checklists' provided by Frances Swinburne. • Staff to wear Attachment Pledgecards with aide memoire on lanyards • HT to ensure all staff complete this timeously • Staff will support one another to embed attached informed practices • School will identify 'Attachment Champions', lead practitioners who will be trained to Level 3 and support practitioners across the school • Raise awareness of Attachment Strategy with parents and carers eg Champions and SLT deliver suite of 'socially distanced' Attachment workshops once appropriate to do so Establish 'where pupils' are' in terms of well-being: • Class Teacher and Support Staff observations • Nurture lead staff prepare for, and support staff in conducting Boxall Assessments to gauge learner needs as soon as is appropriate following return • SLT and class teachers to engage in 'Pupil Focus Discussions' with small groups of children from their respective 'stages' within first two weeks of return Identify pupils who need immediate intervention and support and engage with any relevant partners from beyond the school • ASPs, BASPs, PPRUDB logs, individual Risk Assessments etc are put in place/updated as required Staff at all levels to engage with parents and families to support both wellbeing and learning • continue to support parents through channels established during school closures	• Improved cohesion - sense of togetherness and belonging - across school community • Whole school will be **'attachment informed'** and understand that: **all behaviour is communication;** children communicate through **'distressed' not 'challenging' behaviour.** • Staff will respond with compassion, and appropriate use of language and tone. • Parents will have opportunity to become 'attachment informed' and more understanding of school approaches in responding to distressed behaviour. Pupil needs are met and supported appropriately and timeously. Parents/carers will feel supported and confident in the school's approaches. Parents will feel able to connect with school staff to share any worries or concerns.

children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some. Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.	• 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.	• provide on-going communication as the school responds to national and local guidance in relation to the recovery curriculum • ensure parents/carers are made aware of, and are well supported, if any interventions or additional supports are required for their children Staff will be regularly updated on developments and sources of information and support, both work related and pastoral. Primary channels of communication will include glow email, and shared areas on Microsoft Teams, which have been set up for whole staff, and relevant groups of staff. School and Nursery glow calendar will be used for all diary events and must be checked daily. Staff development time will include inset, curriculum development (termly CAT meetings and working party time), assembly focus slots, and CLPL opportunities. On return to school SLT have been allocated specific stages to support with curriculum and quality assurance: PT (LL): P2, P3 (NQT mentor program) PT (EA): P5, P6, ASN support HT: Nursery, P1, P4, P7, whole school overview During periods of school closure staff will continue with weekly 'check in' arrangement with HT. Staff wellbeing resources available on SLC Staff Learning Centre tile on glow https://sites.google.com/sl.glow.scot/continuity-of-learning/staff-health-wellbeing	All staff will know where to access information, and support. Clear communication channels established for work related and pastoral support.

| | - Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community.

- Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure | | |

	there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.		

Theme: HWB CURRICULUM
 	
Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a "recovery curriculum" is underpinned by recognition that all Behaviour is Communication.
 	
Reconnection with learning focusses upon key themes of; supporting engagement
	Schools need to:
	
	• Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context.
	
	• Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional,
		Make use of Recovery Kit Documentation to ensure effective support for children and young people's Health and Wellbeing on their return to St Mark's after the COVID closure, in conjunction with SLC's Attachment Strategy.
		• 'Welcome back! - A Guide to Resources'
		• 'Career Long Professional Learning'
		• 'Supporting Vulnerable Families – Useful Contacts for Children and Families'
		
		Utilise SLC's Recovery Curriculum guidance, ensuring all staff are familiar with the:
		• The principles of HWB recovery based on Attachment informed practice - Relationships, Metacognition, Reassurance, and Partnership
		• The Four Stages of Recovery
		  1) Focus on Health and Wellbeing and aspects of Literacy and Numeracy
		  2) Gradual shift to a greater emphasis on learning across Literacy, Numeracy and Health and Well-Being, with increasing learning experiences across all 4 contexts of learning
		  3) A wider range of learning experiences from across the 4 contexts of learning, including cross curricular linked themes
		  4) Aspects of all curricular areas are experienced by learners as appropriate
		
		SLT monitor progression through the 4 stages of recovery and to ensure planning of learning is effective across all stages.
		Staff should plan learning from of a range of resources and strategies including, but not limited to:
		• Revisit and reinforce the School Vision, Values and Aims and St Mark's Way
			Pupils are supported effectively regardless of how they communicate their emotions on return.
			Staff will have a calm, patient, and caring manner at all times with pupils.
			
			Pupils are reassured and supported, as their relationships within school are rebuilt and they reconnect with learning within the school environment
			Pupils to able to rebuild their confidence as learners as skills for learning are made explicit.
			
			Our recovery curriculum is based on our *'intent to prioritise the physical, mental and emotional wellbeing of children and young people, practitioners and families'*
			https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/
			
			Pupils will be supported by teaching and learning experiences that support all aspects of their health and wellbeing.

| and motivation, readiness to learn, connection to prior learning and metacognitive approaches.

Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity. | social, and physical wellbeing

• Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. | • Revisit previous learning on themes of Growth Mindset including the https://ideas.classdojo.com/ video clips. (see also other Social and Emotional Learning clips)
• Revisit previous learning on Resilience and recommence the BounceBack programme across all stages.
• Use visuals and social story approaches to support transitions back to school for younger pupils and those who are struggling to cope with the change.
• Identify supplementary resources for development of emotional and social wellbeing (including the wide range of resources within the Recovery Kit 'Welcome Back')
• Consider use of Christian Meditation resource.
• Incorporate Play provision/'playful interactions', use of expressive arts, creativity and outdoor learning opportunities within learning and teaching to support the health and wellbeing agenda.
• Staff to make use of EdPsych Insight - Supporting post lockdown education using the 6 principles of Nurture https://www.epinsight.com
• Regular settling activities such as Brain Gym, Movement breaks, Listening activities, drawing, Stories for Thinking, Use of music, Prayer, Reading
Microsoft Teams staff page will be used as central area for information, resources, files, plans etc | Staff will have access to a wide range of resources and support to enable them to address the HWB needs of pupils. |

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?
All staff were focused on promoting social and emotional wellbeing and mental health on return to school in August 2020. During in-service teaching staff were introduced to the Maggie Dent materials to support connection, calmness and cohesion. During the first few weeks of term staff revisited school routines and rituals, to refamiliarise pupils with school as a safe predictable environment. Staff used the model of '10 Calm Class Habits' alongside promotion of the school values of being 'kind, caring and honest'. Children settled quickly back into school life and there was a high level of positive feedback from children that they were happy to be back in school. Despite classes operating as separate 'bubbles' there was an ethos of togetherness and belonging evident across the school. All staff have engaged in SLC Attachment Strategy training during in-service days. New and returning staff have been familiarised with Attachment Strategy and will complete the training at the first available opportunity. Materials have been shared on staff Microsoft Teams pages and all staff have access to these. Level 3 training has not yet been available however two staff have been further trained in the accredited three day Nurture Group Network training. Staff use a Restorative approach in dealing with incidents and promote empathy, compassion and forgiveness. Parents are engaged with directly when incidents arise and	Staff empathy and understanding of the impact of lockdown on learners' wellbeing was evidenced through discussions with SLT and tracking and monitoring meetings. Additional supports for individuals was facilitated as a result of these discussions, including nurture sessions and CUSTTAD programme. Pupil discussion forums with SLT highlighted high level of pupil connectiveness and cohension, and positive relationships with staff. All staff are attachment informed and understand that all behaviour is communication. Staff use the term 'distressed behaviour' as opposed to 'challenging' and are aware of the importance of tone and appropriate language. This has been evidenced in staff and pupil interactions and increased use of restorative approaches across the school, including at Lunchtime Reflection referrals.	Revisit whole school approaches to promoting positive behaviour and celebrating success, including updating the 'St Mark's Way,' to ensure consistency throughout school and alliance with school ethos, vision, values and aims, and linking with restorative approaches. As and when appropriate move towards wider school interactions including assembly, starting with 2-3 stages together at a time, and building to whole school. Continue to embed Attachment Strategy and Restorative Approaches across the school, including revisit during August 2021 in-service. Once available, staff to undertake Level 3 training. Raise the profile of attachment informed practices and restorative approaches with

feedback in how the school deals in a personalised manner in situations has been overwhelmingly positive.	Records of issues/concerns show positive parental response to how incidents are dealt with. "Thank you for handling this situation with compassion" (parent)	families, through workshops and leaflets. Identify children at each stage to form a 'St Mark's Way' group to promote positive behaviour, strategies to help pupils manage in difficult situations or when feeling distressed, and in using restorative approaches. Make links to Anti-Bullying initiatives.
Well being needs were identified and responded to through a range of mechanisms. This included clear channels of communication between staff at all levels. All staff have been diligent in passing on any concerns and the school have responded with support, including for academic and pastoral needs.	Observations have led to additional support being provided for a number of children and families.	Make further links with local and national sources of support for families.
Boxall profiles were conducted for a number of children who were identified as would benefit from nurture support, and sessions were provided for a number of pupils at each stage, in class 'bubble' groups, to address identified targets. This was in alternative to preferred model of nurture provision which would be for more intensive support for a targeted group of children across several stages, eg P1-3 receiving this support several times a week.	4-5 pupils from each stage have attended sessions in the school nurture provision, 'The Bothy'. Pupil feedback has been highly positive of these sessions "I love Wednesdays when I go to the Bothy" (P6 pupil) "The Bothy helps me with my feelings" (P3 pupil). Teachers.	Resume nurture sessions for targeted pupils requiring more intensive support.
SLT conducted Pupil Discussion Forums to ascertain immediate priorities and wellbeing needs, and directed Class teachers to follow up on any individual or whole class themes which emerged. On-going support was provided, monitored and evaluated throughout the session. Staff training on SLC's Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) Policy was attended by staff from all sectors of the school at the November in-service. Staff worked collaboratively with specialist support staff, Educational Psychologist and third sector partners across the school session to ensure children and families were effectively supported when in school and during periods of lockdown. Procedures were	Records of Additional Support Plans (ASPs), Behaviour Additional Support Plans (BASPs), Staged Intervention (STINT) and Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) logs Support has been directed to address identified needs including immediate intervention from partner agencies where required.	Ensure all staff, including new staff, are fully conversed with all aspects of Additional Support Needs planning and provision through in-service/clpl input in August 2021.

implimented to ensure school remained connected with families and offered various means of support during this time. Levels of engagement between staff and parents was increased through digital channels. Presence of SLT and Support Staff at entry and exit points to school each day enabled on-going and regular communication with families and relationships to be established with new parents/carers in a safe and supportive manner. Clear communication channels were established for staff to share work-related information and to collaborate effectively during periods of school closure. This included a number of Microsoft Teams which were set up for groups of staff, in addition to email, glow calendar and school app. Staff development work was continued digitally when in-person sessions were not possible. SLC Staff Learning Centre tile on glow, regular communications including sways, west partnership and national support sources were used to support with home learning and build digital capacity.	Google Classroom communication between staff and parents. Digital alternatives to 'Meet the Teacher' and showcasing of learning including video compilations. School App used regularly to commmunicate school, local and national information. Google Forms used to engage parents and gather feedback and views, including on school improvement. Increased confidence and ability in digital communication tools and provision of home learning, evidenced through increased variety of vehicles used effectively across the session.	Continue to make effective use of digital communication tools.
Staff made effective use of Recovery Kit documentation in conjunction with the SLC Attachment Strategy to support children's health and wellbeing on return to school in August 2020. All staff were familiarised with the SLC Recovery curriculum guidance and a phased approach using the Four Stages of Recovery implemented. Staff used a range of resources and strategies to support pupils' health and wellbeing. This included revisiting the schools' Vision, Values and Aims, St Mark's Way and Growth Mindset with pupils on return to school, use of the Bounceback programme to promote resilience, and incorporating expressive arts, play, creativity and outdoor learning opportunities to support health and wellbeing. Younger children and those who were finding the transition back to school were supported by the use of visuals, social stories, nurture provision and additional support.	A calm, patient and caring manner was evident in interactions between staff and pupils. Gradual, responsive and time approriate progress in curriculum provision made through the four stages. Children settled quickly back into school in August 2020 evidenced through the calm environment and communication of feelings through discussion forums, evaluations of, STINTS and ASP targets.	Continuation with Stage 4 of the Recovery Curriculum, supporting learners with all areas of the curriculum, ensuring effective planning, pace and progression, whilst continuing to prioritise the physical, mental and emotional wellbeing of pupils, staff and families.

	Improvement Priority 2 - Planning for Equity			**How will we know we've been successful?**
Quality Indicator	**Recovery Priority**	**Key Recovery Tasks (School specific)**		**Desired Outcomes and Impact**
2.4 Personalised Support - Universal Support - Targeted Support - Removal of barriers to learning **3.1** Ensuring wellbeing, equality and inclusion - Wellbeing - Fulfilment of Statutory Duties - Inclusion and Equality **3.2** Raising Attainment and Achievement - Attainment in Literacy and Numeracy - Attainment over time - Overall quality of learners' achievements				

• Equity for all learners			

Theme: Re-identifying the poverty-related attainment gap.
 	
Rationale: To plan effectively to address the "gap" there needs to be a clear understanding of what the current "gap" is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their "gap" and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.
	Schools need to:
	
	• Consider the experiences learners have had during the school closure period, drawing on for example:
	  - Engagement data
	  - Home-school communication
	  - Home-learning submissions
	  - Engagement at hubs
	• Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of:
	  - Learners' wellbeing
	  - Attainment
	  - Engagement
	  - Participation
	
	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.
		Key Recovery Tasks (school specific)
		
		All staff should gather relevant data from the previous teacher which was available prior to lockdown.
		This bank of data will include:
		• Forward Plan progression planners for each group for Literacy, Numeracy and Health and Wellbeing (will indicate progress through framework and include evaluations)
		• CfE levels of attainment collated at March 2020 and used to inform Report cards in term 3
		• On-going assessment data within previous assessment files (mental maths, spelling test, check up scores etc)
		• All standardised assessments including SWST spelling results tracker and NGRT assessment results for Literacy and Numeracy introduced last session, if completed
		• Previous Boxall Assessment results
		• SLC tracking and Monitoring database
		• End of term Transfer of Information records
		
		Staff should also gather any information that is available relating to learner engagement, and evidence of learning progress, during the closure period:
		• Records of engagement which were updated weekly
		• Home learning submissions
		• Communications
		• Hub attendance
		
		At an appropriate time, and with sensitivity, within a timeframe of the first 4 weeks back, gather 'new' data from Boxall profiles, Leuven's scale, P1 Baselines, and any ongoing assessment (Numeracy check ups/linked assessments, Literacy check ups/assessments) and observations to ascertain if pupil progress is on a par with/progressed beyond/fallen behind March position.
			Desired Outcomes and Impact
			
			Attainment information reflecting pupil progress at time of return to school gathered and
			Equity Gap re-established.
			
			School will be able to plan interventions and recovery plan to address widened gaps.
			
			Teachers can plan for differentiated learning based on the data gathered for individuals of groups, whether attainment has fallen behind or improved.
			
			Any assessments conducted by the school will be done so in a sensitive way, ensuring no child is distressed by process.
			nb P1 baselines will be 1:1 activity as in previous years.

	• 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.	This information will inform next steps re class groupings, revision requirements, need for targeted interventions or additional challenge/advancement. Analyse this data to determine current CfE progression level for each pupil and percentage on track for the two cohorts of pupils, SIMD1-2 and FME, and SIMD3-10. This will indicate equity gap. Arrange tracking and monitoring meeting with SLT to share attainment and planning information no later than week 7th – 11th September.	
Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning. **Rationale:** As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and	**Schools need to:** • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.	HT will review plans for Scottish Attainment Challenge and Pupil Equity Funding on the basis of the updated 'Equity Gap', in consultation with Jill Cameron and Laura Mitchell, and stakeholders. **Our SAC Plan for 2020-21 has three interventions** • **Health and Well-Being.** This builds on previous interventions dedicated to the development of nurture across the school. In tandem with South Lanarkshire Council's launch of the Attachment Strategy, we aim to extend nurturing approaches across the school to broaden the reach, as a high number of pupils have barriers to learning and poor levels of engagement. Once circumstances relating to social distancing allow, and further staff training is able to be provided, we will also resume Nurture Room provision as a targeted intervention for a number of pupils. In the meantime a lead staff member will support colleagues in the development of nurturing approaches within the class, and school. SLT will focus on the development of nurture and improved pupil engagement during classroom observations and pupil focus groups. We will use Boxall Profile to track progress and the Leuven's Scale of engagement to track the engagement of learners within mainstream classes. Distressed behaviour will be logged and monitored using PPRUDB proformas, and data used to plan interventions.	Nurture based intervention fits well with the Recovery Plan for Health and Wellbeing during both the periods of blended Learning, and on resumption of full-time learning. Nurturing approaches evident across the school and within all classes. All staff will be trained in Attachment Strategy and identified 'Champions' will lead and support staff in this development. Individual children who exhibit distressed behaviour on return to school will be supported. Groups of children will benefit from the Nurture Room programme (when available, 3 day Nurture training will be booked)

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.	• 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.	• **Parents as Partners.** A lead teacher will audit current practice and lead development, along with identified staff, of a revised parental involvement strategy with the aim of improving parental engagement across the school. This group will support all staff to improve their engagement with parents. Whilst parental attendance within the school is restricted due to covid-19, the focus will be on supporting parents within the home environment, engaging them with home learning whether digital, blended or providing support in how to access new ways of learning. Data already being gathered on engagement during the period of school closure will provide a baseline. Once parental attendance within the school building can resume, the group will record parental attendance and identify gaps/non-engagers and adopt strategies to improve this. • **Raising Attainment in Literacy.** Additionality of teaching and Pupil Support hours will continue to support to individuals and, when appropriate, groups of children, through interventions including Catch Up Literacy, 5 Minute Box, IDL, toe by toe and writing support. PTs will have additionality out of class to overview gap data and support teachers to use this to inform planning, support monitoring and tracking, support staff with interventions to accelerate progress in learning, and improve communication with class teachers and those delivering interventions. **Our PEF plan** for this session will further support these three interventions, and to support the development of play pedagogy in our Early Years. Discussions will be arranged with staff on how these interventions, particularly Intervention 3, can be best progressed in a blended learning context. This will include staffing required to be available at both 'ends' of the week to target pupils from both learning groups. A member of staff has offered to swap her working days for the duration of the blended learning model to assist with this.	During both the Blended Learning period, and on return to full capacity, parents will benefit from improved engagement. Interventions will target those children identified as most in need of support with aspects of literacy, narrowing gaps in their attainment. On return to school, during the blended learning period and beyond, the additional 0.6FTE teacher will focus support in Interventions 1 and 3 of the SAC plan, improving the outcomes of pupils requiring Nurture and Literacy Support.

Theme: Tracking and monitoring impact of equity approaches. **Rationale:** To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.	**Schools need to:** • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches.	**Tracking and Monitoring of SAC Intervention 1** will include: • Boxall Profiles at earliest appropriate opportunity. These will compared to previous results to identify areas of need and ways this can be addressed • Leuven scale of engagement. This will be newly introduced within the school. Although there will be no previous scoring to compare this data with, we will be able to refer to our Pupil Engagement Records completed during the school closure period, and on our knowledge of the pupils prior to the covid-19 pandemic. This will allow us to identify which children require our help to re-engage with school learning, and to 'encourage' better engagement with the home-based learning. • Classroom observations • Staff questionnaires • Distressed behaviour logs. These will enable us to record incidences and may identify patterns or triggers. **Tracking and Monitoring of SAC Intervention 2** will include: • Attendance registers and analysis of this • Parent feedback, e.g. questionnaire. • Punctuality and attendance statistics	Pupils will be supported by 'attachment informed' staff during times of distress. Targets will be devised based on results of Boxall Profiles, enabling staff to direct support effectively . Levels of engagement will improve over time as children's health and well-being is supported effectively . Teachers will report improvements in incidences of distressed behaviours as pupils develop strategies to enable to self 'soothe' or calm themselves. Reduction in referrals to SLT. An effective parental involvement strategy will be in place for St Mark's PS; most staff will use this to forge positive relations with parents. Partnership working with staff and parents will be evident, initially through on-line channels then developed to within school engagement once appropriate, in the majority of classes. More parents/carers will be involved in the life of the school and in turn their child/children's learning. Of the parents involved, most will report an increased understanding, knowledge and confidence in how they support their child at home with their learning. Punctuality will improve for targeted children. Attendance statistics will improve by at least 1% across the school from 93% to 94%.

			An increase in children achieving expected CfE levels in reading across all stages. For targeted pupils not showing an increase in expected CfE levels, most will show an improvement in their reading ages by more than their intervention period.
		Tracking and Monitoring of SAC Intervention 3 will include: • Attainment data for Literacy: SNSA, reading age assessment, spelling age assessment, writing assessment, teacher professional judgement for CfE levels, Catch-up assessments, other assessments. • Attainment Meeting minutes • Class teacher/SSA intervention recording sheet. • Data from individual interventions, e.g. catch up, 5-minute Box assessments. Data on projected rates of improvement will be reviewed after new attainment data is gathered on return to school, and the levels of disengagement and damage caused by this are established. (SAC plan originally aimed 3% increase)	An increase in children achieving expected CfE levels in writing across all stages. For targeted pupils not showing an increase in expected CfE levels, most will show an improvement in their spelling ages by more than their intervention period. All staff will have a clear understanding of the school's and their class/stage's gap. All staff will be using this information to plan appropriate supports for learners, which accelerates progress for these learners.
Theme: Cost of the School Day **Rationale:** The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of	**Schools need to:** • 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.	Building on the strategy introduced last session to Reduce the Cost of the School Day: • We will ensure all pupils are provided with all the resources that they will need to complete learning activities within school. • We will provide pupils with jotters, paper and resources required to complete home learning. • We will subsidise as far as possible any school trips across this session, should they be able to take place, through fundraising. We will work in collaboration with the Parent Council and seek alternative funding sources where we can, to enable this. • We have advised parents that pupils may wear polo shirts each day, as their school uniform, and these do not need to be branded. Pupils will not change into indoor shoes on return in August.	Our families will not be put in the position of needing to contribute too much or too often to school events this year.

| 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. | • 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. | • Our Parent Council agreed on some developments, including a uniform recycling service. This will involve Parent Council members assisting in the sorting, washing and ironing of donations. Fr Dougan, our Parish Priest, has offered to store surplus donations in the parish hall. This service is aimed at all children with the focus being on re-cycling, however for families in need, specific clothing bags could be discretely provided. Left over property in the school will be donated to this service after an agreed period of non-collection.
• The school washing machine in the Nurture Room will be offered for use to the Parent Council for this service.
• It is hoped this service will extend to Holy Communion dresses.
• The Parent Council will appeal to the parishioners of St Marks Parish in advance of Christmas Jumper Day 2020 to donate to children who are not in a position to purchase their own. They would like to introduce a Christmas jumper recycling service to alleviate pressure from parents into purchasing one.
• The school will fundraise, and seek support from available sources, to subsidise extra-curricular clubs to ensure all pupils can access these opportunities.
• The school Breakfast Club was free to all this session and we will resume this again as soon as advised by South Lanarkshire Council.
• The school will suggest a 'Christmas gift Jesse tree' could be run this year in collaboration with the parish to discreetly support families with the purchase of Christmas gifts
• The school will look at alternative 'visiting' pantomime instead of a trip to the theatre this Christmas. | |

Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
On return to in-school learning in August 2020 pupil attainment levels from data that was available prior to the lockdown in March 2020 was reviewed, creating a bank of information to inform where pupils *should* be in their learning journey. Data gathered during the March to June lockdown period relating to engagement in learning was analysed and once pupils were settled and at appropriate time post lockdown, new data was gathered through assessment, to ascertain where pupil progress was on par/progressed beyond/fallen behind the March position. This informed a review of class groupings, revision needs, where to target interventions and provide additional challenge. Tracking and Monitoring meeting formats were updated to record literacy and numeracy progression and relevant health and wellbeing information, adapting as we progressed through the stages of the Recovery Curriculum. New 'gap' information was used to target support for learning interventions and health and wellbeing support to those in need.	CfE levels collated to inform report cards in term 3, on-going assessment records from previous class, standardised assessments records and forward plan progression planners. Engagement records, home learning submissions, communications. Baseline assessments, Literacy and Numeracy assessments, observations. Tracking and Monitoring meetings.	Continue to embed Tracking and Monitoring and assessment approaches and adapt in response to any developing situations.
A flexible approach to SAC and PEF plans was adopted on return to school in August 2020, in collaboration with local authority and national advisors, to take account of the effect of the pandemic on our learners and to be responsive to emerging needs.		School will commence the Education Scotland Compassionate and Connected Community (CCCC) programme to enhance nurturing approaches.
Staff across all sectors of the school participated in Attachment Strategy training Parts 1 and 2, improving our knowledge and undertanding of attachment theory and developing a whole school consistent approach to responding to pupils needs.	Staff engagement with training. Increased understanding of	Refresh staff training at August 21 in-service to ensure

	distressed behaviour evidenced in staff response to pupils in distress.	continued implementation of approaches across the school.
Two members of staff, one teacher and one Support Assistant attended the three day Nurture Group Network training, and small groups of 4-5 pupils from each class attended sessions in the school's 'Bothy' for focused support with targets set using Boxall Profiles.	Positive feedback from pupils and staff following sessions in the 'Bothy' and Boxall targets addressed.	Continue nurture support, providing intensive support where necessary.
Small groups of children from two classes benefitted from input with a specialist support teacher delivering the Emotion Works programme.	Teacher feedback on positive impact of Emotions Works programme.	School subscription to Emotion Works and staff training.
Additional staffing provided through funding enabled the release of teaching staff to deliver nurture based programmes with groups of children within their class, including Lego Build to Express, Games for Team Building, Talk for Improvement, Play Based Learning activities.	All staff reported the positive impact these sessions had in building relationships and skills in co-operation, sharing, turn taking, talking and listening.	Continue to use a variety of approaches to improve focus, relationships and engagement of learners.
Training on the Leuven's scale of engagement was not available this session. Learner engagement was discussed at termly tracking meetings and any emerging issues were raised with SLT timeously and action taken to resolve. Staff tracked engagement closely during periods of lockdown and informed link SLT to any concerns of pupil engagement within the class. SLT contacted 37 % of parents/carers to offer support and 'hub' places where appropriate. Engagement levels were consistently higher in all classes during second lockdown. Average weekly engagement across P1-7 was 81.2%.	Tracking and monitoring forms. Engagement logs	Leuven's training when available.
Teaching, Nursery and Support staff participated in Promoting Positive Relationships and Understanding Distressed Behaviour training at the November in-service. Distressed behaviour was monitored using PRRUDB paperwork and data used to inform support and interventions. Targeted support provided for identified pupils resulted in reduced incidences of this behaviour this session.	PPRUDB records, BASPs	Refresh training at August 21 in-service.
Lead teacher led developments in improving parental engagement across the school. Four staff were trained in the Save the Children 'Families Connect' programme. A pilot	Staff training. Feedback from staff and families.	Continue to build positive parental communication through increased levels of

project commenced in term 3, targeting Nursery class families as a transition to P1 focus. Numbers attending decreased during the project despite very positive feedback due to parents returning to work as lockdown measures eased.		engagement wth hard to reach families and further develop partnerships with other agencies to offer available support.
Lead Teacher engaged with Parent Council, regularly attending meetings to update parents regarding developments within school.	Parent Council minutes	Deliver Families Connect program each term to Nursery, P1 and p2 parents across 2021-22 session, consulting with families to
Lead Teacher engaged with a relevant documentation and shared materials with colleagues.	Parental Engagement folder and file within Microsoft Teams.	establish best delivery options.
Following initial lockdown a more consistent approach to on-line learning through use of Google Classroom was agreed. Staff and pupils familiarised with this vehicle and it was used to improved effect for individuals/classes self-isolating during the second lockdown period commencing January 21. Support materials, including videos, were provided for parents and carers to support home learning. Engagement was tracked more effectively. Staff confidence and skills in use of digital technologies increased significantly, in particular in use of 'live' and 'recorded' learning provisions, and use of Google Meet.	Google Classrooms Training materials Pupil engagement logs Submissions of work Parental feedback Staff feedback	Continue to engage with new digital learning opportunities to build on successes.
Alternative means were devised to communicate with parents and share learners' achievements and attainment information whilst in-school events were not possible. Consultation has been increased through use of digital platforms. This included use of Google Forms to consult on planning for new improvement priorities in term 3, parental views on curricular development in social studies, the reporting format across the school year, and equity/cost of school day.	Digital 'Meet the Teacher' format Interim written reports to replace Term 1 Parents' Evening Telephone meetings to replace Term 2 Parents' Evening. Digital 'Christmas Fayre' Videos created in place of Christmas and Summer shows Art Showcases video Information leaflets on new reporting formats Google Form responses	Continue to improve use of digital communication to share learning successes with families. Increase use of Twitter to promote more consistent use across all stages. Engage parents in PEF Participatory Budgeting

School Chromebooks were distributed to a number of families to ensure access to remote learning. Further Chromebooks and MIFI devices were sourced from SLC to support home learning for children and families without the necessary technology to engage. A total of 28 Chromebooks were distributed. Support was offered in the use of these devices.	Records of devices issued.	
Additional Teaching and Support Staff input was directed to raise attainment in Literacy, supporting individuals and groups of children via a range of interventions. This included: 3 P1 pupils were supported with blending practice and 4 were supported with individual sounds. Small group dictation and 'Have a Go' writing stations increased learner confidence and ability. Small group teaching input in P4 improved learner focus and confidence to share ideas. Improvements were made in writing structure and grammar. P5 learners were introduced to Immersive Reader to support writing. Learners were more focused when working in a small group environment as a result. Increased pupil engagement and improved levels of independent writing. 'Read Aloud' feature of Immersive Reader and immediate feedback assisted learners to identify and correct errors. Reluctant readers were more engaged through use of a variety of books, audiobooks, and video to stimulate interest in writing. As a result participation in lessons improved. A group of P7 learners were more focused when working in a small group environment and increased in confidence in writing. Improved engagement in writing for targeted learners. 3 P7 pupils, 2 P6 pupils, and 2 P5 pupils received support with Catch Up Literacy. Support staff were trained in IDL intervention and commenced groups at P3 to P7 stages prior to the second lockdown. This intervention continued during remote learning as ICT based. 5 P2 pupils, 3 P3 pupils, 1 P4 pupil, and 1 P5 pupil commenced 5 Minute Box intervention Sept 20 - Dec 20. This was resumed in Term 3. As a result of these interventions there was marked improvements in Literacy progress for many and some improvement for most others. • Standardised Scores of target pupils tested showed gains of over one year in Reading age for 10 pupils P3-P7, and in Spelling age for 6 pupils.	Improvements in literacy attainment levels for targeted pupils. Tracking and monitoring data Assessment records Tracking of common words Writing jotters Pupil feedback	Continue focus on improving attainment in writing. Improve consistency in approaches to writing across the school.

• Significant gains in Reading age of those assessed included: P4 pupils by 2y8m, 2y4m and 1y9m P6 pupils by 1y8m, 1y1m, 2y1m, 3y3m P7 pupils by 1y3m, 1y2m, 1y1m • Significant gains in Spelling age included: P3 pupil by 1y1m P4 pupils by 1y2m, 1y1m, 1y P7 pupils by 1y4m, 1y • Gains between 6-12 months in Reading age for 11 pupils P3-7, and in Spelling age for 6 pupils • Toe by Toe intervention resulted in pupil increasing reading age of 1 year 1 month • Fine Motor skills groups: 7 P1 pupils and 8 P2 pupils engaged well with activities and progress was evidenced in observations by Teacher and Support Assistant. This included improvement in pencil grip, written work and for 1 pupil established he was right-handed.		
Determined effort was made to ensure the Cost of the School Day was reduced in line with the school's position statement and with particular regard to economic difficulties resulting from the pandemic. Pupils were provided with all resources required within school and packs were distributed to those who required resources during lockdown. Digital devices were allocated to those in need of them. PEF funding was used to subsidise school events including an on-line pantomine at Christmas. The number of fundraising events were limited and Parent Pay used as the donation mechanism to avoid need for money to be brought into school. Winter clothing fund was used to purchase items for families in need. Good quality pre-loved winter clothing was offered to families. The Parent Council supported the school and families through numerous initiatives across the year including gifting each pupil with a Christmas top to wear on Christmas Jumper Day, which ensured no pupil was excluded from this event. Hampers with gifts and snacks were provided for each class for the Christmas pantomine, Sacramental, Sports Day and end of term celebrations. The Parent Council worked in collaboration with the school to organise Food Bank collections each term.	Events during course of the year Parent Council minutes	Continued focus on reducing the cost of the school day. Support Parent Council with recycling of school uniform initiative.

Improvement Priority 3 - Continuity of Learning			How will we know we've been successful?
Quality Indicator	**Recovery Priority**	**Key Recovery Tasks (School specific)**	**Desired Outcomes and Impact**
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			
Theme: Learning In School **Rationale:** *The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible*	**Schools need to:** • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. https://www.gov.scot/publications/coronavirus-	**Key Recovery Tasks (school specific)** Following Local Authority and National Risk Assessment advice and recovery planning guidance, our school will no longer be able to operate with all of our children in the building at one time. We will therefore be working on a lower daily capacity to facilitate all of our learners over the week. As we begin our new school session, we will be adopting the 'Blended Learning' model for teaching and learning. This involves providing both direct and remote teaching and learning opportunities to all our pupils **Each child will have 2 full days in school which will be complemented by 3 days learning at home.** We have ensured that all siblings attend the school on the same days. The model we are using is: **Children attending on a Monday/Tuesday will be called Group A** **Children attending on a Thursday/Friday will be called Group B.** All P1-P7 classrooms have been re-configured to allow for 2m social distancing. Gym hall available for use. ICT suite and Nurture Room will be made available to small groups of pupils or individual as required. Nursery playroom has been re-configured following national and local authority guidance. Learning areas have been set up to facilitate learning experiences for 'pods' of children. Our school will follow the 4 Stages of Recovery approach outlined in Improvement Priority 1. In school, the core entitlements will be prioritised: Health and Wellbeing, Literacy and Numeracy. In the beginning we will plan explicitly for reconnection and belonging. (see priority 1)	**Desired Outcomes and Impact** We can meet the government requirement of having 50% of our pupils in school. HWB needs of pupils are prioritised. HWB, Literacy and Numeracy are core to the blended curriculum.

It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.” **The Recovery Curriculum, Think Piece**

Schools should consider the needs of children and young people after a prolonged period of

covid-19-re-opening-schools-guide/

- Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.

- Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.

- Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)

- Review your school's learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use

All learning will take into account the needs of individual learners and will be adapted as necessary, taking into account home circumstances.

Staff should refer to the Recovery Curriculum guidance provided by SLC. (See Microsoft Teams)

We will follow a cyclical approach to the planning and delivery of the blended approach to learning:

Key to the time 'In School':
- **Check in.**
  Listening, talking, observing.
  Gauge level of engagement since school closure
- **Assess level of understanding.**
  Link back to previous week's in school learning and home learning tasks.
  Revise/recap
  Identify who is **ready to progress** and who requires some **additional support** or input.
- **Use formative assessment strategies**
  Build an accurate picture of strengths, gaps and areas for further development

The holistic needs of learners have been considered.

Assessment and feedback are integral to the learning and teaching process.

Staff ascertain readiness to learn from formative information on learners' needs

Ensures depth of understanding

Learners are supported in recognising and agreeing their next steps in learning

remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.
 	
Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.
 	
This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.
 	
It is clear from all of the recent research that core teaching delivered in person by
	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.
		• Use effective differentiated questioning to check for pupil understanding
		• Provide purposeful feedback to learners: learner conversations, self and peer assessment
		• **Collect evidence**
		Teachers continue to track and monitoring learners' progress. Any 'summative' assessments are administered in a sensitive way
		
		New learning should be prioritised whilst learners are in the classroom setting.
		
		Staff will focus upon maximising the learning experience, ensuring high levels of pupil engagement and learner interaction:
		When planning new learning
		  • **Literacy, Numeracy and Health and Wellbeing initial priorities**
		    Key aspects of Literacy, Numeracy, Health and Wellbeing on which to focus _first_
		    • See 'Literacy, Numeracy, Health and Well-being Blended Learning suggestions' document in Microsoft Teams files
		      • Refer to **Transfer of Information and Literacy and Numeracy progression planners**. Revise/recap prior learning, guage progress – determine next steps/revision needs.
		  Identify **relevant Experiences and Outcomes** in forward plan. Consider cross curricular linked themes as a way of delivering these experiences and activities. (Refer to 'Delivery of new learning' section below, '3C's', Recovery Kit, use of expressive arts, creativity and outdoor learning)
		  • **Follow the Learning, Teaching and Assessment (Moderation) Cycle to plan the learning.**
		  Refer to 'What makes a good lesson?
			"Evidence should be collected in a sensitive way that does not include potentially stressful approaches to assessment. (_Coronavirus (COVID-19): Curriculum for Excellence in the Recovery Phase_)
			
			Keeping lessons focused and learners actively engaged and thinking, will ensure well-paced lessons and fruitful learning.
			
			Staff able to plan effectively for blended learning experiences for 'in school' and 'at home'
			
			Staff have considered reconnection and recovery principles when planning learning.
			
			Staff apply consistent high standards to every lesson

teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.
 	
Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .
	• 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.
		In delivering new learning
		  • **Being creative in planning how to deliver lessons**
		Although space may be limited, teachers will be **innovative** in their delivery method, taking into account elements of what makes a good lesson.
		  • Being **clear about intended learning and what success will look like.** Teachers will use formative assessment throughout lessons. ,
		• Teaching sessions will be **differentiated** effectively
		• **Metacognition:** teachers will establish/re-establish with pupils the skills required for learning
		• **Cognitively engage:** provide learners with opportunities to ask questions, to manipulate, 'rework' their understanding, 'link' with prior learning, and 'apply' learning in other situations
		• **Play and outdoor learning** will be "factored into learning plans" where possible and appropriate. (Education Scotland)
		• Providing **regular feedback**
		
		Parental Engagement:
		(Refer to SAC intervention 2)
		We will extend communication with parents through our Parental Involvement Strategy plans.
		Class teachers will use digital technology to communicate through Google Classrooms.
		We will update our school parent app, website and twitter accounts regularly with information.
		We will eliminate wherever possible the use of paper letters.
		We will consider other channels of communication for those who do not have access to ICT.
		
		Pupil Participation:
		We will continue to listen to and value our pupil 'voice' through existing channels including Pupil Council, committees, focus groups, use of HGIOURS. We will be creative in our approaches to 'meeting' pupils and gathering their views.
			Teachers continuously gather information about pupil learning
			
			The needs of all learners are taken into account.
			Pupils' confidence as effective learners is rebuilt.
			
			Learners will demonstrate optimum learning.
			
			Learners are aware of their progress and next steps.
			
			An open pathway of **communication** is fostered between the school and home
			
			Pupils will feel that their voice is valued.

Theme: Learning At Home	Schools need to:		
Rationale: A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support. While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing	• Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how	**All staff within the school will be aware of their roles and responsibilities in regards to 'Blended Learning'.** Staff will be prepared to be 'flexible' to changing remit should this become necessary. Staff who are 'shielding' will support the on-line learning provision. **All staff will use Google Classroom as the core vehicle to deliver on-line learning provision.** Teachers will be able to communicate with pupils and respond to questions at an appropriate time. This will usually be on a Wednesday when they are not in class. Job sharing staff will collaborate closely on teaching and learning plans to ensure that this will model will work effectively. In addition the school app, website and twitter can be used to communicate with the wider school community. **Staff have access to a wide range of on-line resources to support learning at home.** This includes school subscriptions to Reading Cloud, Education City, Tig Tag Science, SCES, Twinkl, Linguascope, Into Film, National Schools Partnership. All information, documentation and training materials linked to the recovery curriculum and blended learning will be available to staff on Microsoft Teams files, or links shared via glow email. A wide range of additional learning and teaching resources is also available on the SLC Staff Learning Centre site **https://sites.google.com/sl.glow.scot/continuity-of-learning/primary-resources/all-stages** **SLT will revisit the information gathered during lockdown to establish which pupils/families have access to suitable ICT.** We will support these families in any way possible.	The school is prepared to adapt and implement contingency arrangements in the event of staff absence or self-isolation. A consistent approach is implanted across the school. Using a range of vehicles will widen the reach of our communication. Learners will experience a comprehensive range of learning activities to encourage them to maintain engagement. Staff can easily access resources and support.

digital access for pupils who do not have this at present.	feedback will be given to learners.	Not all home learning will be on-line. Pupils will be provided with resources for any non-digital learning activities set.	All families in our school community will be offered help and support to access home learning.
	• Establish a baseline on the number of pupils and staff who have home access to ICT.	**Pupil engagement** will be tracked through their use of digital technologies, particularly Google Classroom. Staff will continue to use the pupil engagement recording format established during lockdown.	
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.	• Consider how to take account of pupil voice in their learning at home.	Further support will be provided to pupils or families who require this.	We will have the information we need to target support to those who require it.
	• 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.	**Home Learning:** **Teachers will spend adequate time within the "in school" session setting up the "learning at home" element with learners.** This will include clear explanations to learners and the issuing of; • Follow up tasks to **consolidate and reinforce** the "new learning" of the week • Learning tasks to encourage pupils to **apply the new learning in a different context**. This could include increasing learning experiences across all four contexts of learning.	Staff have clear guidance on how to set up and manage home learning.

	• Consider how you will measure and track engagement with home learning	**Application of Skills**
		 • Pupils will be given the opportunity to **demonstrate their learning, skills, knowledge and understanding across the curriculum** eg. encouraging discussions, writing, reflection, observation, and practical activities.
		 Engagement
		 • Teachers will highlight to their pupils the importance of **engaging in "learning at home" tasks** and how important completing these activities are for their own development and progress.
		 Learning at Home
		   • Learning at home will be shared with pupils in a way which is accessible to them. Staff will consider if this should be a digital or physical resource approach.
		   • Learning will be shared with pupils in a range of ways – via Google Classroom, or individual tasks to complete. At some	

		stages learners will have choices about <u>how</u> they will learn whilst at home. • Clear learning intentions and success criteria will be used to support learners in keeping on track at home. This will also allow parents/carers to support this element of the learning cycle. • When preparing the "learning at home", the health and wellbeing of learners and their families will be kept central to our expectations. We will remain mindful of the time available to parents to support learning at home and ensure the routine and expectations are shared with them.	

SOUTH LANARKSHIRE COUNCIL	**Improvement Priority 3 - Continuity of Learning** **Progress Report June 2021**	SOUTH LANARKSHIRE COUNCIL

What did we actually achieve?	How do we know?	What do we need to do next?
At the time of writing the Recovery Plan it was expected that pupils would be returning to a 'Blended Learning' model for teaching and learning in August 2020 and much of this section of planning was focused on preparation for this. In August 2020 all pupils returned full time to school so plans were adapted accordingly. In January 2021 a further period of lockdown and school closure occurred and a period of remote learning for the majority of pupils was implemented. Recovery planning was key to the success of the school's ability to adapt to evolving situations and ensure effective continuity of learning. All national and local authority guidance was adhered to throughout the session including all Risk Assessments and Safe Systems of Work. The school adapted to all	Feedback from families on provision during in school and periods of remote learning has been highly positive. Evaluations Discussions Adherence to all guidance.	Continue to take a dynamic approach to ensure we are prepared for any further disruption to in-school learning. Continue to follow all guidance.

changing guidance as required including mask wearing, social distancing and followed all protocols as set down both nationally and locally. All classes followed the 4 Stages of Recovery as outlined in Improvement Priority 1. In August 2020 teaching staff prioritised the Health and Wellbeing of pupils, specifically planning for reconnection and sense of belonging. Use was made of the resources suggested by Educational Psychologists, SLC Recovery Kit and Recovery Guidance, and West Partnership. Literacy and Numeracy teaching was carefully planned based on the levels of understanding of learners as they adapted to school return. Formative and, when appropriate and in a supportive and sensitive manner, summative assessment information was gathered to guage progress and inform next steps. Play pedagogy, active learning and outdoor learning were proactively planned. Parental engagement was improved through use of digital technologies, including Google Classroom, as outlined in Improvement Priority 2. Lead teacher developed Parental Involvement Strategy plans, collaborating with the Parent Council, partner agencies, supporting staff and ensuring equitable distribution of devices to those who required these. SLT used Google Forms to gather information and parental views. Alternative means of gathering and listening to pupil voice was made as Pupil Council and Committees could not meet as in previous sessions. Google Classroom was used effectively by all stages during session 2021-21. Staff engaged in training to improve their skills and confidence in the use of this vehicle as well as technology for recording lessons, live streaming, and use of google meet. A range of resources to support on-line learning and encourage learner engagement were used by the school including Education City, Reading Cloud, IDL, Sumdog. Staff made use of SLC Staff Learning Centre, WestOS, and Education Scotland remote learning resources and guidance. A specific Microsoft Teams was set up to share recommended links, resources and area for discussion between staff.	Forward planning Tracking and monitoring discussions Attainment data across the session Observations of learning CLPL focuseed on developing remote learning capabilities Families Connect programme Use of school parent app, social media, and website to share communications Google Forms Parent Council minutes Discussion forums Class visits Formal and informal conversations Google Classrooms Engagement logs Microsoft Teams	Embed play pedagogy in Primary 1 and extend successful approach to P2 and p3 classes. Further develop play based and active learning pedagogies across P4-7 stages. Continue to build on parental engagement by increasing levels of engagement with hard to reach families. Continue Families Connect programme. Improve sharing of learning through digital means including increased use of twitter. Resume Pupil Council and Committees as soon as 'bubble' restrictions allow. Build on the good practice developed in digital learning field.