



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Beckford Primary School

Standards and Quality Report Session 20/21

Our School

Beckford Primary is situated in North Hamilton – a busy regeneration area of the town. The modern building we currently occupy was opened in November 1988 and replaced the original Victorian school (named Beckford Street Primary). A new extension was completed in July 2015, and this has allowed for greater flexibility and improved teaching facilities across the school. The school roll is currently 161 and the accommodation includes seven classrooms, a sensory room, an ICT suite and PE / dining hall. We also accommodate a nurture base, Rowan Cottage, which can be accessed by P.1-3 pupils from across the authority. This is a small supported group with a maximum of 8 children within it.



Beckford Primary is one of twelve Scottish Attainment Challenge (SAC) schools within South Lanarkshire Council and has been part of the programme over the last five years. Currently, 65% of our pupils live within SIMD area 1 or 2, 23% live within decile 3. These children are within all classes across the school although there are a higher proportion within P.1, P.2, P.4, P.5 and P6 classes. Within these SIMD areas 28% are in receipt of school meals.

Our school vision is to provide a nurturing, happy and inclusive environment where children are challenged and supported to help them develop skills for life, work and learning.

Our aim is to promote above and beyond behaviour through being Ready, Respectful and Safe to ensure our pupils can become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Through our values we aspire to be; Respectful, Responsible, Caring and Friendly. These aims are promoted through our weekly assembly and through the strong relationships throughout the school.

Staff, Parent Council members, parents and pupils are involved in the creation of a positive school ethos that encourages good learning habits, high quality interaction and a sense of purpose and achievement. This ethos is evident in our welcoming environment and our commitment to the establishment of good relationships with parents and the wider community.

We are part of the Hamilton Learning Community and have developed strong links with colleagues from local schools to engage in moderation across the Learning Community with a focus on improving standards of learning, teaching and assessment in the approach to Active Literacy in each of our schools. We work well with the range of feeder nurseries (12) and Hamilton Grammar to ensure that smooth transitions are planned for.

Key Successes/Challenges and Achievements Session 2021/22

Successes and Achievements

- Our return to school in August 2021. Pupils, staff and families all adapted to the new routines to minimise risk of COVID 19 and adapted well to new style of learning and layout of the classrooms and school day, including staggered starts, different bubbles for play based learning, different playgrounds etc.
- Our focus on Health and Wellbeing and supporting our pupils to reconnect with learning after the initial lockdown during the 2020 session: ***'If we are struggling with anything the school tries to help.'*** (Primary 5 Pupil).
- Staff, pupil and family response to remote learning during the lockdown between January and March 2021 (please see below) ***'The school gave me a computer to do my work.'*** (Primary 2 Pupil).
- We have thought creatively to ensure we can celebrate together achievements across the school e.g. weekly assembly through Microsoft Teams, Hot Chocolate Friday takeaway (instead of Hot Chocolate Friday award in school), Leavers service filmed and photographed and shared with families through digital technology, Christmas celebrations recorded and share via school app etc.
- Transition opportunities have been given for our outgoing Primary 7s and our August 2021 Primary 1s.
- Health week and sports day took place, albeit in a different format from previous years, but children engaged well.
- Ultimately our children have been our success in what has been a very different year, showing kindness, resilience and determination to carry on no matter what comes their way!

Challenges

- Pupil absence due to isolating and ensuring learning continued while they were at home.

- Staff absence (impact of covid) and impact on classes and equity work as equity funded teachers were at times required to cover classes when teachers were absent.
- *'Disappointment over no school trips and missing out on parts of the school year.'* (Primary 6 Pupil).
- *'Sometimes at home work was tricky.'* (Primary 2 Pupil).

Remote Learning Jan-March 2021

Provide a brief, evaluative commentary on this period. This should cover:

- ***What was achieved***
- ***Any evidence that sits behind this e.g. around pupil engagement, digital learning***
- ***Challenges and opportunities***
- ***Learning arising from this period/next steps.***

Achievements

During this time Beckford PS was at the centre of the Whitehill community providing support to our families in an ongoing basis and allowing our children to connect and interact with each other and their teachers and continue to develop aspects of their learning. Initially SMT Phoned round families that were having digital issues, thereafter engagement issues wer followed up by both SMT and support staff on a weekly basis. Requests were made for children to access the hub if there still existed barriers to learning. There was a mix of children within the hub of key workers and supported families.

Over 30 devices were shared with families to allow children to interact and continue to learn. Pupils that were identified as being at risk and had other services involved were offered hub provision along with key worker families.

When our newly appointed Place to Be Counsellor commenced she was able to offer support to a number of children via remote counselling and in some instances face to face counselling for hub children.

Challenges – despite repeated attempts by SMT supporting families and phone calls from staff to ascertain if they were barriers to learning and despite offers of hub provision some families continued with non engagement. In our first 2 weeks our engagement data looking at the week as a whole was 81% and 88%. Families afterwards reported that they would begin to engage thereafter. Our data subsequent to this was more detailed.

Non engagement thereafter

Week 3 18%

Week 4 14%

Week 6 16%

Week 7 23%

Week 8 8%

Week 9 19%

Week 10 22%

This data refers to individuals who did not engage or check in to google classroom at all in the week. There were children who only engaged to a level however we are counting that as engagement.

Some families were going through significant trauma at this time e.g bereavement , money worries and difficulties supporting multiple children in schooling as well as trying to work. SMT continued to support these families through This time by phone calls and being

empathetic to their needs, however, some parents and carers were open and honest but categorical in their refusal to engage in online learning as a result.

Opportunities: Very quickly, staff through CPD and training became apt at delivering Teaching and Learning of a high standard through recorded lessons and accessing live video from West, Youtube etc. Innovative ways of working to support our young people also ensued. Some support assistants were involved in meets with children who experience barriers to learning and interventions continued despite Lockdown and remote learning.

Learning arriving from the period next steps.

As a school at the centre of the community of Whitehill we take pride in the work that we do to engage parents. However despite this, it was at times difficult to do this and engage learners too. At times SMT and support staff experienced fake compliance from parents but at other times parents stated categorically they were not doing it (online Learning). We need to therefore continue with our focus on engaging parents in their children's learning and hopefully as restrictions ease we can get parents back into the building to become more actively involved in the learning and intergenerational learning.

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.



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?

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>Key Recovery Tasks (School specific)</p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <p>By June 2020 SMT to conduct SWOT analysis under the heading of Whole School Wellbeing.</p> <p>By August 2020 a (draft) whole school position statement and approach to Whole School Wellbeing, post COVID, will be developed and shared with all stakeholders.</p> <p>Our Place2Be partners will support this. Action and guidance will be planned under the following 4 themes:</p>	<p>Desired Outcomes and Impact</p> <p>Key areas of strength to be built on will be identified and areas of weakness that need to be focus for improvement and recovery identified.</p> <p>A whole school approach to universal and targeted support for wellbeing, post COVID, will be identified and a consistent approach used across all stages of school.</p> <p>A HWB programme of activities will be implemented across all stages focusing on the four themes of self-efficacy, hope,</p>

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and 	<ul style="list-style-type: none"> • Self-efficacy • Hope • Gratitude • Connectedness <p>P2B Project Manager will connect with families and the teachers of children who, pre-Covid, had received 1:1 support to reassess the level of need for these children and plan next steps.</p> <p>By August 2020 all staff will have engaged in SLC's Attachment Strategy Training, including accessing relevant documents for reference.</p> <p>By Early September 2020 all staff will have received a 'wellbeing' toolkit with resources that can be used to support our young people through observations, conversations and other assessment tools.</p> <p>School will continue to provide universal 'Family Updates' about plans to support wellbeing, on return to school, this will include offers of support to parents through P2B Adult Counsellor.</p> <p>Throughout school closures staff have been provided with regular, detailed 'Staff Updates'.</p>	<p>gratitude and connectedness, allowing the children to process their thoughts and emotions on their return to school.</p> <p>Children will reconnect with support previously in place. The children will feel more comfortable in school with the support in place.</p> <p>All staff will have a greater understanding of the support that children require universally, but also following the closure of schools in March, the support required when reopening.</p> <p>The toolkit will provide resources to support our children universally and identify those who are in need of targeted support.</p> <p>Families will be aware of support available for the children as well as family members from the school including the services provided by our partners P2B.</p> <p>Staff will be clear on avenues of support for them.</p>
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	<p>which allow staff to be included and consulted.</p>	<p>Communication channels will continue in this way as well as a weekly diary and daily diary of updates of information. Staff wellbeing board to be developed in staffroom by late August 2020.</p>	
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. • Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing • Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<p>By early September 2020 children from Primary 2-7 will have completed the Student Resilience Survey.</p> <p>In August 2020 HWB learning and teaching, across all stages, post-covid, will initially be planned under the following 4 themes:</p> <ul style="list-style-type: none"> • Self-efficacy • Hope • Gratitude • Connectedness <p>By September 2020 The Pupil Council will be re-established. They will be consulted on the reconnection and recovery process.</p>	<p>This will provide insight into each child's readiness to reconnect to learning in school, post-COVID.</p> <p>Children will feel supported to reconnect with learning and teaching within the physical school building, focusing on the strengths they have individually, as a class and as a whole school community.</p> <p>Class groups will be represented by PC who will communicate the children's ideas and perspectives of supporting engagement and motivation, readiness to learn etc.</p>



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?
<p>HWB has been at the forefront of our recovery plan as during normal times a range of our learners between Primary 1 and 7 experience anxiety and emotional distress for a range of reasons. This has been exacerbated by Lockdown, school closures and restrictions due to the pandemic.</p> <p>Therefore, on our return to school in August staff were consulted on a draft Wellbeing Position Statement and introduced to the school Wellbeing Toolkit which contained a range of resources and tools that could be used in all stages to support the children as they returned to school, where learning experiences focused on the four themes of: SELF-EFFICACY, HOPE, GRATITUDE and CONNECTEDNESS. Staff also participated in SLC training of Attachment Strategy.</p> <p>Support from other partners - Place 2 Be, the Hamilton Specialist Support Team and YFCL</p> <p>Unfortunately our Place 2 Be Project Manager moved on to a new post in October 2020. A new Project Manager was appointed late October 2020, however was only been based in the school from January 21, due to the time taken for Disclosure Scotland Checks to be completed.</p> <p>One to one sessions commenced from January 2021 for 3 children identified as being vulnerable and finding things challenging for a variety of reasons. These sessions initially took place remotely using ZOOM. These sessions have continued as schools returned. A further 5 children have now been referred for 1-2-1 sessions and will continue to work with Place 2 Be when we return in August. We also now have 3 referrals in place for children beginning 1-2-1 sessions for August 2021.</p> <p>Families have been kept up to date with regards how the school have supported learners on their return to school and beyond through our school newsletter initially and then through our school app. Individual families who have struggled throughout the year for a range of reasons e.g. school uniform, financial, emotional distress of a small number of pupils during transition from home to school, behavioural distress at home, concerns around a range of issues due to Covid, have been supported directly by the Senior Leadership Team and once up and running supported again by Place 2 Be where it was appropriate.</p>	<p>Qualitative Data from our learners highlighted that overall there was a sense of:</p> <ul style="list-style-type: none"> • Feeling safe on the return to school in August 2020 and March 2021. <i>'Teachers wear gloves, aprons and masks...desks and doors are cleaned.'</i> (Primary 1 Pupil). <i>'There are adults around the school who look out for us.'</i> (Primary 6 Pupil) • Feeling that they belong in the school community. <i>'The teacher tells us that we're not all the same and we are all different in our own way.'</i> (Primary 4 Pupil). <i>I feel safe in the school and that helps me feel like I belong.'</i> (Primary 2 Pupil). • Understanding of the Health and Wellbeing Curriculum and being able to link that to life in and out of school. <i>'We looked at emotions'</i> (Primary 1 Pupil). <i>'Looking at different emotions helped us in lockdown.'</i> (Primary 5 Pupil). 	<p>HWB will need to continue to take a central role in our improvement work as we continue to implement our recovery plan and continue to work towards reducing the health and wellbeing poverty related gap.</p> <p>We will continue to build on our universal and targeted approaches with the support of relevant partners. This will include:</p> <p>Working in partnership with third sector partners, Place2Be, The Educational Psychologist, Specialist Support Teacher and the Youth Family Learning Community Team based at Whitehill Centre.</p> <p>With regards P2B following a joint assessment of the impact of the service at Beckford between SLT and P2B team we are going to continue to build on the service in place by introducing targeted group work with specific classes including a Programme called 'Journey of Hope' with our Primary 7sto support the transition process and a Peer Mentoring programme with the Primary 6 class.</p>

<p>Talk and Draw and Nurture support has been utilised by emotionally vulnerable pupils from the Specialist Support Teacher. This has been offered to 6 pupils this year.</p> <p>The Head Teacher has recently met with the Team Leader of the Youth Family Community Learning Team based at Whitehill Centre. Following this places have been offered to Beckford Primary families to attend the Summer Hub ran by the YFCL at St Paul's Primary School. Families have been identified for a range of reasons.</p> <p>HWB Curriculum</p> <p>As noted above staff were issued with a Wellbeing toolkit with resources to support planning for learning experiences within the HWB Curriculum. Staff also planned learning under the wellbeing indicators over the year using the HEALTHY SCHOOLS.SCOT planning tool which links the Experiences and Outcomes from HWB Curriculum to the eight Wellbeing indicators.</p> <p>A review of our anti-bullying policy and the use of Rights based Education (from our SAC Plan) have had to be paused due to circumstances including the absence of the Head Teacher and other areas of the Recovery Plan being the focus.</p>	<p><i>'Meditation keeps you calm and gives you time to yourself.'</i> (Primary 3 Pupil)</p> <p>A snapshot of the work completed during the last five weeks of term by the P2B service included:</p> <ul style="list-style-type: none"> • 28 Place 2 Talk sessions taking place. These sessions are where pupils self refer to talk to the Project Manager. 65 children were involved in the 28 session (41 girls and 24 boys). Themes that were covered during the sessions included Friendships, Family, Home, Relationships (with parents, wider family and staff) Bereavement, Emotional Upset and general curiosity about the service. • 12 one to one sessions were held with targeted pupils. • 10 Parent Support sessions. <p>Qualitative Data from learners highlights that the view of the P2B service is that it is something that the school has that helps to take care of them and keep them safe e.g. <i>'Place to Be is somewhere you can go to talk about your problems.'</i> (Primary 5 Pupil).</p>	<p>To introduce a Youth Family and Community Learning Worker (0.6 – Monday, Tuesday and Friday) based at Beckford, will support projects that focus on the well-being of all stakeholders.</p> <p>To consider and review the universal rights of the child and consider how rights-based education can impact on learning pathways.</p>
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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
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning 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;</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: 	<p>Key Recovery Tasks (school specific)</p> <p>By June 2020 school closure audit completed per class with regards identifying children who engaged with Google Classroom learning activities and attended the hubs.</p> <p>By early September 2020 children from Primary 2-7 will have completed the Student Resilience</p>	<p>Desired Outcomes and Impact</p> <p>Staff will have a profile of engagement and wellbeing information, from during school closure and will use this information along with observations and initial assessments of engagement to identify next steps for learners.</p>

<p>with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> - Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p>Survey, teachers will have reviewed Leaven Scale profile for each child within their class and compare to previous data.</p> <p>During term 1 children who previously received targeted input via IDL Literacy, IDL Numeracy, Power of 2, Catch Up Literacy/ Numeracy will be screened to reconsider gap within the specific area of learning. Class teachers will also review attainment through formative assessment strategies within the day to day learning activities.</p> <p>During term 1, target setting meetings will be held with each class teacher, reviewing data with regards standardised testing from March 2020, achievement of a level Data from January 2020 and reviewing teacher observations for how the children are presenting on their return to school.</p> <p>***Please see SAC improvement plan also.***</p>	<p>This will provide insight into each child’s readiness to reconnect to learning in school, post-COVID.</p> <p>An overview for each class will be developed with regards universal approaches to re-engagement of learning, groupings for differentiation to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class.</p>
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB 	<p>During term 1 consult with all stakeholders to review equity funding plans, and adapt plans as required to support the recovery phase e.g. staff training, blended learning.</p> <p>***Please see SAC improvement plan also.***</p>	<p>By September 2020 plans will be revised as required following consultation with stakeholder to address the current needs of learners to reduce any possible barriers to learning.</p>

<p>the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>recovery support document, etc. to inform thinking.</p> <ul style="list-style-type: none"> • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 		
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<p>At the beginning of term 1 target setting meetings will be held with each class teacher, reviewing data with regards standardised testing from March 2020, achievement of a level Data from January 2020 in comparison to how the children are presenting on their return to school. Progress will be reviewed and alterations made as required during the term.</p>	<p>An overview for each class will be developed with regards universal approaches to re-engagement of learning, groupings for differentiation to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class</p>
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. 	<p>By August 2020 all children will have been provided with a learning pack for home and in school, to support blended learning. Other resources required will be made available, following consultation with parents and pupil council.</p>	<p>Approaches to learning will be supported in/ by the school through equity funding to reduce financial constraints on families, to ensure no child misses out on learning or the resources required to support blended learning</p>

<p>the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<ul style="list-style-type: none"> • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<p>By September 2020 CoSD Position Statement will be reviewed and updated to reduce financial constraints.</p> <p>During term 1 school calendar will be reviewed and adapted to reduce financial implications for families</p>	
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Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>An audit of pupil engagement with regards the school closure between March 2020 and June 2021 through Google Classroom was taken and shared with new class teachers.</p> <p>Learners who had previously been on targeted interventions prior to the closure in March 2020 were screened to reconsider the gap within the specified area of learning to identify the level of support and next steps required.</p> <p>Staff also conducted assessments through some formative and summative assessments, as well as observations of pupils within the classroom to review how the children presented on their return to school, in comparison to the data the school had gathered prior to lockdown.</p> <p>Equity funded teachers and support staff have provided targeted support to children at all stages.</p> <p>With regards Literacy, targeted interventions (including IDL, Catch Up Literacy, Toe by Toe, 5 minute box, Code Cracker, Hornet/Wasp) were put in place from Primary 1 to 7. Literacy interventions across the school target approximately 28% of P1 to P7 pupils (44 children). These interventions were timetabled throughout the week where they are implemented at least twice a week per child. The Equity Funded teachers also support learners we have identified through tracking and monitoring meetings in Primary 1, Primary 2, Primary 4, Primary 5, Primary 6 and Primary 7 that require further input to accelerate their progress to meet the required attainment levels as noted in the Literacy Benchmarks at the end of levels (14 pupils).</p> <p>With regards Numeracy, targeted interventions (including 5 Minute Number Box, IDL Numeracy, Catch Up Numeracy, Plus 1 and Power of 2) are in place from Primary 1 to 7 (40 pupils). These interventions are timetabled throughout the week where they are implemented at least twice a week per child. The Equity Funded teachers also supported learners we have identified through tracking and monitoring meetings in Primary 1, Primary 2, Primary 4, Primary 6 and Primary 7 that require further input to accelerate their progress to meet the required attainment levels as noted in the Numeracy Benchmarks at the end of levels (13 pupils).</p>	<p>With regards children who had targeted input with regards Reading and Spelling staff did note some regression from observations, however during the period of September 2020 to April 2021 on average the increase in reading age was 6 months for these children. The average increase for spelling was 5 months.</p> <p>With regards progress from last year's standardised testing data, the following percentage of children per class who have increased their:</p> <ul style="list-style-type: none"> • Reading age is – P5 – 93%, P6 – 82% P7 – 77% • Spelling age is - P4 – 62%, P5 - 87%, P6 – 25%, P7 – 63%. • SAS for PTM Maths assessments is – P4 – 46%, P5 - 87%, P6 – 50%, P7 – 45%. 	<p>Staff to be provided with a profile of engagement and wellbeing information of their new classes and will use this information along with observations and initial assessments of engagement and attainment to identify next steps for learners.</p> <p>Plans for targeted interventions, with a continued focus on children within deciles 1 & 2 to be revised as required following target setting meetings to address the current needs of learners to reduce any possible barriers to learning for Literacy, Numeracy and Health and Wellbeing.</p>

<p>All children were provided with a learning pack for in school when they returned in August 2020 and a second pack to support remote learning was given out in January 2021 during the second block of school closures to ensure every child felt that they had the resource they required to learn.</p> <p>The school calendar was reviewed in September 2020 with the intention to reduce financial implications for families. It was agreed at the beginning of term that the school would reduce the level of fundraising activities including Christmas activities, book fairs and sponsored events.</p>	<p>**SEE OTHER DATA BELOW UNDER PROGRESS FOR CONTINUITY OF LEARNING**</p>	
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 <h2 style="text-align: center;">Improvement Priority 3 - Continuity of Learning</h2>			<p style="text-align: center;">How will we know we've been successful?</p>
<p>Quality Indicator</p>	<p>Recovery Priority</p>	<p>Key Recovery Tasks (School specific)</p>	<p>Desired Outcomes and Impact</p>
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p>Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>

<ul style="list-style-type: none"> • Overall quality of learners' achievements • Equity for all learners 	<p>for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.</p>		
<p>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where 	<p>Key Recovery Tasks (school specific)</p> <p>Building audit to be completed by June 2020 to maximise pupil capacity within the building, while ensuring physical distancing.</p> <p>From August 2020 staff will work collegiately to plan and follow a staged return to the curriculum, initially focusing on HWB and aspects of L&E and N&M, allowing time to assess where the children are within each of these areas, before gradually building on other curricular areas.</p>	<p>Desired Outcomes and Impact</p> <p>At least 50% of pupils will be able to attend school each day and have access to their teacher.</p> <p>To take account of the needs of individual learners, providing support to maximise engagement in L&E, N&M and HWB, before progressing to learning in other areas of the curriculum.</p> <p>An overview for each class will be developed with regards</p>

<p><i>crucial at this time.”</i> The Recovery Curriculum, Think Piece</p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p>	<p>possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)</p> <ul style="list-style-type: none"> • Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • 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. 	<p>As noted above during term 1 children who previously received targeted input via IDL Literacy, IDL Numeracy, Power of 2, Catch Up Literacy/ Numeracy will be screened to reconsider gap within the specific area of learning. Class teachers will also review attainment through formative assessment strategies within the day to day class work.</p> <p>As noted above during term 1 target setting meetings will be held with each class teacher, reviewing data with regards standardised testing from March 2020, achievement of a level Data from January 2020 in comparison to how the children are presenting on their return to school.</p> <p>***Please see SAC improvement plan also.***</p>	<p>universal approaches to re-engagement of learning, teaching and assessment, groupings for differentiation to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class.</p>
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<p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> • Consider how to take account of parental views and pupil voice when developing the learning in your school. 		
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>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.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. 	<p>By September 2020 staff will have had the opportunity to work collegiately to develop guidance to support learning at home. This will ensure a consistent approach to expectations for blended learning.</p>	<p>A consistent approach to home learning will be developed to ensure all learners have the same opportunity to consolidate and reinforce new learning of the week and apply the new learning in different contexts.</p>

<p>learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 		
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 <h2 style="margin: 0;">Improvement Priority 3 - Continuity of Learning</h2> <h3 style="margin: 0;">Progress Report June 2021</h3> 		
<p>What did we actually achieve?</p>	<p>How do we know?</p>	<p>What do we need to do next?</p>
<p>The initial focus for learning and teaching following the return to school in August 2021 was Literacy, Numeracy and Health and Wellbeing. This gave time for staff to gain an overview of where the children were within these areas of learning before beginning to progress to other areas of the curriculum.</p> <p>As noted above under Priority 2, universal and targeted support requirements were assessed by teaching staff to ensure that gaps in understanding and skills were identified.</p> <p>Talk for writing input did not happen as planned due to Covid, however other CLPL for writing was sourced for teaching staff from an alternative Literacy Specialist. Due to the school closure, there has not been the opportunity to develop this area further and it will move on to an improvement focus for next session.</p>	<p>Data available for Literacy for 2020-21 shows that in:</p> <ul style="list-style-type: none"> • P5 – 18%, P6 – 21%, P7 – 32% have reduced the gap between their reading age and chronological age over the year. • P5 – 53%, P6 – 59%, P7 – 45% have reduced the gap between their spelling age and chronological age. <p>Data available for Numeracy for 2020-21 shows that the mean standardised score for each class is:</p>	<p>Focus on the teaching of phonics across the school and the impact this has on reading and spelling for all children, with a particular focus on children who are below their chronological age for reading in Primary 2 – 5.</p> <p>Review information from standardised data for learners attaining below their chronological age for reading and spelling and at low stanine level for numeracy.</p>

The TLQ Talking and Listening Programme was paused at the Primary 1 stage due to a combination of factors including COVID and the SALT Lead being on maternity leave. This will move on to next session's plan.

Staff have this year implemented reviewed Maths planners, which were piloted during the 2019-2020 session, which were developed in conjunction with a visiting specialist.

Staff in Primary 2, 3, 4 and 5 have worked virtually with a Maths Specialist focusing on the benchmarks and assessment.

- P3 – 92 (with 53% of the class performing at stanine 4 or above).
- P4 – 86.8 (with 33% of the class performing at stanine 4 or above).
- P5 – 101.4 (with 94% of the class performing at stanine 4 or above).
- P6 – 91.2 (with 63% of the class performing at stanine 4 or above).
- P7 – 83.8 (with 36% of the class performing at stainine 4 or above).

Data from the end of year teacher professional judgements illustrating % of children identified as meeting end of level benchmarks are as follows:

	Reading	Writing	T&L	Numeracy
P1	65%	61%	65%	84%
P4	72%	66%	72%	58%
P7	86%	77%	90%	82%

Qualitative Data from learners and parents included:

- ***'It is great to see how much my child has improved even during lockdown, thank you!' (Parent)***
- ***'It is great to see how my child is doing considering the difficult year (due to school closure).'***
(Parent)
- ***'Power of 2 has helped me with mental strategies in maths.'***
(Primary 6 Pupil).
- ***'Writing progression every week and encouragement to make***

	<p><i>writing the best it can be makes me motivated to do my best work.' (Primary 6 Pupil).</i></p> <ul style="list-style-type: none">• <i>'5 Minute Box has helped me with my spelling.' (Primary 2 Pupil).</i>• <i>It has helped me feel more confident in Maths this year because we have had more practise and not been rushed through different concepts.' (Primary 5 Pupil).</i>	
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