South Lanarkshire Council

Recovery Standards and Quality Report June 2021

St. Joseph's Primary School

Fostering Excellence for All

St. Joseph's Primary School

Standards and Quality Report Session 20/21

Our School

St Joseph's Primary School and Nursery Class is a denominational school and nursery establishment situated in Blantyre, South Lanarkshire. Our current school roll totals 261 pupils with an additional 52 pupils in the nursery. Our catchment area includes families from a variety of socio-economic backgrounds.

Our vision at St. Joseph's Primary School and Nursery Class is to provide a safe, secure, enriched and motivational learning environment which realises, recognises and celebrates achievement and attainment for all learners. The core values of: excellence, success, aspiration, equality, nurture and integrity are promoted and modelled through all aspects of learning, teaching and social practices. As an integral part of our local community, we strive to work together in partnership with pupils, parents, carers, our wider community and a range of external agencies to provide the best possible care and education for our children. The provision of e-communications and virtual online learning opportunities and experiences offers continuity of learning and communication between school and home and enables learners to engage in remote learning during periods of National Emergency. The school and nursery recognises and supports the needs of our learners and wider community and provides meaningful opportunities for pupil voice and whole school evaluation. The school endeavours to forge and embrace positive community of faith links with St. Joseph's Parish Church and ensures a strong Catholic ethos of pastoral care, respect and equality permeates the culture, life and work of the school.

Key Successes/Challenges and Achievements Session 2021/22

- St. Joseph's Primary School and Nursery Class ensured the implementation of all Covid-19 Health and Safety Guidelines and protocols and fully complied with all National and SLC Covid-19 risk mitigations, restrictions and 'contact tracing procedures' for the safe operational management of the school and nursery environment.

- Risk assessments were updated regularly to ensure all advised operational changes were made timeously to demonstrate due diligence to prioritising the safety of all children and staff.

- A range of communication tools including: phone calls, newletters, parent email, website, Twitter and Online Meets were utilised effectively to keep parents/carers informed of school and nursery developments, safety procedures, National and SLC Digital Learning offers and to celebrate success of learners.

- All staff continued to prioritise the care, welfare and nurture of all children and families, ensuring learners' needs were identified and addressed during in school/nursery or remote learning periods.

- Strong links with vulnerable children and families were maintained throughout the Recovery Phase to provide continuous offers of support to address need.

- Staff utilised in-depth knowledge and awareness of learners' attainment and achievement progress, robust tracking and monitoring procedures, available resources, Public Equity Fund financial capacity and multi-agency guidance to continue to target support interventions.

- The needs of children and families were carefully considered in the allocation of vulnerable and Additional Support Needs learning provision access during periods of remote learning.

- Digital devices including Chromebooks, MiFi's, provided by SLC, were allocated to children based on SLC set criteria to promote equity of learning opportunities based on SIMD, FME and Additional Support Needs.

- Leadership Team offered technical support to children and families to enable access to digital learning engagement opportunities.

- A comprehensive 'Readiness to Learn at Home Offer' was made available to all learners using Google Classroom and Google Meet technologies. Home Learning Packs were made available to children who were experiencing ongoing challenges accessing digital facilities which could not be overtaken with digital support. Curriculum learning grids were made available to Nursery learners on the nursery website for ease of access.

- Learning provision was heavily focused on CfE Literacy, Numeracy, Health and Well-being and Religious Education/ Faith Life practices (school only) during the Recovery Phase to ensure continuity in key learning experiences and opportunities. The wider curriculum was used in responsive planning for contextual learning opportunities.

- Curricular learning relevant to mental, social and emotional well-being was revised and extended to take account of learners' emotional Health and Well-being in challenging global circumstances. An emphasis on continuing to support all children to build resilience was sustained through implementation of the HWB Building Resilience Programme, adherence to Attachment Informed Practices and ethos focus on nurture, connectivety and networks of support. Active health was promoted as means of supporting Health and Wellbeing from P1 to P7.

- Opportunities for pupil voice were utilised through Focus Groups and HWB audits to capture and respond to pupil views in unprecedented circumstances.

- Distributive leadership opportunities were afforded to staff to develop: Attachment Strategy, Nurture, Literacy in Remote Learning, Equity, Digital Technologies, Google Classroom and Google Meet Platform.

- All staff adapted to rapidly changing circumstances, regulations and National remote learning expectations efficiently, placing the best interests of all children at the centre of a rapid pace of technological development. Staff utilised training and Continuous Career Long Learning Opportunities to tailor adjustments to meet the needs of learners.

Remote Learning Jan-March 2021

During the period January to March 2021, St. Joseph's Primary School continued to develop 'Remote Learning from Home Offers' which encouraged full use of the facilities enabled by Google Classroom Digital Platform. A wide range of Early Years learning opportunities across the curriculum were uploaded weekly to the Nursery website as an alternative to Google Classroom due to Glow User protocols. Staff were regularly informed of SLC Webinar training and links to support enhanced practices in the use of Google Classroom to promote continuity of learning. Google Meet was utilised as a facility for regular online contact and learning provision for all school children. A newly established Google Meet link was established for Nursery parents/carers to enable children to access online learning activities delivered by all key workers over a one week trial period. Google Meets took the form of: Class Meets, Nursery Pod Meets, Assembly Meets, Additional Support Need Meets and Vulnerable Children Link Meets. Some

staff led and almost all staff participated in collegiate training opportunities using workshops and liaison meeting models of cascading information to build confidence and skill-set in the use of Google Platform tools.

Children experienced targeted digital technologies learning opportunities and experiences prior to January 2021 to ensure learners could access learning effectively using the digital platform in the event of school closure or isolation requirements. Children were taught how to communicate with their teachers, mark tasks as completed and share pictorial or scanned evidence of learning. Teachers were encouraged to provide concise meaningful feedback.

Parents were supported in the use of Google Classroom using detailed instruction guides which were made available in a variety of e-communications include email, Twitter and the Website. Additional phone call support was provided by the Promoted Staff Team to support parents/carers to overcome digital challenges on request. Digital devices (Chromebooks) and Mifi Hubs (Internet Provider) were disseminated to children meeting SLC set criteria relevant to SIMD, FME and ASN. Paper copies of learning packs were available to school families experiencing continued challenges with online learning, digital device access or technical use to ensure equitable learning provision for all children. Opportunities to support vulnerable children in the acquisition and completion of online learning opportunities was facilitated via a timetabled 'Support Hub Provision' which offered equitable, direct and scheduled support intervention. Parents/carers and staff were advised on National and SLC e-learning offers to support learning at home via e-communications e.g Website, email and Twitter, as appropriate.

National offers included e-Sgoil, Education Scotland National e-Learning Offer, SLC² Staff Learning Centre, SLC Early Years, SLC Webinars, Music Provision, Glow Scotland Share Point, Glow Scotland Tiles, West Os Partnership, BBC Bitesize, STV, SCES, Parent Club and Parentzone. Children and staff were informed of SLC CQIS Learning offers. National, SLC and West Partnership Remote Learning Principles and Practices Guides were utilised as appropriate advisory information for target setting and whole school and nursery self-evaluation in context. Video conferencing policies and protocols were updated to align with 'SLC Video Conferencing with Learners Using Google Meet and MS Teams Video in Glow.'

The remote learning offer was developed in accordance with Education Scotland CERG Remote Learning Guidance January 2021. As a result, St. Joseph's Primary School and Nursery Class aimed to ensure education provision reflected the key design principles and critical learning opportunities and experiences embedded in Curriculum for Excellence and evidenced a strong commitment to:

> *'promoting and developing skills that will increase children's and young people's skills in independent learning' (CERG 2021 p. 1).*

To ensure quality and meaningful remote learning opportunities for all children, St. Joseph's Primary School and Nursery Class:

- fostered excellence by maintaining high expectations through continuous emphasis on supporting the 'whole' child, identifying progress and celebrating achievements.
- offered a range of cross-curricular learning experiences with a primary focus on Literacy, Numeracy, Health and Well-being and Religious Education (school only).
- offered a range of 7 cross –curricular learning grid experiences which provided learning opportunities in all curricular areas (nursery only)
- provided scope for learners to develop new knowledge and skills in a range of safe settings in their home and outdoor environments through daily scheduled tasks.
- promoted the development of the independent learning skills necessary for engagement in current and future learning.
- promoted the development of essential learning in technologies through use of a range of digital technologies.
- enabled flexibility in time for completion of learning tasks to support family schedules and circumstances.
- monitored, track and support children with identified additional support needs.
- provided a variety of experiences which enabled families to maintain a balance between learning in real contexts and screen time.
- tailored offers of engagement to include at least one 'live interaction' session per week for each class.
- Encouraged family dialogue and interactions to ensure communication in challenging circumstances where children required additional emotional support.

- supported children to build resilience, self-esteem and self-confidence through inclusion of relevant learning contexts aimed at continuing the implementation of the school Health and Well-being Programme on Building Resilience making links to Skipper's Journey through online assemblies and activities.
- continued to strive to meet learners' needs through feedback and ongoing quality communication with children and parents/carers using Google Classroom, Google Meet, email, website and Twitter.
- ensured equitable remote learning provision by ensuring children at home and children attending 'Key Worker / Vulnerable Children Provision' within school/nursery setting, as a result of being eligible for key worker or vulnerable children placement, were offered equitable learning opportunities using Google Classroom.
- continued to ensure quality assure remote learning provision through robust tracking and monitoring of pupil engagement, learning, health and well-being and reviewing pupil/parental feedback.
- promoted continuation of Faith Life practices through reference to 'livestream' Masses offered by St. Joseph's RC (school only).

Continuous analysis of the capacity for learners to access remote learning was maintained throughout the period of remote learning. Data analysis identified a range of 95%to 100% of children had accessibility to some form of digital device and internet connection supplied either by family of SLC. The 5% of children highlighted without access to digital devices were offered supply of a device. Parents/ carers of 0.01% of school children selected to apply formally to home school their child / children during the period of August to March 2021, with the obligation to provide educational provisional. Most school children (range of 80 to 84.4%) registered for Google Classroom use at least 3 of 5 days per week. Although Class teachers recorded daily home learning and Google Meet registers to monitor level of access to learning opportunities, the process of monitoring engagement was more realistically objective based on return of submitted tasks.

The school and nursery worked hard to identify and address challenges experienced by children and families during the period of remote learning through communication, observations and targeted interventions. Attempts were made to make phone contact with vulnerable families at least once in a two week period to offer relevant supports. Liaison with the school Specialist Support Teacher and Educational Psychologist, although significantly curtailed in terms of operational diagnostic assessment opportunities due to Visiting Services Restrictions, was maintained to inform intervention practices. The Microsoft Teams platform was used to support staff to communicate as a full staff or in Departmental Groups. Microsoft Teams was also utilised to enable parents/carers to engage in multi-agency meetings with a variety services to meet learners' needs. Some parents/carers were invited to attend the school /nursery to participate in scheduled video conference meetings with additional agencies to support inclusion and involvement in important dialogue regarding their child(ren). Licensing restrictions made pupil access to learning specific reading materials more challenging. Barnados Family Worker provided remote support for referred families ensuring communication was maintained.

The school will aim to:

- continue to monitor and track pupil attainment and achievement during the recovery learning phase and beyond, ensuring children are supported to continue to make progress and to bridge any gaps experienced due to period of remote learning.

- continue to develop the use of digital technologies in a home learning context through continued use of Google Classroom platforms for homework and Google Meet assemblies.

- continue to develop pupil skill-set in using Google Platform tools to extend opportunities for feedback.

- continue to develop staff skill-set in using remote learning facilities to support a continuation of home learning opportunities as part of a regular homework schedule.

- develop the use of a 'School Specific Communications App' to offer an additional facility for parents/carers to keep abreast of key internal communications which will work in tandem with the School Website, Twitter and internal parent email for specific purposes.

- enhance subscriptions to National / Global apps/ web sources which support children to learn independently at home e.g Sum Dog, Digital Reading Schemes. As well as enhancing learning opportunities, this would support preparedness for home learning experiences.

- continue to disseminate digital devices as per SLC policy.

The Nursery will aim to:

- maintain Google Meet facilities for use in future family learning projects, parental collaboration opportunities, information updates and livestream learning events.

- continue to develop mechanisms for communicating with children/ parents/carers and families during periods of remote learning using appropriate digital and e-communication tools.

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?
Quality Indicator **3.1** Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would look like and how it will be measured.
Theme: Whole School Wellbeing **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices. Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.	**Schools need to:** • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.	**Key Recovery Tasks (school specific)** Whole school Attachment Strategy readiness checklist completed August 2020. Individual readiness completed by staff on return after Attachment Strategy introduction. Staff to complete new HWB audit with all children. (PT) Regular communication with staff regarding staff well-being through dialogue and survey. Action taken to address staff needs to support settlement into remit. Completion of Individual Covid Risk Assessments used to assess staff needs, relevant mitigations and to provide opportunities to decipher and address any individual anxieties or needs. Communication of Covid -19 Mitigation Plan to raise staff awareness of Risk Assessments and advised mitigation actions.(HT) Due consideration given to previously supported children and families-although not exclusively.	**Desired Outcomes and Impact** Whole school readiness action plan will be completed to identify need. Interventions impact positively on all learners particularly those identified as having specific needs. (ASN Co-ordinator – DHT) Staff to be well informed of Scottish Government and SLC guidance on Covid -19 guidance and school specific risk mitigation safety measures. Staff to feel confident in the implementation of safety procedures and to understand their rationale and importance. Surveillance of staff needs and concerns to ensure timeous and relevant action.(HT ongoing) By mid September initial class audits completed and the information analysed. Action plan devised by-

It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some. Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.	• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.	Time given for staff to identify children who may need additional HWB and curricular support. GIRFEC/ Staged Intervention processes used to inform intervention and wellbeing assessment. Results template completed where more need identified. (CT) Information collated into a class action plan. (CT) Individual Pupil action plan to be implemented for children with particular identified needs date and impact reviewed within school review schedule. (CT) Children identified as 'vulnerable' to have regular HWB assessment, reviews and target setting. Continuation of communication links with parents/carers essential to monitor ongoing. (DHT – ASN Co-ordinator) Aim to continue to have a structured and consistent approach to Attachment promotion. Use communication tools to inform pupils and parents/carers. Implement HWB programme to promote positive attachments. Use attachment theory to inform identification of pupils' needs through use of checklist audits. Use information to inform communication foci.(PT) All staff to be familiarised with SLC Attachment Strategy. Training implemented as available or appropriate. (SST) SMT to provide further guidance and facilitate discussions. . All staff to ensure webinar training on attachment is completed. Specialist support staff, Psychological Services	teacher to meet pupils' needs. ASN coordinator to review data to plan targeted intervention priorities. Internal school and wider external agency interventions implemented as appropriate. Feedback from children should evidence sense of well-being. Targeted interventions set to reinforce physical and emotional self-care. Awareness of acquisition of additional skills set identified and recorded. Children are observed to be settled and engaged in learning Attachment Strategy guidelines are used to support children displaying unsettled or uncharacteristic behaviours. Staff familiar with Attachment strategy and an attachment informed practice is visible within school in language and approach. Posters displayed; pledge cards held by staff. Staff will have identified children and staff/SMT/ASN coordinator will draw up a plan of action as appropriate, involving parents, to support children's need. Staff engaged with relevant CLPL linked to Attachment Theory and practices. Supporting agencies

		and wider agencies to inform and build staff confidence in the application of Attachment Strategy to support the needs of individual learners. Utilise SLC enhanced training as it becomes available online throughout the year. (DHT)	supporting school staff to link interventions to Attachment Strategy. Information shared/discussed at meetings. Information shared with stake holders as appropriate.
		Feedback to Parent Council in HT update. Correspondence/ leaflet to be given to parents and carers explaining the background and context for attachment strategy in current learning and life climate. (HT and PT)	Parents feel informed of Health and Well-being developments. Parents feel that their individual child's health and well-being needs have been identified appropriately are interventions are being utilised to provide pupil support. Parents feel partners in the consultative process.
		Staff continue to be consulted as guidance evolves and routines and practices change. Opportunities for dialogue provided to enable supportive networks between staff. (HT/ SMT)	Staff continue to work collegiately. Opportunities which enable staff to be consulted and included, as guidance evolves, will continue to be offered.
Theme: HWB CURRICULUM **Rationale:** The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a "recovery curriculum" is underpinned by recognition that all Behaviour is Communication. Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.	**Schools need to:** • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. • Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing	Recovery Curriculum guidance is used to plan curricular focus for start of session of 2020-2021. Contact learning to focus on the key areas of HWB, Literacy, Mathematics and Numeracy and RE. HWB focus on recovery and reconnection to school and learning. Includes opportunities for children to acquire knowledge and understanding of safety measures, systems and new learning processes. Utilise tailored material from key units from Building Resilience HWB programme (units 1,2,5,6,8) already covered which link specifically to current situation. At home learning will have a focus on other areas but will continue to support	Children reconnect with curriculum. Engagement is visible and support given as appropriate. Evidence in engagement in digital learning is monitored and support offered as appropriate to children/families who struggle to provide resources to support home/school learning.

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.	• Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs.	work being completed in class in all curricular areas including HWB. This will be delivered through Google Classroom with materials being produced in a hard copy for those requiring. Monitoring of engagement with online learning to ensure no issues with access. Curriculum will be reviewed and amended with changes in guidance and in response to children's needs. (ALL)	
		Planning formats and materials to promote HWB learning and teaching through the Building Resilience pack will be available to staff from August. This will be created to allow staff to choose which aspects their children require to use. Ongoing assessment reviews to continue with HWB and engagement input. (CT/PT/DHT/HT)	Staff will have adequate and appropriate materials to guide and plan HWB to meet the children's needs in the first term and beyond, then ongoing with Year 3 Building Resilience Pack when available online. Use of GIRFEC audit will demonstrate success or continued areas for individual intervention.
		Pupil Voice activities to continue. (SMT)	Ongoing analysis of pupil voice throughout the year will influence development and evolvement of curriculum and methods of working as guidance from Scottish Government. SLC and Health agencies evolve.

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?
Key Recovery Tasks (school specific) The Attachment Strategy readiness checklist was completed by all staff in August 2020. Individual readiness checklist was reviewed following the SLC introduction of Attachment Strategy. Staff supported children to complete new Health and Well-being audit in September 2020 to support identification of pupil health well-being needs following the period of remote learning March to June 2020. This audit encapsulated issues relating to GIRFEC indicators, Nurture Principles, Attachment Strategy and the school HWB Building Resilience Programme. The information contributed by learners enabled the setting of actions to meet learners' needs including: digital device acquisition and provision, remote learning technical supports, planning for targeted interventions and allocation of vulnerable children provision during periods of remote learning. Pupil Voice Focus Groups were conducted in October 2020 and May 2021 to acquire pupil feedback on issues of health and safety, health and well-being, indoor and outdoor learning opportunities, remote learning experiences, access to digital devices and ideas for future development. Pupil feedback reports that almost all children feel nurtured, cared for and listened to at school. All children feel that there is an adult at home who takes care of them. Opportunities for regular communication with staff regarding personal health and well-being were sustained through: informal dialogue, scheduled liaison meetings, Individual Risk Assessments, Full school and Nursery Risk Assessment Updates, Safe Systems of Work Information Sessions, forward plan and assessment reviews, remote Microsoft Teams Meets and Covid-19 Health and Safety Guidelines Questionnaire October 2020 and Covid-19 Staff Consultation November 2020. Responsive actions were taken to address staff needs. Regular communication of changing Covid -19 Mitigation Plans in response to National and SLC guidelines ensured staff awareness of Risk Assessments and advised mitigation actions. Staff used this information effectively to develop practice procedures designed to comply with regulations and to mitigate the risk of Covid-19 transmission whilst minimising learners' anxieties and supporting transition between learning environments.	All staff supported children to conform to Covid-19 Health and Safety Guidelines. 92% of P1-3 and 97% of P4-7 felt safe in school as collated from HWB Audit. All staff were familiarised with SLC Attachment Strategy. Planned Inset Training was implemented as available or appropriate and CLPL guidance was forwarded to staff by email. All staff ensured webinar training on attachment was completed. Staff were guided to information on Understanding Distressed Behaviour to support children in period of recovery and beyond. Some class teachers included Attachment Strategy Research in personal PRD targets. All staff used information to support staff to pupil attachments. Pupil feedback evidences that 97% of P1-3 and 100% of P4-7 feel that there is someone in school who listens to them and take cares of them.	*Staff to participate in Part 2 of SLC Attachment Strategy training as scheduled with Learning Community. (Part 2 was postponed due to changing school and nursery priorities following return to establishment following extended period of remote learning.)* *Continue implementation of Year 3 cycle of HWB Building Resilience Programme.* *Focused HWB group support to be re-established* *Mechanisms for assessing pupil HWB to be extended to more overtly include 6 Nurture Principles.* *Formal Nurture Group to be established and facilitated by CC.* *Leuven Scale HWB Assessment Tools to be reviewed for use in Nursery and P1-2 to support understanding of HWB in Early Years and to inform transitions.*

Time was afforded to staff to identify children who required additional HWB and curricular support. A Quality Calendar of Support Intervention, ASP GIRFEC/ Staged Intervention reviews was maintained to ensure robust processes were used to inform intervention and wellbeing assessment and intervention. Staff used data templates to predict attainment levels of all children in their class in October 20, November 20, February 2021. This information was collated by class teachers to ensure class targeted intervention action plans, Forward Plans, ASP target setting matched teacher judgement of attainment progression on regression in individual pupil attainment. Children identified as 'vulnerable' participated in regular informal and scheduled HWB support inputs. A variety of e- communication tools were utilised to inform pupils and parents/carers of the school and Nursery focus on implementing Attachment based practices and to provide essential updates on Health and Safety practices. E-communication tools included: newsletters, website, twitter, email, online Meet and parental calls to cater for preferences of families. Opportunities for parental dialogue were facilitated by planned Online Meets, parent phone calls and emails and continuation of PTA and Parent Council parterships. Staff were guided to use Recovery Curriculum guidance to plan curricular focus for session re-starts both in August 2020 and in March 2021 following extended periods of remote learning. The curriculum was reduced to focus learning on the key areas of HWB, Literacy, Mathematics and Numeracy and RE. The HWB curriculum focused on recovery and reconnection to school, peer groups and learning. Opportunities for children to acquire knowledge and understanding of safety measures, systems and new learning processes were included in learning experiences at all stages. Tailored materials from key units from Building Resilience HWB programme (units 1,2,5,6,8) already covered which link specifically to current situation. Learning was then extended to commence year 3 cycle of HWB Building Resilience Programme following pupil return to school in March 2021. During periods of remote learning every class was provided with one weekly learning activity which extended learning in HWB. An active health and well-being learning Grid was provided to enable learners to participate in active sports/ outdoor learning tasks aimed at building skill-set in sport and encourage children to be active at home. Focused Health and Well-being learning groups were formed to provide targeted HWB support to specific children. Leadership informal check-ins were maintained with vulnerable children to identify or support Health and Well-being needs. Pupil Voice opportunities provided learners with the opportunity to communicate thoughts, feelings and suggestions. Links to National and SLC remote learning offers were regularly communicated to parents/carers using e-communication platforms. Nursery parents/carers were informed on ParentZone and Parent Club online support networks for Early Years support and guidance.	Specialist support staff and Psychological Services provided additional information on Attachment Informed Practices to support specific individual learners. Attachment Powerpoint / video link was uploaded to the school and nursery website and advised on Twitter to outline the 6 Pledges of Attachment for Parents/ Carers. Links to SLC Attachment Strategy A-Z were highlighted to parents/carers for view online. Access available to Parent Council for view. Useful links to Parentzone and ParentClub to support parents/carers of Early Years children were re-tweeted on Twitter and referenced in Readiness to Learn from Home Offers. Parents/ carers were provided with the opportunity to attend a Zoom Meet for information updates on the schools priorities. They were given the opportunity to request specific questions were answered in pre-question form. Feedback was given to parents on the outcome of the Health and Well-being pupil surveys and Pupil Voice sessions.	*Continue to guide staff to Trauma Informed CLPL to support learners who have experienced traumatic circumstances.* *Continue to liaise with Social Work, CAMHS, Family Worker, Women's Aid and relevant agencies relevant to trauma informed practices.* *Establish opportunities for mental and emotional based therapies to be used throughout the school to take account of emotional journey of children in challenging times e.g Mindfulness, Cognitive Based Therapie and GUAB.* *Re-establish full PE curriculum when restrictions permit to promote positive active health experiences.* *Maintain contacts with Vulnerable Families and support re-engagement with services.* *Provide check-in clinics with vulnerable families once restrictions are eased to support parents to form positive partnerships and networks of support in the school and nursery community.* *Provide opportunities / activities to support staff health and well-being to take account of a period of rapid change in challenging National circumstances.*

	Improvement Priority 2 - Planning for Equity		How will we know we've been successful?
Quality Indicator **2.4** Personalised Support **3.1** Ensuring wellbeing, equality and inclusion **3.2** Raising Attainment and Achievement	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would look like and how it will be measured.

Theme: Re-identifying the poverty-related attainment gap.
 	
Rationale: To plan effectively to address the "gap" there needs to be a clear understanding of what the current "gap" is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their "gap" and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.
	Schools need to:
	
	• Consider the experiences learners have had during the school closure period, drawing on for example:
	  - Engagement data
	  - Home-school communication
	  - Home-learning submissions
	  - Engagement at hubs
	• Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of:
	  - Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators)
	  - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)
	  - Engagement (e.g. Leuven scale, observational data)
	  - Participation (home-learning participation data)
		Key Recovery Tasks (school specific)
		
		Gather and track level of engagement with online learning platforms using information from GC register.
		Use information from weekly phone round to parents to gather information on levels of home learning undertaken
		Robust collection of attainment assessment, health and well-being and home learning data to evidence
		Rigorous analysis of comparative attainment and Health and Well-being data is used to identify additional barriers to learning
		Complete relevant base line assessments to compare attainment before and after period of school closure for all pupils through class based assessment/ teacher judgement
		Use information to highlight learners showing significant signs of attainment variance at planned assessment reviews (HT)
			Desired Outcomes and Impact
			
			Identify targeted group.
			Review information to prioritise, identify and implement specific learning, health and well-being and / or socio economic targeted interventions which lead to improved outcomes for learners.
			
			Application of measures consistent with SLC Inclusion Framework and the requirements of ASP planning targets to ensure learners pre-existing and continuing needs are met.
			
			Families identified, will be contacted to ensure they have physical resources and or IT devices to increase parental capacity and facilitate home learning

	Purple text gives examples of how schools may tackle this; this isn't exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them. • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school's new "gap" position. This will enable identification of groups/learners/stages requiring targeted additional support.	Complete requisition of resources to ensure availability of learning materials for all learners including digital devices. (PT) Maintain ongoing current processes for assessing additional support needs requiring Stage Intervention (DHT) Continue to use school assessment strategy of ongoing assessment, planned staged timetable of standardised assessments and Stage 3 SfL/Ed Psych/Stage 4 agencies targeted assessments for ongoing monitoring and tracking of quantitative and qualitative attainment data across the whole school. (SMT/ HT) Analyse collated attainment data to highlight learners requiring additional support intervention termly or in response to standardised assessment.(SMT) Compare SIMD / FME data with variances in attainment data or HWB considerations. (HT)	Specific learning targets set for individuals/ to ensure any catch up interventions are focussed on closing gaps in learning. Those pupils, whose attainment has risen significantly above standard percentile, will have planning in place that challenges appropriately.
Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning. **Rationale:** As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the	**Schools need to:** • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working.	Monitor and track pupil and parental views regarding HWB in September following 2-3 week settlement in new interim school model. (CT) Gather information on newly acquired skills and experiences by October. (CT) Implement regular pupil voice opportunities. (SMT) Support vulnerable children and their families and supporting remote online or alternative models of home learning.(DHT) Plan and implement approach to addressing barriers, as required.(SMT, SfL and CT) Ensuring planning targets class based interventions to respond to identified learners' needs in daily / forward planning processes.(CT)	Ensure sustainability of communicative partnerships with pupils, parents/carers/ staff and multi-agencies to identify, inform and address needs of learners. Staff to engage in CLPL relevant to: challenges faced by families during COVID-19 period, supporting vulnerable children and their families and supporting remote online or alternative models of home learning. This research can support depth of understanding of barriers to learning and inform targeted class based learning interventions.

guiding principles in which this funding was intended.	• 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.	Provide paper copies of home learning activities to children highlighted as not currently having access to or support to utilise digital devices weekly/ monthly as appropriate. (CT) Implement maximising attendance protocols to encourage regular attendance on allocated school days for all learners and with particular focus on FME / SIMD 1-2 and vulnerable learners.(SMT/ Office) Ensure Additional Support Plans are utilised to target learning or HWB outcomes for all learners requiring individualised target setting.(DHT)	Plan blended approach to learning which enables all learners including disadvantaged learners to engage equitably in school and home learning. Encourage maximum attendance of all children and specifically disadvantaged learners at school on allocated provision days to ensure opportunities for adult support /input. Requisition of digital resource requests using SLC system of resource request and allocation to equip learners with necessary learning tools.
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.	Formal and informal dialogue with staff regarding learners' needs at planned Assessment Plan Reviews. (SMT/ CT) Use ongoing chronology of information from agencies regarding family engagement prior to, during and beyond periods of school closures to inform any necessary interventions. (SMT) Liaise with Stage 3/4 agency partnerships to ascertain barriers to learning, as appropriate and within informal and formal multi-agency reviews.(SMT) Review of ASP targets (June, March and October).(DHT) Evaluate input of PEF support provisions for FME/ SIMD 1—2 within specified PEF review dates. (SMT/CT/ PEF Intervention Staff)	Use robust measures in place for tracking and monitoring learners' attainment, engagement and health and well-being to ensure learners' needs and barriers to learning can be identified and evaluated. Continuous monitoring and tracking of learners' attainment, engagement and health and well-being facilitates review and amendments of targeted interventions to meet needs of learners. Identification of digital equipment availability barriers to learning caused by financial constraints and alternative provision of appropriate learning resources to enable children to maintain home learning.

Theme: Cost of the School Day **Rationale:** The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.	**Schools need to:** • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure *all* staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income.	Review Position Statement on minimising Costs of School Day (SMT) Engage with families informally to ascertain any significant changes to financial circumstances which require supported intervention. (SMT/ Family Worker) Equip parents with SLC request information for specific digital devices and resources and forward information to relevant SLC source. (PT) Sustain protocol of no costs being applied to materials and resources at anytime. (All staff) Links to FME and Clothing Grant information to continue to be included on school website. (DHT) Continue to identify periods of financial pressures for families including start of school session, Christmas and offer charitable support through linked agencies if appropriate (SMT / Family worker)	Minimise cost of school day, in line with National, SLC and research recommendations, to ensure all learners have an equitable opportunity to engage in learning. Support families at risk of financial hardship to maximise resources to reduce barriers and enable pupil engagement in home learning opportunities. Devise and implement school calendar of remote events and initiatives which take cognisance of social distancing restrictions, financial stress periods and promote inclusion of all families.

Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
St. Joseph's Primary School and Nursery Class utilised robust systems of monitoring and tracking of learners' learning progression, levels of engagement, in- establishment and remote learning experiences to assess prospects for reaching CfE attainment level targets relevant to child and stage. Information gathering systems were used to track level of access to online learning platforms using Google Classroom registration processes. Levels of pupil engagement in online learning provision were closely monitored by all class teachers and the school leadership team through reference to engagement in Class and Assembly Google Meets, submission of completed tasks for review, submission of photographic evidence of learning experiences and achievements. The information collated was used to identify limited engagement in online learning to enable additional supports to be offered to address barriers experienced by families, in the form of provision of digital technologies, technology support, paper learning packs and other wider multi-agency interventions. Predicted attainment data highlighted learners who had made progress during the period of remote learning who could continue with planned learning experiences. Ongoing internal school assessments highlighted learners who would require additional supports to maintain pace with the level of attainment they are capable of achieving. Google Meets were used to observe the health and well-being of vulnerable learners and to understand where additional supports could necessary or beneficial. Information from weekly phone round to parents/carers enabled wider awareness of the challenges experienced by some families in maximising the use of digital technologies in supporting their child(ren) to engage in learning experiences at home. The school continued to implement maximising attendance protocols to encourage regular attendance at school. School office staff attempted to maintained phone links with families of children whose attendance was following below 70%. The usual review practice would be 85-95% minimum attendance for consultation with parents/carers though this criteria was adjusted given the requirement for compulsory periods of isolation due to NHS contact tracing directives. All data was analysed and reviewed using additional SIMD, FME and ASN criteria to ensure equity of learning provision and opportunities.

Planned actions to respond to data analysis included equitable: adjustments to planned learning experiences, additional support needs intervention, support for learning provision, offer of 'Hub' placements for vulnerable children, allocation of learning resources and digital devices, targeted technical supports for parents/carers, enhanced e-communications with children and families, application for familial financial support funding and partnerships with wider Health, Social Work, Police and Education agencies. | Forward Plan, Assessment, ASN and GIRFEC Reviews were conducted as per agreed Quality Assurance Calendar. Information was collated was use to make informed decisions on the allocation of targeted intervention. Target intervention allocation was provided from P1 to P7 by numerous class teacher and support staff with foci on Literacy, Numeracy and Health and Well-being. Assessment information and teacher judgement indicate that the majority of children receiving support have shown attainment progress or achievement benefits.

Data showed that approximately 95% of children had access to some form of digital device. Of the remaining 5% all children were either personal or supplied by SLC using specified criteria. The remaining 5% were offered digital technology, digital support or paper generated copies of activities as relevant to reason for digital challenges.

Google Classroom Registration data indicates that 80 to 84% of children registered at least 3 times per week for online learning during remote learning periods.
HWB Audits indicate that 85% of P1-3 children feel they are copying well | *Continue to monitor and track attainment and achievements of all learners to identify need and maximise support interventions.*

Continue to utilise PEF budget to provide targeted learning support equitably to learners, taking account of SIMD and FME.

Continue to facilitate equitable digital home learning experiences by disseminating digital technologies supplied by SLC, as per criteria. (Next target group SIMD 3.)

Re-establish diagnostic assessment processes requiring specialist interventions with Specialist Support Teams and Educational Psychological Service, once Visiting Services Restrictions are revised.

Use attainment, engagement and achievement data to inform curriculum rational and design foci for session 2021-2022. |

Agencies including: School Nurse, Child and Family Support Workers, Barnados Family Support Worker, some Social Work Teams sustained support input either in establishment or in home environment with vulnerable families, as per restrictions.

Staged Intervention processes were maintained ensuring Additional Support Needs interventions were planned in consultation with learners, class teachers and relevant agencies. Scheduled individualised target setting processes were continued using established Additional Support Plans with adjustments to completion dates in response to extended remote learning periods. Microsoft Teams Meet facilities were used to enable parents/carers to communicate with Specialist Support Teacher and Educational Psychologist. The ASN co-ordinator conducted Google Meet HWB support sessions with children requiring regular specialist intervention.

Evaluation of the impact of targeted interventions were completed regularly by supporting staff to ensure learners' needs were being adequately support. Trends in impact were identified to adapt focused learning inputs to reflect changing needs following periods of extended remote learning. Evaluations take cognisance of varying equity consideration to maximise support intervention across the whole school and nursery.

The Position Statement regarding minimising Costs of School Day was reviewed and the decision taken to suspend all financial contribution based events and charitable fundraising to be suspended until the Lenten period to take account of financial implications of Covid for some families. Leniency was applied to wearing of school uniform in the early phases of return to school following periods of remote learning to provide families with time to finance and acquire items of uniform whilst maintaining the expectation that all children would return to wearing full uniform within certain time parameters. Support was offered to some families from wider organisations. The school and nursery sustain protocol of no costs being applied to materials and resources at anytime. Nursery Fund contributions were suspended until further notice to take account of circumstances. Links to FME and Clothing Grant information was included on school website. Due consideration was afforded to identifying periods of financial pressures for families including Christmas Time. | school work despite extended home learning periods with 75% feeling that they were able to access learning at home. 18% of P1-3 experienced challenges to completing Google Classroom work online.

HWB Audits indicate that 95.3% of P4-7 children feel they are copying well school work despite extended home learning periods with 86% feeling that they were able to access learning at home. 17% of P4-7 experienced challenges to completing Google Classroom work. (Need the P4-7 Collations)

Records of apparent non-engagement in digital learning where updated weekly and phone calls made to non-engaging families to offer support and encourage engagement.

Communication with SLC Inclusion Team regarding application for formal home schooling were conducted as relevant.

All children had access to HWB supports on a needs basis.

Vulnerable or ASN 'Hub' Provision was offered on an identifiable or communicated needs basis.

As of February 2021, teacher predicted data indicates a relatively cautious stability in percentage attainment levels given circumstances at Early (P1) First (P4) and Second (P7) across all targeted and non-targeted children from earlier review in November 2020. | *Make adjustments to learner pathways to bridge any learning gaps, revision or consolidation requirements.*

Re-instate standardised assessment processes at appropriate phases in Recovery to provide snap shot of attainment relative to National standards and expectations.

Re-connect with multi-agency who have been restricted in input and intervention due to Covid-19 Restrictions.

Continue to advise parents/carers of available financial supports where appropriate.

Re-establish moderation process in school and within Learning Community, when it is safe and meaningful to offer opportunities.

Consider additional mental, emotional and social supports for children who experienced unforeseen or situational trauma during periods of extended remote learning with links to Trauma Informed Practices.

Re-establish events, experiences, after school clubs as appropriate within safety guidelines to offer extended experiences. |

A range of 81.6% to 94.1% of children are expected to achieve levels in reading, 74% to 82% in writing and 70.7% to 79.5% in numeracy.

No events were held which required any financial contribution from parents/carers during the period August to March 2021. During Lent a very minimal contribution was offered as an optional opportunity for families to contribute items for the local foodbank.

Financial Grant Applications and Clothing Grant/ FME information was offered to parents/carers either through digital communications or direct contact where appropriate.

	Improvement Priority 3 - Continuity of Learning		How will we know we've been successful?
Quality Indicator 2.2 Curriculum 2.3 Learning, teaching and assessment assessment **3.2** Raising Attainment and Achievement	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation. Links are included where appropriate.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would like and how it will be measured.
Theme: Learning In School **Rationale:** *The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment,* *Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible*	**Schools need to:** • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/	**Key Recovery Tasks (school specific)** Complete School Risk Assessment using guidance from SSOW, SLC Risk Assessment Covid-19 Exposure Minimisation, GD" Health and Safety Risk Assessment Guide Covid-19 – and Scot Gov S-Covid 19 Re-opening of schools guide - June 2020 (HT) Classes to be arranged in L shape desks to maximise space and allow for compliance with social distancing requirements. Max capacity to be documented on class doors to ensure maximum capacity specification are adhered to. (HT) Review current traffic management plan. (HT)	**Desired Outcomes and Impact** Essential health and safety and risk management assessments will be completed and implemented to ensure safe practices for all staff and children in accordance with National and SLC guidelines. All learners will be afforded an equitable opportunity to access learning in school using the SLC advised blended learning model. All learners will be encouraged to maximise available in school learning provision.

It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time." **The Recovery Curriculum, Think Piece** Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum. Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.	• 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 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	Provide direction and capacity signage to remind and inform children and adults of social distancing requirements Implement- Hand sanitising procedures at entry points and within classes/toilet Zonal markings to be installed within the playground area for each class (SMT) Ensure SSOW, Risk Assessments and other information is communicated to all parties. (HT) Collaborate, agree and implement priorities for curricular learning in school and through home learning with focus on HWB, English Language and Literacy and Numeracy and Mathematics and RE. (All staff) Staff to complete forward planning requirements, ASP's reviews and target setting as per reviewed timetable. (DHT /All staff) Staff to work in departmental and support for learning 'bubbles' to assess and moderate learning progress, engagement, interventions and whole school developments. (All staff) Implement high quality formative assessment approaches. (All staff) Review planned timetable and focus of class based/ standardised assessments. (SMT / CT) Implement robust process for monitoring and tracking HWB. (SMT / CT) Provide CLPL guidance relevant to current circumstances and pupil needs. (DHT)	Staff will be guided in maximising in school learning provision through collegiate planning dialogues and relevant CLPL. Pupils, staff and parents/cares will be provided with opportunities to communicate their views orally and through remote online survey tools, as appropriate, to ensure views can be considered and reflected in developments. Consistency of standards across levels, effective planning to support raising attainment;

This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing. It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it. Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .	require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school.	Continue to provide opportunities for pupil voice. (SMT) Devise remote methods of seeking parental views through remote survey. (SMT)	measured using tracking and formative assessment data. Reliable and accessible forms of communication to keep all parents/carers and learners informed.
Theme: Learning At Home **Rationale:** A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support. While recognising that in-home learning takes many forms (including support from	**Schools need to:** • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home.	Staff to prepare complementary home learning activities for pupils on Wednesday am. (All CT) Staff to post home learning literacy and numeracy Google Classroom activities on Wednesday. (All CT) Remote learning grids for additional curriculum areas to be posted on Google Classroom monthly. (LK & CK) Consider digital resource provision for children in shielding extremely high risk or high risk groups who are more limited in school based attendance due to medical vulnerabilities.(DHT) Alternative Home learning activities to be provided in paper form for learners	Plan and implement a blended model of learning which provides equitable home learning opportunities and experiences for all learners in accordance with SLC guidelines. Utilise assessment, monitoring and tracking information to ascertain specific additional learning, support intervention or resource provision requirements for learners with ASN to ensure equitable opportunities to access and engage in home learning. Use online Google Classroom Registration information to monitor and track pupil access to and engagement with e-learning

families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.

Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.

- Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated.

- Review and plan how you will deliver and set work at home and how feedback will be given to learners.

- Establish a baseline on the number of pupils and staff who have home access to ICT.

- Consider how to take account of pupil voice in their learning at home.

- Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home.

- Consider how you will measure and track engagement with home learning

who do not have access to online resources. (CT)

Story writing will be introduced and planned in class but may be completed at home and a copy could uploaded to GC or read aloud. (CT)

Reading comprehension tasks can be completed at home as a follow up activity.

Staff to complete forward planning requirements, ASP's reviews and target setting as per reviewed timetable. (DHT / CT)
Evaluate resource requirements to support learners with ASN in completion of home learning activities. (DHT/ CT)

Liaise with SLC via resource surveys to make appropriate digital provision for learners with no access to digital learning devices. (SMT)

Compile survey information and forward to SLC for review.(CK)

Guide staff to appropriate digital technologies CLPL (ICT Co-ordinator)

Continue to provide opportunities for pupil voice in blended learning groups and in online surveys. (SMT, CT)
Monitor and track engagement with online learning using Google Classroom daily registration procedures. (SMT/ CT)

Quality oral feedback and self - assessment practices to be utilised to acknowledge success and evidence progress e.g traffic lighting.(CT)

opportunities during period of home learning to identify learners requiring digital support.

Support children and families to access digital learning opportunities through the provision of direct learning, guided information and advice on accessing and using Google Classroom as primary digital learning platform.

Support children and families to access digital learning opportunities through applying for digital device provision through SLC advised application methods.

Continue to guide staff to relevant digital technologies training / CLPL opportunities to support the use and management of Google Classroom as principle online learning platform.

Improvement Priority 3 - Continuity of Learning

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
School and Nursery Risk Assessments, using guidance from SSOW, SLC Risk Assessment Covid-19 Exposure Minimisation, GD" Health and Safety Risk Assessment Guide Covid-19 –and Scot Gov S-Covid 19 Re-opening of schools and Early Years guides, were completed and considered in planning school and nursery vision for learning provision. Class seating arrangements were configured to comply with guidelines and to maximise learning potential through allocation of space within social distancing requirements. Clear signage remind and inform children and adults of social distancing requirements and direction of travel within the school and nursery environments to promote safe independent movement. Hand sanitising procedures at entry points and within classes/toilet supported learners to access the learning environment. Playground zonal markings were installed within the playground area for each class to enable free flow and planned use of learning spaces.

Staff collaborated to agree and implement priorities for curricular learning in school and through home learning with a recovery phase focus on HWB, English Language and Literacy and Numeracy and Mathematics and RE. The curriculum rationale was adjusted to prioritise key CfE level specific experiences and outcomes in HWB, Literacy and Numeracy learning to minimise the impact of extended remote learning periods.

Cross curricular learning was included through planned interdisciplinary learning rather than subject specific foci to support coherence and links in learning. Emphasis was afforded to developing learners' skills in operating online learning platforms, including Google Classroom and Google Meet, to enable use during periods of remote learning or contact trace isolations. Learning experiences were effectively differentiated to meet the needs of learners' through maintaining progression for individual learning pathways.

Learners' attainment and achievements were regularly celebrated and opportunities for canvassing development of new knowledge and skills were implemented through surveys, pupil voice and Google Meet forums. | All classes implemented class seating arrangements as per National and SLC guidelines. Class teachers were able to detail learning, teaching and social reasons for class seating posititions which took account of learning groups in Literacy and Numeracy and Social Groups regarding Health and Well-being. Nursery children were allocated to pods of 8, as per SLC guidance.

P1 and 2 were seated in learning pods and were able to access active learning experiences within pods.
P3-7 utilised a variety of seating arrangements to maximise space, increase distances between groups of learners and allow for appropriate distancing between teacher and learner.

All children complied with handwashing and toilet routines to mitigate risk of transmission within class, school and nursery environment to maximise opportunities for school and nursery attendance.

Classes were allocated to Zoned playareas to allow for outdoor play and to provide spontaneous or planned opportunities for learning in the outdoors.

All class teachers prioritised learning in HWB, English Language and Literacy, Numeracy and Mathematics and RE. Prioritisation was evident in learning timetables, pacing decisions noted in termly Forward Plans, Weekly Plans and discussed | *Review/ re-define curriculum Rationale.*

Refine curricular priorities in recovery phase including planned timeline for re-introducing all curriculum subjects.

Re-assess barriers to learning experienced by learners in context.

Consider specific challenges faced by demographic with awareness of financial impact on local community and any changes to access to facilities.

Review PEF, ASN and Attainment data to inform curriculum outcome priorities.

Utilise a robust programme of assessment to ascertain to gaps in learning.

Consult staff, learners and parents/carers regarding curriculum priorities. |

Opportunities to explore creativity and problem solving/ enquiry learning experiences were included in the remote learning offer taking account of learners' remote interests to encourage engagement in home and local community contexts.

The school HWB Building Resilience Curriculum was continued through learning activities and Google Meet assembly themes to support continuation in relevant HWB learning to support mental, social and emotional well-being. A variety of Active Health physical activities were offered to guide learners to maintain an adequate level of physical activity particularly in extended learning at home periods.

Faith life was maintained through ensuring a holistic Faith Life RE focus during class and remote learning periods. Class Masses were offered to provide children with the opportunity to engage in faith life practices. Facebook and Microsoft Teams links were provided by St. Joseph's RC

Staff supported the sharing of learning in school through using adapted formative assessment practices with a specific emphasis on specification of learning intentions, success criteria and quality oral feedback and self-assessment practices. Staff encouraged learners to share learning online through submission of completed tasks, uploading photographic evidence of learning and verbal discussion within class Google Meets.

Some assessment practices were able to be maintained with greater focus afforded to teacher observation and judgement of learners' progress. Internal moderated school assessments were utilised continuously and in April to confirm attainment levels with a view to re-introducing more formalised standardised assessments in August 2021.

Although diagnostic testing and direct support interventions from specialist services was curtailed due to restrictions, the school maintained contact with specialist support team, Educational Psychologist, Barnados Family Worker, Child and Family Workers, and other relevant wider Health, Police and Social Work agencies to acquire necessary support for children and families.

Nursery to Primary 1 and Primary 7 to Secondary Transition programmes and procedures were adjusted to comply with Covid-19 Visiting Services Safety Guidance. Nursery children continue to be provided with opportunities to visit the school environment, meet their teacher and view their new class. Online Transition Information videos provide key information for parents/carers, Fashion Show Performance to display uniform, transition activities to prepare for P1 and a showcase of the school environment. The school continues to work closely with St. John Ogilvie High School and alternative secondary establishments to implement transition arrangements for Primary 7 to Secondary transition. In academic session 2020-2021,

at Assessment Reviews. The school Readiness to Learn at Home clearly communicated curricular priorities. In all extended learning periods, daily differentiated Literacy and Numeracy tasks were offered on Google Classroom. Weekly CfE Level specific HWB tasks which offered a selection of Active and Emotional Health learning options were uploaded to Google Classroom. Each week there was a Faith Life Grid for children to engage in Religious Learning and Faith Life Practices.

Class teachers report adjustments to formative assessment practices to comply with restrictions. Written feedback was minimised to reduce transfer contact with a range of materials.

Educational Psychologist participated in Microsoft Teams consultation meetings with high priority learners requiring significant HWB or diagnostic input.

Special Support for Learning Teacher maintained links with school offering remote or minimised onsite support for targeted learners.

As a result, pupil attainment data tracking and monitoring from P1 to P7 identifies that, as of February 2021, 94.1% of P1, 81% of P4 and 82% of P7 learners are predicted to achievement attainment levels in reading by end of June 2021. 77% of P1, 74% of P4 and 82% of P7 learners are predicted to achievement attainment levels in writing by end of June 2021. 70.7% of P1, 76.5 % of P4 and 79.5% of learners are predicted to achievement attainment levels in numeracy by end of June 2021. Teachers report that they are judging attainment predictions with a degree of caution due to variation in remote learning engagement.

Google Classroom Pupil Registration Data identifies an average range 80% to 68.83.2% of children registering online at least twice per week. The highest calculated remote access was noted as 96.8% of P5 week beginning the 15th of February

Re-establish quality ASN, SFL and Educational Psychologist diagnostic and support intervention processes to meet learners needs.

Re-establish wider curricular learning experiences and opportunities as permitted by National / Local area Health and Safety Guidance.

Re-consider mechanism for supporting fun and stimulating learning experiences – consider makes learning fun – focus on challenge, enjoyment and coherence (Design Principles)

Review digital technologies curriculum to ensure focused outcomes on selected principles and practices e.g using tools and software, collaborating/ interacting with others, critical thinking and discovery, presentation skills, creativity, problem solving, planning and organisation of learning.

Re-introduce and develop Skills for Learning, Life and Work.

Re-introduce and develop digital learning through Family Learning Projects.

Re-introduce and develop learning festivals with focus on enhancing digital technologies across the curriculum.

the programme includes consultation on learning needs, lesson inputs, live online lessons, Twitter and website access and the possibility of enhanced transition visits for vulnerable children or children with specific Additional Support Needs. Transition visits on a larger full class scale are planned for June 2020, restrictions permitting.

Staff engaged in whole school, departmental and support for learning review 'bubbles' to assess and moderate learning progress, engagement, interventions and whole school developments, within restrictions. Microsoft Teams was used as facility for collegiate dialogue to ensure communications were maintained and staff were informed of National and SLC advice on Curriculum Recovery.

Staff were provided with regular CLPL information and offers of webinar opportunities to enable engagement in appropriate professional learning. Guidance directed staff to consider the impact and implication of Covid- 19 restrictions on: National/ SLC Curriculum Recovery Guidance, learning progression, health and well-being, Attachment Informed Practices and digital technologies developments.

Children were provided with regular well-timed opportunities to participate in surveys and pupil voice focus groups to capture pupil view point on Health and Well-being, digital technologies use and access, wider achievements and suggestions for future developments. Parents carers were offered the opportunity to participate in PTA, Parent Council Meetings and Zoom update meetings to keep abreast of curricular developments.
Optional parent phone call options were utilised as an opportunity for parents /carers to be updated on their child's (ren's) learning progress. Newsletters, websites and Twitter updates provided parents/carers with additional information regarding changes, adjustments, remote learning offers and additional National and SLC digital learning offers to support learning at home. Parental Google/ Microsoft Questionnaires were planned to be used at specific transitions to inform school and nursery developments.

2021. The minimum percentage registration was highlighted as 60.8% of P7 in week beginning 11th January 2021.

By the 15th of February 2021, 100% of P1, P3, P4 and P5 has accessed Google Classroom remotely. 95% of P2, 98% of P6 and 97% of P7 had accessed. In response, 3, 11 and 1 (respectively) chromebooks were disseminated to address need.

Data from Class Google Meet registers shows that the majority of children engaged in one or more Google Meet sessions from 1st of February 2021 to 26th February 2021.

HWB audit shows that 85% of pupils in P1-3 feel that they are coping well with school work with 75% of children reporting they were able to complete school work during remote learning periods. 86% reported they were active during learning from home periods and 81% feeling that they had learned new skills.

HWB audit shows that 95.3% of pupils in P4-7 feel that they are coping well with school work with 86% of children reporting they were able to complete school work during remote learning periods. 93% reported they were active during learning from home periods and 80% feeling that they had learned new skills.

Staff PRD targets and emailed CLPL information / webinar opportunities relate specifically to school Recovery Plan. GTCS target recording and email chronologies show evidence of CLPL Guidance. SLC.

All parents/carers were offered the opportunity to engage in feedback phonecalls. All were given the opportunity to communicate questions/ concerns or issues they wished teaching staff to address under specific learning / HWB catergories. Phone calls were allocated in response to requests.
Participation in Zoom Meet led by School

Re-introduce and develop opportunities for children to accept roles and responsibilities.

Continue to develop HWB programme with focus on introduction of Nurture practices.

Consider introduction on tiered / book banded reading system availability to encourage independent reading.

Continue to develop use of digital technologies in literacy learning through links to National Literacy Learning offers, STEM and enterprise links – consider how to maximise within Homework programme.

Develop opportunities for accelerated reading opportunities for able learners.

Re-introduce and develop opportunities to for learners in school and nursery to share learning experiences in establishment and via online tools/ platforms.

Continue to develop digital litercy skills of staff to enable effective use of platforms / digital tools. Consider widening subscriptions to online digital learning platforms eg RM Book, Sum Dogs etc to enable learners to independently engage in literacy and numeracy opportunities at home. NB pupil feedback suggests children would like to be able to click on a book and read from page to page

	Leadership Team was offered to parents/carers. Two options were allocated one for P1 and one for P2-7. Parents/carers where offered the opportunity to request information on specific issues to be raised prior to the Zoom Meet. The school leadership Team prepared a response to all questions forwarded.	*– clicking unfamiliar words with audio support.* *Develop use of digital technologies in outdoor learning experiences.* *Develop skills in enquiry learning to support learners towards independent learning through the use of digital technologies.* *Develop use of digital technologies in supporting and enhancing transition programmes.* *Continue to use guided CLPL as mechanism for informing* *Consider mechanisms for re-establishing After School, Lunch time clubs to provide expansion and equity of learning experiences.*