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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**Park View Primary School**

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| **Standards and Quality Report Session 20/21** |
| **Our School *(Roll/context etc)***  Park View Primary School is located in the Halfway area of Cambuslang, South Lanarkshire. The current school roll is 210, with the pupils spread across seven classes. (This year we created two small classroom areas in open areas to reduce the risk of Covid-19, meaning we had an additional two classes with a maximum of 14 pupils in each.)The local area is a mix of social and privately owned housing. Although our roll has fluctuated throughout the year, on average 46% of our pupils are in the PEF target group.  Park View opened as a brand new school in August 2013 following a catchment review and has continued to grow ever since. At Park View, we have four core values. These are Politeness, Ambition, Responsibility and Kindness. We aim to promote these at all times. Our school motto is ‘We Create. We Challenge. We Care.’ These underpin our whole school ethos and learning environment.  We have an extremely committed and hardworking staff team comprised of a Head Teacher, a Principal Teacher and 10.6 permanent members of teaching staff. During this session, we used some of our PEF allocation to buy in an area cover teacher to help raise attainment in reading. We also have an NQT. There are five Pupil Support Assistants and a Team Leader.  Park View Primary is part of the Stonelaw High Learning Community. We have good links with the other primary schools and the high school. These links continue to be strengthened to ensure smooth transition for pupils moving from P7 to S1.  We have an active and supportive Parent Partnership. They support the school in a number of ways including fundraising. |
| **Key Successes/Challenges and Achievements Session 2021/22**  ***List these briefly***  ***Successes:***   * All pupils fully returned full-time as soon as shielding restrictions ended. * Levels of engagement in lockdown learning increased significantly from the first lockdown. * Our tracking data generally shows that IF pupils were on track and IF they engaged in remote learning, they have made the expected progress since March 2020. * Pupils levels of engagement in the infant classes remains high and we have few behavioural concerns across the school. * Staff are committed to PPRUDB policy and the council Attachment Strategy and foster a nurturing environment – this has a positive affect on pupils’ health and wellbeing and behaviour. * Almost all parents were very supportive and pleased with the remote learning offer and with our handling of restrictions. * Digital Schools Award gained.   ***Challenges:***   * Attendance of PEF target pupils has been a continual challenge and with Covid symptoms being a valid reason for absence it is difficult to tackle. * Maintaining staff morale and wellbeing has been challenging due to all restrictions in school. * Providing interventions and targeted support to pupils in need. * Accessing outside agencies for expertise and support for pupils in need. * Attainment levels for pupils who were just below being on track have dropped significantly below, especially in P2 who have been most adversely affected by lockdown. |
| **Remote Learning Jan-March 2021**  In line with our Learning Community, all classes in our school provided daily online lessons consisting of a minimum of literacy, numeracy and one other curricular area each day during lockdown. The content of these lessons still embodied all aspects of the ‘Teaching &Learning Cycle’ (previously the moderation cycle), with learning intentions, success criteria etc. Lessons themselves had an effective mix of direct and live teaching, which could be the teacher who recorded and uploaded direct teaching, or signposting to a relevant video, or powerpoints etc then a task or activity for pupils to complete in relation to the teaching for submission via Google Classroom P1-4 and Seesaw P1-3. Verbal/written feedback was then provided on the submitted tasks. The teachers were online throughout the day to provide feedback or support with tasks and all lessons differentiated for all groups as per normal forward plans.  All expectations were shared with staff and where any member of staff had difficulties, they were fully supported by the whole staff team and in particular, the ICT co-ordinator.  For children who were able to, and wanted to complete more, there were extra tasks in the form of:   * Weekly Challenge Grids for all stages with House Point Rewards to encourage further Engagement. * Weekly STEM challenges * Weekly ‘Let’s Write’ Activities for all stages.   All teachers had remote access to all Forward Plans, ASPs, etc and were aware of our pupils who require support to access learning. To ensure those pupils were being well supported, we made contact with all pupils via telephone and email and had weekly check-ins if they were not engaging. · We provided support home-learning packs with paper-based and physical resources for pupils who found online learning more difficult. · Online targeted interventions continued i.e. IDL · Where all of the above did not help, and a child had an additional support need, some regular sessions in school were offered.  We engaged with parent and pupils regularly in various formats to ensure we were meeting everyone’s needs. From this, we were told that 87.8% of parents (from those who responded) felt that there was enough work provided, with 5.8% feeling that there was too much. 97% felt that we were providing enough variety for their children. We took this information and adapted our practice as appropriate. We received many emails throughout lockdown from parents and grandparents to reassure us that they felt fully supported by all staff throughout the school.  Our tracking grid to track engagement evolved to ensure we were responding appropriately. It showed us that across the school, across the full lockdown period 71.6% of pupils fully engaged with all tasks, 10.6% had partial engagement and the rest did not engage well. This obviously varied across stages and weeks. Our infant classes engaged less, as well as P7s, and on the weeks of the February holidays, engagement was much lower than average. With the levels of support that infant pupils require, it was no surprise that their engagement levels were sometimes lower. Teachers ensured there were activities that could be completed independently and provided more physical resources than other classes to support parents in this period. We also adapted engagement levels tracking to track the quality of children’s work, in order to continue to encourage high expectations for our children. We then evaluated and reflected and tweaked our feedback approaches to ensure pupils knew that we still had high expectations, but in a supportive format.  For some pupils in the ‘hub’, especially those with additional support needs, it was a great opportunity to support their academic and health &wellbeing needs. One EAL family who normally have under 50% attendance, attended the hub everyday and since their full return have continued to have very high attendance. The impact on their learning and health & wellbeing has been significant.  We will continue to use Google Classroom & Seesaw for homework and use these formats and platforms for transition events and sharing learning with parents and the whole school community. Embracing these digital platforms is now becoming embedded in our practice and we can utilise them to our advantage and encourage parental engagement. |
| **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.*** |

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| **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.  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. | **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. * 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. | **Key Recovery Tasks (school specific)**   1. All staff to familiarise themselves with the Health & Wellbeing Recovery Toolkit at the start of term and use throughout the year as a source of reference and guidance to support both learners and staff. 2. All staff at all levels to engage in Attachment training and complete the ‘readiness evaluations’ during the inservice day or before. 3. Through evaluation processes, identify existing good practice and how this can be adapted and developed post Covid. 4. Work with SST with regards to 10 week emotion works programme. (Used at Worry Workshop) 5. Staff to identify professional learning from the HWB Recovery Toolkit and SMT to allow for this in development time over coming months. 6. Share the A-Z of Attachment with parents throughout the summer break. 7. Complete ‘what I think’ within the first weeks of returning   SHANARRI displayed within classrooms and refer to this. | **Desired Outcomes and Impact**   1. Staff will feel more confident that there are signposts to quality resources to allow them to support children post Covid-19 and supported by the Local Authority and Senior Leaders in their core focus on Health & Wellbeing. 2. Consistent contribution to the nurturing and attachment-led ethos that underpins ALL relationships between staff and pupils within the school. 3. Using current good practices will allow staff, pupils and parents to feel more confident, comfortable, prepared and informed when specific strategies are implemented in school, making everyone more likely to engage in such strategies and interventions. 4. Identified pupils will receive targeted intervention from qualified, specialist whilst other staff can learn the strategies to aid future practice. 5. Continual professional learning for all staff will allow the ‘attachment-led’ approaches to become fully embedded into the school ethos and provide a nurturing learning environment for all where pupils will be able to state through assessment and evaluation that they feel safe and secure. 6. Through discussion and parental engagement, it will be clear that parents are aware of and understand Attachment-led practices. 7. From this task teachers and support staff will be able to identify areas of concerns and work with individuals.   From having SHANARRI visible in class children will be able to refer to these indicators when discussing feelings and concerns. |
| **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.  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. | **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 * Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs. | * Staff to collaboratively create a tiered approach to H&W recovery curriculum through reviewing and evaluating current H&W planners and their validity post Covid-19. * All teachers to implement Health & Wellbeing assessments for all pupils then through our tiered approach to H&W, plan for the following term - with pupils involvement - and identify pupils where more significant interventions or targeted support may be required. * Teachers to learn about Pupil Enquiry based learning as a means to fully involve children in their learning.   Individual teachers who run specific groups to provide support resources. advice. | 1. Staff will feel confident in the planning and implementation of health & wellbeing at a strategic and individualised level. 2. All pupils will have the opportunity to express how they feel in the context of SHANARRI post Covid and pupils will be identified and planned for on an individual basis if need be. 3. Pupils will feel a sense of belonging and engagement will increase due to their involvement in the planning of their learning.   All staff will be familiar with the use of resources within the support groups and how to use these effectively within the classroom. |

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| **Improvement Priority 1 - Health and Wellbeing**  **Progress Report June 2021** | | |
| **What did we actually achieve?** | **How do we know?** | **What do we need to do next?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.***  **What we achieved:**   * + - 1. All staff are now fully trained in Attachment approaches and have engaged with the PPRUDB policy from SLC. During an inservice, we pulled all of this information together (Attachment Approach, A-Zof Attachment, Paul Dix ‘When the Adults Change’, Beaconhouse resources, PPRUDB), and revised our school’s ‘behaviour’ policy. We now have a PPRUDB policy which incorporates attachment-led practices and promotes a nurturing ethos and learning environment for all.   Two members of staff took part in the Families Connect virtual training programme and hope to implement this early next term to support and engage parents in supporting pupils in the infant classes. We were not in a position to run this virtually this year, but our throughout lockdoen our parents were well-supported by every staff member.  2.Early in the new school year we carried out our own version of the What I Think Tool to use as a tool discuss lockdown and pupil’s health and wellbeing. This helped us identify specific support needs. Having a very nurturing and motivated staff,we are keen to lead various health and wellbeing interventions such as CUSTTAD and our own ‘Wee Worries Workshop’ with Emotion works as the main underpinning resource. Due to covid restrictions, we have adapted these interventions and staff have worked collegiately to support each other to ensure nurturing approaches and strategies are incorporated into class practice rather than external interventions that required cross-contamination. Staff have been flexible and adaptable to ensure all pupil’s health and wellbeing needs are being met.  3.Our HWB planners were adapted in August to ensure breadth and progression using the Healthy Schools Planners; however, we would like to incorporate some of the resources from the Health and Wellbeing Recory Toolkit into our new planners to ensure we are pulling the best resources together and with more focus on emotional wellbeing. The recovery toolkit was full of resources but too overwhelming for staff to pull on specific resources. Embedding these into current planners will help us to make full use of these and ensure breadth and progression throughout the school.  4.Engaging learners whilst catering for their Health & Wellbeing needs has underpinned our curriculum development work this year. Our infant classes have continued to develop our play-based learning whilst utilising ELC guidance and restrictions. We recognise that our infant classes have missed a lot of learning, socialising, and playing and that this best suits their needs after the turbulent year for them. All P1-3 teachers and support staff engaged in a full day’s online play course and read Play pedagogy books which enabled us to create a progressive Play Policy from P1-3.    5.Our outdoor learning area was developed, adapted and enhanced to make as much use as possible so that children were able to bring their learning outdoors. This is currently more developed and made use of by our infant classes than upper school classes. We are having a Health & wellbeing week in June where there will be a focus on activities outdoors for all pupils from P1-7 where they will develop many skills across various curricular areas.  6.Our upper school classes engaged in some practitioner enquiry into Pupil Enquiry Based Learning to further develop pupil engagement and personalisation and choice within our curriculum. This will be reviewed to create a plan for next year. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  We now follow the new school policy when dealing with incidents, but more importantly, all staff are also now on board with being flexible in our approach and realising that there are unique circumstances where a ‘one size fits all’ approach is not beneficial. We all have a better understanding that all behaviour is communication and we work together to identify what the child is trying to communicate and to approach these distressed behaviours in a calm, respectful and supportive manner that doesn’t escalate the fight/flight freeze response. This is evident in our pupil’s health and wellbeing across the school and in our daily interactions. All staff are more confident that their approaches and practice are underpinned by the PPRUDB policy. This has helped us in supporting specific pupils, completing BASP paperwork to ensure we are providing the best support. Considering our demographic and the impact of lockdown, our pupils thrive in our school and view our school as a safe space.  Many parents and grandparents contacted the school in their support of our staff for the help and support provided during lockdown. Almost all parents were happy with the support, lessons and help pupils are parents were given. This was illustrated in our parent evaluations.  2.Specific pupils have had various targetted interventions within school and with Specialist Support Teachers in relation to their Health and Wellbeing. 8 out 10 of these pupils and their class teachers have reported that these sessions had a positive impact on their wellbeing and ability to focus in class. The two pupil who were the exception have been referred to external agencies for further advice and support.  3.All staff feel confident that they are now covering all apsects of Health & Wellbeing and breadth and progression is ensured across all stages. With the planners being put into our Google Drive, all staff were able to access at home easily.  4.All staff and pupils in our infant department enjoy our play-based learning environment and it enables many children to thrive, who would struggle in a traditional classroom. All infant staff have now grown in confidence in play-based and outdoor learning and have made significant improvements to ensure learning is pupil-led, all pupils are engaged and that we have robust procedures in place to ensure we are tracking learning. The policy allows us ensure consistency and progression.  5.Our outdoor area is now better equipped and the playground has resources for pupils to play with at play times and lunchtimes. This has reduced the number of incidents within the playground as pupils are more engaged in their play.  6.We are still to pull together our practitioner enquiry for enquiry-based learning but initial resports show that pupils are enjoying the lessons and are more engaged and that this approach allows for wide curricular coverage. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  *1.Share A-z of attachment and PPRUDB policy with parents. Involve and engage parents through Families Connect and share our approaches with the wider school community to have a more significant impact on our families and promote PPRUDB.*  *2.Create our own tiered approach and HWB identification toolkit, to identify what ‘in-school’ interventions would best support pupil’s needs and make the most of our current trained teachers and support programmes to best support all pupils’ needs. Ensure we have baseline and final assessments to track impact of interventions i.e Boxall profiles or own initial and final assessments depending on the child and intervention.*  *3.Incorporate resources/recovery toolkit ideas and resources into our new Healthy Schools Planners.*  *4.Share Play policy with parents to ensure parents are supported to support their children in their learning and that they feel confident in our play pedagogy and the curriculum we provide.*  *Further develop outdoor learning throughout the school.*  *Review and develop interdisciplinary learning using the results and evaluation of our Pupil Enquiry Based Learning.* |

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| **Improvement Priority 2 - Planning for Equity** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  **2.4** Personalised Support   * Universal Support * Targeted Support * Removal of barriers to learning   **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **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)   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. | **Key Recovery Tasks (school specific)**   1. Staff to share Home Learning Transition Information with new teachers by start of new term. 2. Initial assessments in literacy and numeracy to determine new levels and update tracking database accordingly at the start of September. 3. Analyse the difference in the tracking data pre and post- covid and identify new groups for targeted intervention by September weekend. 4. Where pupils are identified through H&W assessments and tiered approach to H&W, identified pupils will have a Boxall profile completed before and after any intervention. 5. Revisit the leuven scale for Health & Wellbeing and Engagement | **Desired Outcomes and Impact**   1. All teachers will be well-informed of home-learning levels of engagement and will be prepared to support if need be. 2. Robust summative and formative assessments allow informed and relevant planning of next steps. 3. Relevant pupils identified for support to reduce the ‘new gap’. 4. Boxall profiles will measure the impact of interventions and allow us to plan for specific targets.   Appropriate evaluation toolkits available to support teachers practice and reflection. |
| **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 guiding principles in which this funding was intended. | **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. * 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](https://educationendowmentfoundation.org.uk/covid-19-resources/) resources helpful when considering this. | 1. Early in the term review and evaluate interventions and identify a plan collaboratively for all interventions. 2. Survey all parents with regards to ‘home-learning’ to ensure our strategies and resources are supportive.   3. Establish a consistent home learning format and agree on skelton pro forma. | 1 All staff and pupils feel supported and interventions that are implemented are having a positive effect on attainment and H&W.  2. Parents feel supported and valued and are engaging in home-learning positively.  3.Clear expectations across all stages with regards to home learning and will support parents with more than one child at home completing tasks. |
| **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. | 1. Introduce tracking and monitoring of home-learning and levels of engagement. 2. Track types of activities that engage pupils more.   Continually engage with parents | Staff are aware of when, who and how to support families. |
| **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](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) * Read [CPAG article](https://cpag.org.uk/file/4912/download?token=ytkETSll) 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. | 1. Work with PVPP to provide resources for in school and at home on a needs basis.   Offer school uniform clothing bank with Covid sanitising restrictions in place.  Signposting parents to all supports available through regular newsletters and communication. | All parents have required resources to carry out home learning successfully.  families have access to relevant support systems.  Families are able to engage in online learning. |

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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?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.***  1.Transition information from lockdown was shared between teachers early in the new term and planners were put online to ensure everyone had full access even in the event of self-isolating/lockdown etc.  2. Our assessment calendar was re-orgaised in conjunction with staff to ensure assessments enabled planning next steps and were helpful, timely and relevant. We were able to implement assessments whilst catering for all Health & Wellbeing needs. As soon as we felt pupils were ready and rules and routines had been re-established we implemented formative and summative assessments to ascertain new levels for all pupils and new gaps. Groups were then re-organised and re-established and staff were then able to plan learning at the most appropriate level and pace for all pupils.  3.Using this new data, support staff were allocated to specific classes to minimise contacts whilst ensuring support was targetted at the correct stages and for the correct purposes. Reading had been an area that needed targetted especially at specific stages. We have overall success with our targetted approaches except in P2; therefore we have already began to revise support and will target them next year. We feel that the second lockdown has had a significant negative impact on their attainment levels and their levels of engagement were the lowest across the school despite our efforts to engage them all.  4. Our tracking and monitoring spreadsheets were moved to Google Sheets to ensure all staff had full access and reflected our new assessment calendar. We were also able to add a home learning engagement section and gain this allowed for daily tracking and monitoring by teachers, support staff and SMT.  5. We worked closely with Parent Partnership and through PEF fund we ensured all pupils who needed extra resources due to covid-19 were supplied with the resources they needed. All fundraising events have been kept to an absolute minimum as we were aware of the financial constraints that our community was under. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  1.Staff had been fully involved in class groupings which allowed staff to feel confident about their incoming pupils and many classes continued with the same teacher.  2.All staff felt more confident that our assessments were helpful and relevant and supported professional judgements rather than being an additional workload. The data provided has enabled us to plan and target support and feel confident in our professional judgements this year.  3.We used our PEF funding for an additional teacher 0.8 and nearly half of this was used in our P4 where we had significant gaps. This class has 41% PEF target pupils- In August 72% of PEF target group were not on track in reading. Following this input, this has reduced to 25%.  Our P6 class 50% PEF target pupils. In August, 58% of the PEF target group were not track and this has reduced to 16%.  Our P2 class has not had the same positive results. This class was going to be supported full-time by a Support member of staff but this staff member reduced their hours early in the school year.  4.Our tracking and monitoring online allowed us to quickly and effectively target specific pupils when we identified lack of engagement or areas of support.  5.No pupil in our school was left with resources or devices to engage in school or online learning. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Active Literacy had been introduced as we recognised that we needed to raise attainment in this area, especially for our PEF traget pupils. We need to continue to develop and embed these approaches into our current practice to capitalise on the improvements made this year and have even better and consistent progress across all stages.  Our current P2/next year’s P3 will be targeted for PEF support and some time from PEF teacher.  Some PEF funding for a PEF teacher next year will be used to fund some nurture sessions for targetted pupils. |

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| **Improvement Priority 3 - Continuity of Learning** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  2.2 Curriculum   * Rationale and design * Development of the curriculum * Learning pathways * Skills for learning, life and work   2.3 Learning, teaching and assessment  assessment   * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.  Links are included where appropriate.  **Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase ‘curriculum models’ for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.** | **Key Recovery Tasks (School specific)**  This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would like and how it will be measured. |
| **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*  *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.  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 . | **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/>   * 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 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. | **Key Recovery Tasks (school specific)**  Completed Covid Configuration for 50% in June 2020.  Completed all relevant Risk Assessments and shared with all staff.  Staff given opportunity to create their own learning environment within Covid guidance and parameters.  Work together to redefine specific areas.  Create new purposeful learning zones in the Star and Sky room.  Allow for Curriculum development time to develop H& W strategically and  Make changes to assessment calendar to ensure children’s needs are met as and when required.  Adapt Tracking Database to assess home learning and engagement.  Make use of Recovery Toolkit and signposts to courses as a basis for online learning for all staff.  Outdoor learning to be a focus for all staff.  Setup online support for home learners by end of August.  Create blended learning policy to ensure appropriate support and challenge for all learners and share with all stakeholders.  Parental surveys to engage parents and consider views and needs.  Share strategies with PVPP. | **Desired Outcomes and Impact**  50 % of children are able to attend school for blended learning as per risk assessments.  Staff have confidence and ownership of their learning environment.  Increased learning spaces allows for 50% of children to attend.  All staff have allocated time to develop Health and wellbeing and fully support pupils.  Ensuring children’s needs are met as and when required and we are able to plan next steps to support and challenge all pupils.  Allow us to identify when support measures will need to be put in place.  Staff feel more confident and equipped to support pupils HWB.  Reduce risk of Covid19 whilst pupils are engaging in rich learning experiences.  All pupils supported appropriately at home.  Consistent and effective approach where all learners and families are supported.  Parents and Parent Partnership feel valued and supported. |
| **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 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. | **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. * 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 | Review and evaluate with all stakeholders our methodology of home learning  Use old textbooks etc to send home as home learning to support pupils and parents and encourage accountability.    Create policy regarding home learning to support.  As above | All stakeholders feel valued, confident and supported.  Families are equipped and supported for home-learning and is not dependent on financial status.  Consistent approach with all families feeling supported. |

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| **Improvement Priority 3 - Continuity of Learning**  **Progress Report June 2021** | | |
| **What did we actually achieve?** | **How do we know?** | **What do we need to do next?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.***  1.Staff were fully involved in the re-designing of our school and classrooms to make the most of all areas for learning and for staff and pupils to learn in clearly defined zones and play and come together safely. Small class areas were created and where we had a second class teacher they worked in these other areas to ensure continuity and consistency of learning whilst reducing risks.  **Assessments discussed in Priority 2 – see section above.**  2.In order to prepare for online learning all stakeholders were involved. Staff worked collaboratively to ensure a consistent Remote Learning Policy was introduced and adhered to. Google Classroom and Seesaw was setup early in the term for pupils to get used to. This engagement with parents and pupils continued throughout lockdown – See Remote Learning section above for full details.  3.Following staff discussion and evaluation of how pupils had settled back int school, our PT led some CPD on Better Movers and Thinkers to incorporate PE into the classroom but also to allow pupils to be more engaged in have higher levels of concentration. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  1.Staff felt safer and more confident about their own teaching areas as they had more control and involvement and all measures were taken and acted on to reduce risk and increase safety whilst taking teaching and learning into consideration.   1. See remote learning section above for full details. 2. Staff felt more confident that they could apply some movement techniques into their practice. This CPD took plave in November so we were not able to capitalise on this as much as we went into lockdown in December. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Prior to lockdown, Park View had many Health & Wellbeing interventions that helped with pupils levels of engagement and health & wellbeing. Our priority will be to re-instate these interventions.  Previous interventions to raise attainment had been having positive affects and we will re-instate these but with more a more targeted approach.  Increasing levels of engagement through the development of enquiry-based learning as a progression from play will hopefully allow for quality IDL experiences and creating a curriculum featuring all principles of curriculum design. |