

**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**Saint Vincent’s Primary School**

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| **Standards and Quality Report Session 20/21** |
| **Our School**  Saint Vincent's Primary School serves the Greenhills/Lindsayfield area of East Kilbride and currently has a school roll of 343 reflecting the expansion in the local community from extensive building development in recent years. The school celebrated its tenth anniversary in its current modern school building which is shared with Ballerup Nursery in December 2016. During summer 2017 two open areas in the school were adjusted to provide   two additional permanent classrooms to cater for growing demand. The school has made significant investment, with funding provided from fundraising by the parent council and other grants to furnish all of the classrooms with up to date digital technology.  There is a strong tradition of education in Saint Vincent's for over 40 years. The school is highly regarded by the local community and works very effectively in partnership with Saint Vincent's parish, Active school’s coordinator as well as a number of organisations and businesses in the area and beyond. The wide range of motivating and engaging contexts for learning which the school provides as a result of these links is recognised as a key strength  Our school vision which is to provide quality education in a nurturing and creative environment where the achievement of excellence and the development of all is at the heart of our Catholic faith community has been formulated in consultation with the wider school community. Our deep core Gospel values of respect, resilience, kindness, friendship, fairness and excellence underpin everything we do in Saint Vincent's and mirror the charism of our patron Saint Vincent de Paul.  Our school has an active Parent Council and the support of a number of volunteers whose contribution to the school in enriching the learning experience for our pupils is considerable.  As a member of Saint Andrew’s and Saint Bride’s learning community we have taken part in a variety of transition events and joint activities to provide for a seamless transition from primary to secondary. Similarly, we work very well with Ballerup nursery and other nurseries to ensure that the transition from nursery to primary is well planned.  Our staffing has been generally stable while growing with a current staffing complement of 16.2 consisting of HT, DHT, PT (shared) and 13.2 other teachers.  This is complemented this year by 1FTE CCC cover and the work of the school is further supported by 1 FTE School Team Leader which is shared 7 Support Assistants, 1 janitor, 4 catering staff and 4 cleaners. |

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| **Key Successes/Challenges and Achievements Session 2020/21**  **Successes**   * COVID procedures/guidance were consistently implemented and adhered to throughout the school to ensure safety of all * The successful implementation of a staggered timetable improved congestion problems in the school car park and around the school and facilitated communication with parents through daily informal meetings at drop off and pick up times in the absence of being able to come into the school building . * The commitment and dedication of our staff who engaged creatively and wholeheartedly to develop digital skills allowed us to offer a stimulating, high quality remote learning experience during both lockdowns including a combination of live interactions ,live direct teaching sessions and pre-recorded teaching sessions * The morale of staff remained very high throughout the session as staff worked together to support each other, learn new skills and work collegiately to share good practice and identify next steps. * The success of Google classroom in bring the school community together through use of the virtual classroom, virtual assemblies ,Google meets as well as book readings ,bake –a-longs was considerable. * The opportunity to maintain connection with our parish through regular participation with Holy Mass online and in person on our return to school as well as the use of the church car park to give children more play space while operating zones at playtimes was much appreciated . * Parental satisfaction with the learning provided as evidenced from feedback was very high and the regular communication available to parents was greatly appreciated. * A pared back curriculum this session gave space to focus on lessons that were essential for continuity of learning * The imaginative use of the outdoors promoted wellbeing and continued to provide children with opportunities to learn and play together through a greater emphasis on learning outdoors ,in our school garden as well as through events such as Bring your wheels school days * Effective monitoring of pupil engagement was provided in all classes during lockdowns and evidenced regular engagement of 98% of our pupils in some form of online learning * Daily support for families regarding learning and wellbeing during lockdowns, including regular phone calls, emails and texts became a regular feature of our school day. * 68 of our families were provided with additional devices to ensure all of our pupils had access to an appropriate device and Wi-Fi for remote learning * Remote learning was provided and monitored for children who were isolating with regular communication for parents to support their work patterns * ‘Reverse Parents’ Night’ through phone calls allowed teachers to still have “live “ communication with parents to discuss children’s progress in the absence of “face to face” meeting. * Reporting to parents through Progress and Achievement Reports and Interim Reports ensured they had a clear picture of their child’s learning this session * High quality experience was provided by all staff for children using our ‘Hub’ with targeted support provided for specific pupils. The Support for learning teacher delivered a series of bespoke lessons to pupils who displayed heightened anxiety during Lockdown and on return to school. * Weekly communication with parents using the school app, website Twitter and videos was very well received with positive comments and feedback. * Remote parental meetings to engage with our families for, parent council, transition and as opportunities for staying in touch were much appreciated. A “Coping with COVID anxiety “workshop presented in conjunction our school psychologist was well received. * The generous support received from our school community ensured that we were able to continue to provide for our most vulnerable families as well as offer support to those less fortunate through organisations such as Mary’s Meals, Mothers Care India and SCIAF as part of our Advent and Lenten fundraising * The strong connection between school ,home and parish was further reflected in the joy we experienced as a school community in celebrating the sacraments together on our return with 122 of our children and their families   **Challenges**   * Developing staff confidence and digital skills in a limited amount of time to support remote learning * Supporting children isolating at home while teaching the rest of the class * Time spent trying to engage families who did not wish toparticipate * Quality of remote learning: returned work wasn’t as good as we hopedfor some children and exceeded expectations for others * Restrictions on parental interactions in accessing the school * Recovery curriculum – pause in improvement plans * Reduced curriculum time, due to hand-washing, etc * Visitors and volunteers unable to support and enhance learning experience * Gaps in learning for those children who did not engage well during remote learning * Absence of opportunities for children to develop leadership skills e.g. P1/P7 buddies * No mixing bubbles restricted composite classes meeting in year groups * No mixed play at breaks |

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| **Remote Learning Jan-March 2021**  ***Provide a brief, evaluative commentary on this period. This should cover:***  ***What was achieved***  A stimulating learning experience was offered throughout this period using a combination of live interactions, live direct teaching and live recorded lessons. Using Google Classroom Numeracy, Literacy and Health and Wellbeing were delivered daily along with other curricular areas across the lockdown. Teachers recorded new teaching, and this was made available for children to watch at a time suitable to them and their family situation and allowed them to re-visit as needed. Small group sessions for targeted pupils ,(at times in response to parents ‘request )were also provided In addition, staff recorded themselves reading, and together with virtual classrooms, weekly bake along ,quizzes and other online learning activities provided multiple learning opportunities for our pupils. These were further augmented by Google meet offering live interaction with other school pupils and the opportunity to interact with one another and ask questions of the teacher about any work they were doing. Children attending the Hub were given the same opportunities as those at home to ensure continuity across the classes resulting in a high level of engagement throughout this period.    Resources were made available to children, including chrome books, Wi-Fi, pencils, jotters, arts and crafts and children were encouraged to photograph their work and upload it as well as to record and share their learning. Through support from the parish and a local foodbank we were able to assist families who needed extra help with food and clothing.  Engagement was monitored weekly at staff meetings and families were contacted when there was evidence of concern or lack of participation. Regular communication with our vulnerable families became standard practice throughout and where necessary help from other agencies was frequently requested.    Communication with all families was maintained using a combination of messages on the school app,website and via text, email school and class Twitter pages  Supported by the parent council we welcomed back our pupils with a special celebration to mark a new beginning on Saint Patrick’s day including a visit from the ice-cream van to the school playground which did much to promote positivity and camaraderie as we returned to school.    ***Any evidence that sits behind this e.g. around pupil engagement, digital learning***   * 98% engagement of pupils during lockdown as monitored using Google Classroom * Support for IT issues – as monitored by the list of calls/emails to and from the ICT coordinator * SMT/teacher/office staff conversations with families * Active communication around learning from children/families * Teacher assessment/marking of Google Classroom work * Recorded teaching/live streams * Questionnaires to families/children on a variety of subjects     ***Challenges***   * Staff workload – as staff challenged themselves to learn new skills as well as deliver meaningful, appropriate learning * Pupil motivation, especially from families who had to juggle work and family responsibilities * Varying participation Some work produced of a lower standard than we would accept in school and some pupils showed real progress |

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| ***Opportunities***   * Paring back of the curriculum this session made us focus on creating remote learning lessons that were essential for continuity of learning * Staff reflecting on their delivery of teaching as it was being immortalised in the recordings * Use of recordings done during lockdown to revise in class, whilst teaching other groups (once we returned) * Staff able to share skills learned previously to assist in the second lockdown     ***Learning arising from this period/next steps***   * An understanding in the whole school community that IT is an essential moving forward * Upskilling children/families/staff in IT with continuing use of IT for homework as well as in class * Continuing communication with families to ensure they have access to IT required and the support needed to access it whilst keeping their children safe * Need to work out how to continue our family learning whilst maintaining COVID guidance in order to keep our school community safe * Need to take another look at our approaches to resilience/social problem-solving/conflict/etc. to support children as well as families |
| **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 | **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 | **Key Recovery Tasks (school specific**                Continue to maintain and develop the caring and nurturing ethos which was at the heart of Saint Vincent’ prior to lockdown and for all members of our school community with specific focus and our vulnerable children. | **Desired Outcomes and Impact**    Staff and children have completed wellbeing assessments to aid reintegration after COVID lockdown.    Assessments carried out on a needs basis when identified by staff, allowing for needs to be identified and mitigated where possible.                Help from Place2Be counsellor. |

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| 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. | •    •      •      •        • | 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 | All staff attend a webinar for the SLC attachment strategy. Roll out strategy via the HWB working party.      Staff to attend attachment strategy webinar. Engage with SLC training on attachment strategy as CLPL.            Engage with Educational Psychology to support staff as they support children.  Engage services of Place2Be as a counsellor.      Use all communications at our disposal to create parent appropriate advice around attachment, e.g. Twitter, email, Google Classrooms, text, to ensure parents are up to date with our practice.      Continue to build staff relationships and promote wellbeing | Use of attachment strategy and materials.        Webinar attended. Further training, research, etc. during CAT nights and CLPL.      Staff engaged in Professional Reading – such as Education Scotland ‘Global responses to education recovery during COVID 19’ local section and SLC documents to support attachment strategy, wellbeing and inclusion.    Staff confident with attachment strategy & GIRFEC agenda.  Selected children discuss anxietieswithcounsellor. Place2Be counsellor supports staff with strategies to support children.    Build a two-way conversation through Google Classrooms, Microsoft Forms until we are able to re-introduce in-house communication with parents    Collegiate working and series of Lockdown events including staff celebrations, Lockdown buddies Advent wreaths, Christmas doors have maintained a positive staff morale Staff health and welfare is positive. Staff feel supported. Staff feel confident to speak openly to one another about how they are coping. |
|  | 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. | | Ensure lines of communication are open to SMT.  Ensure staff know the supports offered by Employee Assistance. Ensure all staff are included in decisions that directly affect them | Staff are able to approach SMT at any time.  Discuss these at first staff meeting.  Staff attend virtual meetings. |
| **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. | | Sensitive and responsive use of SHANARRI indicators to support learners. Engage learners in conversations about resilience. Reward at assembly      Clear guidance and planning for above. Staff CLPL to support.              Revisit Pupil Council and Pupil Voice to ensure learners feel heard and valued. | Constant reinforcement of school values and the use of wellbeing indicators are an integral feature of school practice in Saint Vincent’s              Monitoring shows progress and engagement is effective              Curriculum reflects a responsive attitude to our learners. |

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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.***    **Theme:**  Whole School Wellbeing  The HWB calendar was clear about what was expected of staff throughout the year. All staff contributed to the calendar throughout the session as planned.    Across the whole school session, staff identified children to be assessed/supported whenever they felt there was a need for it and plans made to support them as appropriate.    We have made good use of any available specialist support such as the Ed Psych and SST to support Individual children.    Individual Risk Assessments were completed for those staff who required them, risks mitigated and then updated as and when needed.    All staff attended Part 1 of the Attachment Training which was delivered remotely by Psychological Services in November 2020 during a home-learning In-service Day followed by Part 2 during May in-service | ***Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g.***  ***Feedback from stakeholders.***     * Calendar was distributed to   staff   * Appropriate, measured interventions were made where possible, e.g. 1 BASP is in place,   Referrals have been made for CAMHS, SLT, Place2Be as required, enhanced transition for some of our P7s, -ASPs in place for identified children   * Place2Be training attended * Classes consistently outdoors | ***Please list your new priorities under this heading. These will form the***  ***basis of your SIP for Session 21/22.***   * Discuss Attachment Training with PCC and disseminate to families * Engage with Place2Be now they are up and running * Encourage additional staff to undertake Place2Be training * Continue with staff buddies , open door   SMT conversations with staff and frequent discussion at staff meetings |

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| Some staff attended Place2Be teacher training to become Mental Health champions in order to enhance their interactions with children in distress.    More use was made of outdoors for learning, and increased time doing physical activities in order to boost mental health and wellbeing including an opportunity for gardening and cycling as well as regular whole school participation in Daily Mile under the banner of Walk to Bethlehem, Walk to Wembley. Using PEF funding we began an outdoor gardening project which will continue into next session.    Targeted communication with parents using school app and email to promote sustainability and minimise risk from using paper.    Communication has been well established with parents this session. The plan to provide parents with information around ‘Attachment’ did not happen and will be carried forward to next session.    **HWB Curriculum**  We developed a recovery plan to move the curriculum forward over the course of this session in order to promote resilience and mental health and wellbeing | •  • | Inclusion of ‘fun/physical activities’ throughout the year to help maintain relationships/ mental health and wellbeing    Regular surveys of both families and children Data from phone calls to support families, remote learning and IT | • | Continue with outdoor learning and develop Bikeability training |

South Lanarkshire Council: Recovery Planning

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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 | **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 | **Key Recovery Tasks (school**  **specific)**    Interrogate the data as listed to determine engagement – particularly examine those families/children who did not engage at all. Examine what methods of communication worked best (most response). Combine | **Desired Outcomes and**  **Impact**    Teachers have equipment, resources and skills to support children who require additional support. Use of specialist input here as required. Effective use of the staged intervention process. |

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| 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. | * 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. | this with other data gathered to  prepare a current ‘Gap Analysis’    Use of assessment data to support the preparation of the ‘Gap Analysis’ once children are ready and only as necessary.      Health and wellbeing curriculum to also examine skills gained during lockdown, in order to help engage children in a meaningful way.      Effective use of Place2Be counsellor to support emotional wellbeing    Staff refection on own practice and revisit the gap in current class post Lockdown    SMT interrogate the data in order to prepare a new ‘Gap Analysis’ to ensure supports go to the children in most need. | Some extra-curricular activities to encourage children to pass on/increase skills learned during lockdown, e.g. crafts.    Happy, engaged learners.        Staff engage in CLPL and put knowledge gained into practice.        Additional support programme in place to support learners. Good use of teachers, specialist support and support staff to support delivery. |
| **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 | **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. | Involve Pupils, staff, Parent Council and wider parent forum in decisions around PEF spending. Ensure data is interrogated to inform conversations around  ensuring equity for all pupils (esp. where non-engagement during lockdown). | Data gathered shows that we have 90% - or more – of our pupils, staff and parents are empowered to make their views known by using varied methods to include all. |

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| 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. | * 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. | Ensure all CAT meetings include equity in their agenda for each meeting to bring discussion to the fore.    Staff PRD process to identify training needs.    Google Classrooms to be utilised as much as possible as it allows data to be gathered re engagement, etc. | Equity is included in all aspects of school development work        Training programme supports identified needs.    Ensure learners have the equipment and resources needed at home to support learning. |
| **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. | Identify where supports need to be placed to ensure equity (using data gathered). Equipment, resources, etc. placed.    Engagement in blended/at home learning interrogated to ensure impact on learning.    Alter if little/no impact. | Almost all children have equal access to blended learning approaches used.    Children engaging with learning no matter whether in school or at home.    Support or prompt change as required. |
| **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 | **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. | Include CoSD on agenda for discussion at staff and Parent Council meetings to ensure everyone keeps it in the forefront of their mind.      Revisit CoSD position statement. | Staff and parents engage in meaningful dialogue to help us  mitigate poverty for our families. Staff CLPL for above reading.    Cod position statement takes COVID into account. |
| experiencing poverty who weren’t before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints. | * Consider how our actions can inadvertently alienate families in poverty. * Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. * Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. * Consider staff training needs – ensure ***all*** staff are consistent in their approach to poverty. * Consider what changes will need to be made to the school calendar in light of changes to family income. | Meaningful discussions with parents (particularly who didn’t engage during lockdown) and sensitively provide help with equipment and resources, etc. as required.    Revisit CoSD to ensure a consistent approach from ALL staff.    Revisit school calendar to take CoSD into account. | A poverty aware community. Each child given resources and equipment in school.          Consistency in approach.      Costs kept to a minimum. Creative use of PEF/Parent Council fundraising/grants to support this. |

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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.***    **Re-identifying the poverty-related attainment gap**  SMT analysed data and then undertook a programme of ensuring families had all the technology required to access remote learning. Devices and wi-fi were made available to all families requiring it. Support was given in the form of calls, texts, emails and recordings to ensure everyone had the skills to access the remote learning.    Attainment data was analysed to identify any poverty-related gap and inform next steps for learning, e.g. 5-Minute Box or Catch-Up. These were paused during remote learning, but immediately begun on return whilst maintaining COVID safety.      Place2Be was set in our school on behalf of the learning community in May and ready to go in June, 6 children have begun counselling from across the learning community.  Despite the challenges of Lockdown we continued our efforts to source materials to improve our facilities for learning outdoors      **Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning**  Parent/Carer Council were again included in decisions around PEF spends and were in agreement with ‘big’ spends going forward    CLPL was not undertaken in the same way this session due to the IT requirements for remote learning. This should be rectified next session. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***       * Data gathered from surveys, calls and emails to ensure equity and IT requirements met * Data gathered from assessments used to inform next steps in learning as discussed in teacher/SMT meetings * Appropriate interventions as detailed above | ***Please list your new priorities under this heading. These will form the***  ***basis of your SIP for***  ***Session 21/22***  Parents/pupils/staff involved in 5% participatory budgeting from PEF  Continue to build on progress made during20/21 to develop our school garden and build a programme of support for targeted pupils in P1-3 using Teaching Talk resource  Revisit CoSD with stakeholders  Engage with Progress and Achievement tracking  Continue to support families with access to appropriate IT resources and children with skills required to use it  Keep equity on the agenda at all meetings  CLPL to be in place for next session informed by the PRD process |

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| **Tracking and monitoring impact of equity approaches**  Using surveys/questionnaires, we knew where devices and technology were required during lockdowns to ensure equity of access to remote learning and this was made available to families.    Engagement was monitored and a very high % of families engaged well with remote learning. The very few families who did not engage well with remote learning are families who were already on our radar re attendance and we have continued to engage with them to work on this.    Targeted intervention required (5 min box, Catch up Lit) was identified by Staged Intervention process and was teacher led and implemented by them and support staff. Impact was assessed throughout the year and changes/adaptations made as necessary    **Cost of the school day**    While CoSD is foremost in our minds ,it was not so much of an issue this year as we did not go any excursions or have many fundraising events    Discussions took place with families to ensure each had the resources required.    Uniform policy was relaxed on return to allow for additional layers during winter and fewer during warm months as well as recognise that families may not have the same amount of money available for clothes.  Some families availed of the clothing bank which was established at the local church.  All resources were provided for each child on return in August – pencils, coloured pencils, pens, ruler, etc. as no resources were brought in from home. This ensured equity for all.  All families were made aware of the Winter Clothing Fund and the SLC clothing bank. The school also provided clothing from the money made available to schools. |  |  | Continue to monitor attendance according to SLC policy Continue/ introduce targeted interventions for children to promote equity |

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| **Improvement Priority 3 - Continuity of Learning** | | | **How will we know we’ve been successful?** |
| **Quality Indicator** | **Recovery Priority** | **Key Recovery Tasks (School specific)** | **Desired Outcomes and Impact** |

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| 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 | 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.** | 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. | 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 inschool 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. | **Key Recovery Tasks (school**  **specific)**    RAs to be carried out for SMT, staff and pupils return in August.      School will be laid out  to take account of new guidance    Strict timetabling for open areas/gym hall/outdoors will allow for cleaning/social distancing and best use of space. No additional areas are required | **Desired Outcomes and**  **Impact**    Staff and pupils feel safe in school. RAs identify actions to be taken to ensure safety.        School is safe without looking too different to children. |

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| *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. | * Consider if communal and social areas could be repurposed to provide additional learning space.     [https://www.gov.scot/publications/coronaviru s-covid-19-re-opening-schools-guide/](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 | Numeracy, Literacy and Health and Wellbeing will have a clear focus for learning as will attachment informed practice.          .        HWB coordinator will evaluate and make recommendations for the HWB calendar in order to support moving forward in August.  SMT to ensure consistency of approach to assessment in each class.      Assessment approaches to be matched to the needs of learners and used to support them/us to show where they are in their learning. | Smooth working of timetables allows for safe use of school areas and resources.            With all of the above supports working well, pupils continue to achieve and attain as shown by careful assessment and monitoring.    Collegiate work leading to robust moderation and assessment showing learners making progress.    Key areas continue to progress with other areas being given a ‘lighter touch’, but still included.            Staff and children have an appropriate HWB calendar to aid reintegration after COVID lockdown.      This body of evidence is used to support assessment judgements and decide on next steps. |

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| 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 . | 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. | Staff PRD process to identify training needs. Identify appropriate training.        Teachers in departments to identify appropriate resources to use to support and consolidate at home any newly learned concepts from face to face teaching in school.  Disseminate to staff.          Use all communications at our disposal to create parent appropriate advice around attachment, e.g.School app Twitter, email, Google Classrooms, text, to ensure parents are up to date with our practice. | Training programme supports identified needs.          Clear guidance for staff on appropriate learning in school and home.                Build a two-way conversation through Google Classrooms,  Microsoft Forms and  Zoom we are able to re-introduce our parent programme in house. |
| **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 | **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 | Staff continue plan and support home learning.        No teaching staff are shielding. | Collegiate working to support home learning. |
| 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. | * 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 | Where possible, we will distribute resources to support home learning.      Staff PRD process to identify training needs. Identify appropriate training.      Google Classrooms to be utilised as much as possible as it allows for feedback, data to be gathered re engagement, etc.    Blend of Microsoft Forms and discussion to ensure we know the needs of our families.        Identify a CAT night early in the new session to gather ideas on how we can ensure pupil voice in blended /home learning. Pupil Council to be consulted also.        Google Classrooms to be utilised as much as possible as it allows for feedback, data to be gathered re engagement, etc | All Saint Vincent’s pupils and staff have access to devices and  internet to support blended/home learning.    Training programme supports identified needs.        Ensure learners have the equipment and resources needed at home to support learning.    All Saint Vincent’s pupils and staff have access to devices and  internet to support blended/home learning.    Pupil suggestions shared for pupils to see we are taking their opinions on board.            Ensure learners have the equipment and resources needed at home to support learning. |

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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.***    **Learning in school**  Progress using the priorities listed above, e.g relating to ‘blended learning’ were not undertaken due to changes in the guidance.    Layout in classes ( except P1) using identified groupings A plan is in place for regular hand-washing, sharing of resources, etc to maintain COVID safety. Reminders are given regularly both to staff and children. Additional resources were purchased where necessary to allow for individual class use. 2m distancing was clearly marked out. This allowed for everyone to relax and focus on learning.    Clear focus on the recovery curriculum was maintained at the beginning of term, with the re-introduction of all curricular areas as and when we were ready. A strong focus has been on HWB throughout the session, making use of outdoors. Working Parties for Numeracy, Literacy and HWB carried on throughout the session, with a focus on recovery rather than what had been planned. This will be carried over to next session.    Staff CLPL was undertaken to support IT and remote learning and staff met regularly online in department and whole staff groups to work collegiately and receive updated guidance. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***     * Tracking/monitoring carried on as per plan * Focus on recovery planning boosted Numeracy, Literacy and HWb * Communication is now embedded with parents * Feedback from surveys allows for informed decision making * Continuing use of Google classroom * 96% of engagement in remote learning * Stationery resources were well used during lockdowns * IT equipment was well accepted during remote learning * Use of surveys to inform our practice * Online Talent Show * Health/Sports Day organised for all classes | ***Please list your new priorities under this heading. These will form the***  ***basis of your SIP for Session 21/22.***     * CLPL and a focus on ‘Reading Schools’ and participation in the programme to further promote literacy inc. reading for pleasure * Whole school approach to HWB as listed above * Continuing IT support for families as required * Problem solving strategies and resources will be a key aspect of development in Numeracy and Mathematics |

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| Pupil progress in learning and their remote learning engagement were tracked. Standardised assessments ( SNSA, etc) were used to confirm teacher judgement and inform next steps, creating a clear picture of their progress. An interim report was emailed to parents in November and a Progress and Achievement report in June.    Little work was done in moderation this session except within Google classroom where staff shared resources    **Learning at home**  IT resources were distributed as required using SLC funds and school resources so everyone had what they needed.    Engagement was monitored during remote learning and families were contacted to offer assistance.    Live streaming allowed for pupil voice to be heard during remote learning with regular Google meets and also opportunity for Parent meetings were trialled.    Communication was well established, with calls home taking place throughout lockdowns and prior to return, to ensure staff in school had all the information they needed for a smooth return to in school learning.    In addition to remote learning ,virtual assemblies continued ,weekly bake-alongs and online school ‘Talent Show’ was held on return to school to allow children in every class to see other class talents without mixing bubbles. |  |  |