



# **South Lanarkshire Council**

## **Recovery Planning August 2020**



# **Carnwath Primary School**



## Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

How will we know we've been successful?

<p><b>Quality Indicator</b></p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> <li>Inclusion and Equality</li> </ul>	<p><b>Recovery Priority</b></p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p><b>Key Recovery Tasks (School specific)</b></p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p><b>Desired Outcomes and Impact</b></p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Whole School Wellbeing</p> <p><b>Rationale:</b> School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of <b>Belongingness</b> and <b>Connectedness</b> is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through <b>Quality Relationships</b>, and a range of <b>Attachment Informed Practices</b>.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>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.</li> <li>Plan how best to promote an attachment -informed ethos and environment that nurtures</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p>*Health and Wellbeing Working Party have a questionnaire for all children to complete which will help staff get to know how children have felt about their time away from school. Parents will be encouraged to let us know how their child has got on during lockdown and to share any adverse experiences.</p> <p>*staff will read Boxall profile for each child in order to have a baseline for their emotional wellbeing. Boxall profiles will be re-done in October/January/June.</p> <p>*the first priority for staff in August will be to build trusting relationships</p>	<p><b>Desired Outcomes and Impact</b></p> <p>*as a staff we know our children well, understand their needs and work towards supporting good mental and emotional health.</p> <p>*children recognise their feelings and are able to discuss them with a trusted adult.</p> <p>*children who are struggling emotionally are supported, within school, or by outside, partner agencies when appropriate.</p> <p>*children feel connected to the other half of their class whom they don't see in school, eg write a letter to the person who shares</p>

<p>ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> <li>• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.</li> <li>• 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.</li> <li>• Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>• 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.</li> <li>• 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</li> </ul>	<p>with their new class.</p> <p>*work on Anton Florek sense of belongingness materials.</p> <p>*work on school assemblies that can be accessed by children both in school and at home</p> <p>*All staff have undertaken SLC Attachment training, Solihull 'Understanding Trauma' training and SWANN training. This will inform and underpin their practice over the year.</p> <p>*as a staff we will continue to work towards our Nurturing Schools Award, embedding the 6 nurture principles into our daily life. We will talk about nurture with our children and our families.</p> <p>*engage with partner agencies: Kim Ross, Learning Support Teacher; Evelyn Stewart, Early Years Learning Support Teacher; Maryanne Mackay, Behaviour Outreach Support Teacher; Claire McGaughey, Educational Psychologist, in order to support all children and staff</p> <p>*our staff team have a good relationship and will support each other. We will develop ways of supporting each other, eg relaxation classes; afternoon tea; a secret, caring friend. Staff are able to talk to the HT who is very willing to support</p>	<p>your desk, leave a picture</p> <p>*children and parents will understand the importance of attachment and will be able to discuss the 6 nurture principles</p> <p>*staff interactions with children are understood and underpinned by attachment theory</p>
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	<p>which allow staff to be included and consulted.</p>	<p>any staff member when necessary.</p> <p>*as a staff we have connected with parents by phone, email, parental app and our website. This will continue as we return to school in August.</p>	
<p><b>Theme:</b> HWB CURRICULUM</p> <p><b>Rationale:</b> The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Contextualise the 'Reconnection &amp; Recovery' guidance to develop a recovery curriculum within a unique context.</li> <li>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</li> <li>Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs.</li> </ul>	<p>We will continue to use our current health and wellbeing curriculum programme but will continue to develop our practice, in particular around the mental health agenda.</p> <p>*as a staff we will continue to work towards our Nurturing Schools Award, embedding the 6 nurture principles into our daily life. We will talk about nurture with our children and our families. All work will link to SLC’s Attachment Strategy.</p> <p>*continue to develop our work with Emotionworks by engaging in their Recovery Programme which starts in August.</p> <p>*introduce and use Edinburgh City Council Resilience pack to develop resilience in all children</p> <p>*continue to engage children in the Wellbeing Indicators through discussion and follow-up work. Children will begin by completing a Wellbeing Wheel. The What I Think Tool may also be appropriate to use with some children.</p> <p>*continue to introduce Yogido and relaxation</p>	<p>*all children are re-engaged with school and learning</p> <p>*all children are able to discuss their feelings and emotions</p> <p>*all children are aware of a range of ways to improve their wellbeing and are able to use at least one that works for them, eg relaxation, yogido</p> <p>*children become increasingly ready to learn</p> <p>*children are able to make decisions about their own learning and begin to re-engage in school decision making, eg forums, A Wee Chit Chat, using HGIOURS</p>

		<ul style="list-style-type: none"><li>*continue to use Fischy Music songs around wellbeing; Fischy visit when appropriate</li><li>*introduce children to the practice of mindfulness</li><li>*all staff to read 'Wellbeing in the Primary Classroom' by Adrian Bethune</li><li>*Lego ABC, GUAB, Drawing and Talking, nurturing approaches used, if appropriate, with children</li></ul>	
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## Improvement Priority 2 - Planning for Equity

**How will we know we've been successful?**

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p><b>2.4 Personalised Support</b></p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p><b>3.2 Raising Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Re-identifying the poverty-related attainment gap.</p> <p><b>Rationale:</b> To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point;</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider the experiences learners have had during the school closure period, drawing on for example:                             <ul style="list-style-type: none"> <li>- Engagement data</li> <li>- Home-school communication</li> <li>- Home-learning submissions</li> <li>- Engagement at hubs</li> </ul> </li> <li>• Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of:</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p>*all children and their parent/carer will be given the opportunity to let us know how the last few months have been for them. This will allow staff to prepare for their return.</p> <p>*all staff will be asked about engagement and home-learning submissions over the past few</p>	<p><b>Desired Outcomes and Impact</b></p> <p>*children and parents will share a picture of what the past few months have looked like for them</p> <p>*all teachers will build up a picture of their children's strengths and development needs in terms of health and</p>

<p>with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> <li>- Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)</li> <li>- Engagement (e.g. Leuven scale, observational data)</li> <li>- Participation (home-learning participation data)</li> </ul> <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>months.</p> <p>*over the course of the year wellbeing will be measured using Wellbeing Indicators and Boxall Profile</p> <p>*attainment will be measured by the class teacher on a daily basis using Benchmarks, in-class assessment and children’s work. Standardised assessments will be carried out for literacy and numeracy in October and again in May/June</p> <p>*engagement and participation both in school and at home will be measured by teachers using the Leuven scale and by monitoring home-learning returns and quality</p> <p>*children will gradually be re-introduced to literacy and numeracy but the focus initially will be on health and wellbeing.</p> <p>*as we move forward we will identify children who required more targeted support. This will involve using our gathered data, teacher discussion and previous knowledge of the children’s strengths and development needs</p>	<p>wellbeing, literacy and numeracy</p> <p>*all teachers will build up a picture of engagement in home learning and the quality of work completed</p> <p>*children who require targeted support will be given appropriate time and resources, eg Catch Up, NIP, nurture, additional small group/individual teaching</p> <p>*PEF funding will allow additional support to be made available to some children</p> <p>*all children will be re-engaged in education and we will see improvements in wellbeing and achievement</p>
<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p> <p><b>Rationale:</b> As learners return to school,</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding</li> </ul>	<p>*we have agreed to buy the Emotionworks Recovery Programme and additional chromebooks</p>	<p>*all staff have relevant training to allow them to support the children in their class.</p> <p>*all staff have relevant training</p>

<p>SAC/PEF plans need to be flexible and adaptable to meet the <b>current</b> 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.</p>	<p>during the recovery phase.</p> <ul style="list-style-type: none"> <li>• Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.</li> <li>• Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.</li> <li>• Review staff training needs.</li> <li>• Review current partnership working.</li> <li>• Consider how you will measure and evidence impact; plan this into home and school approaches.</li> <li>• 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 <a href="#">EEF covid-19</a> resources helpful when considering this.</li> </ul>	<p>*staff will engage in training related to SLC Attachment Strategy, Emotionworks and continue with our Nurturing Schools work. A range of training has been identified and started by all staff.</p> <p>*staff will engage in training related to Google Classroom and Google Meet, amongst other online learning experiences. This will help with the development of home learning experiences for the children.</p> <p>*blended learning will offer families the chance to engage using Google Classroom or with paper packs. This will be determined by the needs of each family. Home learning resource packs will be provided when required.</p> <p>*we are exploring possible funding for chromebooks for our most vulnerable families to borrow</p> <p>*our ICT Coordinator has undertaken a raft of training in order to support families with the introduction of IT dependent home learning and has produced some videos to help them.</p>	<p>in order to ensure the needs of all children are met in terms of home learning, in a way that is appropriate to each family.</p> <p>*all children are engaged in home learning and able to make good use of the blended learning model to progress their learning towards meeting appropriate, individual targets.</p> <p>*the needs of our most vulnerable children are identified and met in order to close the poverty-related attainment gap and reduce barriers to learning.</p>
<p><b>Theme:</b> Tracking and monitoring impact of equity approaches.</p> <p><b>Rationale:</b> To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.</li> <li>• Engage in dialogue with staff, pupils and</li> </ul>	<p>In order to track and monitor the impact of interventions we will use:</p> <ul style="list-style-type: none"> <li>*standardised assessments</li> <li>*teacher judgement</li> <li>*learner engagement</li> <li>*staff planning discussions</li> </ul>	<p>*tracking and monitoring approaches will ensure intervention is timely and appropriate</p> <p>*children's progress will be</p>

<p>approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Consider points in planning section to find alternative approaches.</li> </ul>	<p>*intervention-specific assessments, eg Catch Up This will normally be done termly but also as required.</p> <p>The results of the above approaches will inform planning which will be flexible.</p> <p>*parents, children and staff will all discuss plans to support children and these will be noted in Staged Intervention paperwork.</p>	<p>tracked and there will be evidence of attainment over time.</p>
<p><b>Theme:</b> Cost of the School Day</p> <p><b>Rationale:</b> 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.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Revisit <a href="#">Child Poverty Action Group Website</a></li> <li>• Read <a href="#">CPAG article</a> on impacts of school closures.</li> <li>• Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.</li> <li>• Consider how you will equip learners with the tools required to undertake home-learning.</li> <li>• Consider how our actions can inadvertently alienate families in poverty.</li> <li>• Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.</li> <li>• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>• Consider staff training needs – ensure <b>all</b> staff are consistent in their approach to poverty.</li> <li>• Consider what changes will need to be made to the school calendar in light of changes to family income.</li> </ul>	<p>As a result of our early shut down our work on Cost of the School Day was incomplete therefore we need to:</p> <ul style="list-style-type: none"> <li>*meet with our working group to finalise changes to our practice and how we will support families</li> <li>*re-write our CoSD Position Statement</li> <li>*ensure all staff and parents are aware of our approach</li> <li>*ensure a consistent approach from all staff</li> <li>*signpost parents generally and more specifically to financial supports that may help them.</li> </ul>	<ul style="list-style-type: none"> <li>*an up-to-date Position Statement which is clear and known to all</li> <li>*staff consistently support children/families to need financial support</li> <li>*all staff are clear on where to go for help and support if needed by a family</li> <li>*all stakeholders have been consulted and the Position Statement takes into account the views of everyone</li> <li>*staff regularly engage with families to ensure knowledge and understanding underpin support</li> </ul>



## 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
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>Rationale and design</li> <li>Development of the curriculum</li> <li>Learning pathways</li> <li>Skills for learning, life and work</li> </ul> <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> <li>Effective use of assessment</li> <li>Planning, tracking and monitoring</li> </ul> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>Attainment in Literacy and Numeracy</li> <li>Attainment over time</li> <li>Overall quality of learners' achievements</li> <li>Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p><b>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.</b></p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>
<p><b>Theme:</b> Learning In School</p> <p><b>Rationale:</b> <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum</i></p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p>*establishment capacity audit has been carried out, with support of Support Services Coordinator, which confirms we are able to accommodate our children to allow</p>	<p><b>Desired Outcomes and Impact</b></p> <p>*adequate risk assessments are in place to ensure the safety of all within school, while ensuring a positive experience for all children</p>

<p><i>number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> <b>The Recovery Curriculum, Think Piece</b></p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider if communal and social areas could be repurposed to provide additional learning space.</li> </ul> <p><a href="https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</a></p> <ul style="list-style-type: none"> <li>• Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.</li> <li>• Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.</li> <li>• 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)</li> <li>• 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.</li> </ul>	<p>50% to be in class on any one day</p> <ul style="list-style-type: none"> <li>*classroom furniture is re-arranged to allow for social distancing and appropriate levels of cleaning</li> <li>*procedures have been considered as part of our risk assessment an audit to ensure the safety of all in school</li> <li>*communal areas of the school will be used to allow staff to provide additional learning spaces for small groups or individuals</li> <li>*additional teacher time will be given to support learners throughout the school, as appropriate</li> <li>*Support Staff are planning playground games to teach groups of children so that they can socially re-engage with each other and have fun during breaks</li> <li>*staff will work collegiately during part of Wednesday to ensure moderation of approach and outcome</li> <li>*the initial focus of all staff will be the health and wellbeing of children; listening to what they are saying, building relationships, judging who needs support and what is the most appropriate way</li> </ul>	<ul style="list-style-type: none"> <li>*children’s health and wellbeing will be understood by all staff who will work to meet their needs and develop resilience and wellbeing</li> <li>*children will be relaxed and their social skills developed; they will be able to have fun together</li> <li>*children will be engaged in education, both in school and at home; achievement will be celebrated; children who need additional support will be identified and a plan put in place to meet their needs</li> <li>*all staff will be supported to ensure their own wellbeing is good</li> <li>*all staff will receive the relevant training in order to meet the needs of the children; in-house, online or through courses, where possible</li> <li>*parents/carers will feel supported by staff and will feel equipped to support their child in their home learning</li> <li>*staff communicate with parents to ensure they build positive relationships and work with them to support children</li> </ul>
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<p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> <li>• Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Consider how to take account of parental views and pupil voice when developing the learning in your school.</li> </ul>	<p>*staff will gradually build in numeracy and literacy ensuring they meet the needs of all children, considering where they currently are in their learning.</p> <p>*as we move forward other areas of the curriculum will also be added in, taking into account the needs of the children</p> <p>*outdoor learning will be even more important at this time to allow children the time and space to reconnect with each other and with nature in order to develop wellbeing</p> <p>*it is vital during this time that all staff listen to the children and consider their views, empowering them to shape the focus for their education</p> <p>*parents/carers will be consulted, both individually and using the Parent Council view</p>	<p>and families. Good communication supports a shared understanding of the work of the school, in particular in how we are moving forward and supporting our community</p> <p>*staff feel supported, both personally and professionally</p> <p>*we develop a curriculum which meets the needs of our children, particularly in terms of wellbeing but also in all curricular areas</p>
<p><b>Theme:</b> Learning At Home</p> <p><b>Rationale:</b></p> <p>A blended model of in-school and in-home learning is reliant on consistent,</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider how you will facilitate home learning given the staffing you have available both within your establishment and across</li> </ul>	<p>*staff will work together to construct a curriculum to meet the needs of our children, considering what areas of development are most needed and ensuring that appropriate teaching takes place in</p>	<p>*all staff are clear how we are taking our curriculum forward to meet the needs of all learners</p> <p>*all staff feel confident</p>

<p>easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<p>the locality. What will this look like at various stages across the school.</p> <ul style="list-style-type: none"> <li>• Can staff who are shielding work on developing and leading on online learning opportunities?</li> <li>• Take account of the existing resources you have access to and how these can be used to support learning at home.</li> <li>• 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.</li> <li>• Review and plan how you will deliver and set work at home and how feedback will be given to learners.</li> <li>• Establish a baseline on the number of pupils and staff who have home access to ICT.</li> <li>• Consider how to take account of pupil voice in their learning at home.</li> <li>• 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.</li> <li>• Consider how you will measure and track engagement with home learning</li> </ul>	<p>school to allow children to consolidate and deepen their learning at home; consideration will be given to the resources available to children at home and ensuring they have all relevant materials to ensure no inequality</p> <p>*additional teacher may be asked to support home learning.</p> <p>*CCC teacher will support a Science/RME/Physical Health Google Classroom for all children</p> <p>*SLC have asked for data around children who may be able to access IT support by them</p> <p>*all parents will be asked if they have internet access at home and what kind of device their child is able to access for home learning. This will inform our practice around home learning</p> <p>*we have ordered additional chromebooks in an attempt to upskill our older children in using Google Classroom and IT skills in general. We may also be able to lend some out. HT is investigating funding to buy more for more vulnerable families.</p> <p>*Education Scotland are producing fortnightly home learning resources around Health and Wellbeing, Literacy, Numeracy and IDL which</p>	<p>delivering home learning. They use appropriate technology for this, bearing in mind those children who may not have access to technology at home</p> <p>*all staff take part in IT training, particularly around Google classroom, to ensure they have the necessary skills for blended learning</p> <p>*all children are trained in school to access and use all technologies required for a blended learning approach</p> <p>*Education Scotland resources used as appropriate</p> <p>*families feel they are consulted and supported to help their children</p> <p>*children are given a voice and able to influence their learning, including home learning</p> <p>*teachers have a clear picture of children's engagement and progress in home learning</p>
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