South Lanarkshire Council

Recovery Standards and Quality Report June 2021

Quarter Primary School

Standards and Quality Report Session 20/21

Our School

Quarter Primary School is situated in a semi-rural area of South Lanarkshire. The school currently has a roll of 66 children across P1/2, P3/4 and P5/6/7 configured classes. The nursery class offers 1140 hours early learning and childcare to 3-5 year olds. The nursery has capacity for 22 children and this year 16 children attended. They have benefitted from provision from 9.00am until 3.00pm.

The local area is mostly privately-owned housing with a small number of social housing. A bus service links the village to Hamilton. Facilities in the village include Quarter Parish Church, Boolin' Club, Bully Inn, and play park. The new school building was opened in 2013 and provides an excellent, modern environment in which our children can learn and achieve. We work together to provide a caring, positive and stimulating environment where children actively engage in their learning journey. We encourage all our young people to develop as independent and cooperative learners by providing a breadth of learning experiences which offer appropriate support and challenge, allowing each child to develop to their full potential. Working in partnership with parents, our local and wider community we support our children in developing resilience and skills for learning, life and work.

We strive to ensure all children are offered a wide range of activities, both within the context of their learning experiences as well as a range of lunch and after school clubs, which are well attended. We are active participants in a range of activities and sports tournaments throughout the session.

Our values are achievement, respect, commitment, fairness and trust and we aim to promote these through all our relationships and within our curriculum. We have developed a Quarter Code 'Be Respectful, Be Responsible, Be Kind'.

We have an active and engaged Parent Council and PTA who support the school in many ways including fundraising. Our local community is interested in school involvement and we have developed our links with Quarter Parish Church, the Boolin' Club as well as with Morrisons and Asda.

We are part of the Hamilton Learning Community and we have developed links with local schools.
We work with local nurseries and Hamilton Grammar School and Strathaven Academy to ensure that smooth transitions are planned for.

Mrs Sharon Bokas was appointed as permanent Head Teacher in September 2019.

Key Successes/Challenges and Achievements Session 2020/21

- Excellent staff teamwork to provide high quality learning experiences for our children in School and ELC

- High quality CPD for staff

- Google Forms feedback highlighted that our remote learning offer was excellent or very good, high engagement from pupils

- Providing equity for all learner in terms of digital access and paper packs for home learning – groups and individuals

- Live sessions delivered 4 times a week to engage learners at home, teachers planned new learning and this was delivered using a variety of innovative approaches including screencastify and jamboard

- Upscaling of support staff to engage online to support teacher and pupils

- Strong focus on outdoor learning experiences

- Responsive planning to children's needs and target setting on a return to school

- Robust assessment

- Nurture groups began to support the Equity agenda

- Transition and celebrations – having an online/outdoor alternative

- Pods and bubbles remain a challenge, not being able to mix groups in ELC and whole school

- Bubbles having to isolate when they were just back to school from lockdown, individuals being tested so missing days here and there

- Ensuring staff and pupils felt safe in school, ensuring all mitigations were in place

Remote Learning Jan-March 2021.

We provided each pupil with a very good remote learning offer across the school and nursery. Every child had an IT device to access their home learning. We offered digital devices to any family who required this ensuring equity for all our learners. . Every child had work planned in Maths, Literacy and Health and Wellbeing each week. During this second lockdown the teachers continued to plan work using their term 3 mid planning. This was accessed through Google Classroom and Live Learning through Google Meets. This was very child centred and illustrated effective planning, teaching and assessment. Teachers provided pupils with feedback either individually in a message or annotating on their work on Google Documents. Small group learning was also planned for children in need of support and clear differentiation was provided. Our engagement data showed that we had over 90% engagement every week. This was evident through hand ins of work online, daily question check in, phone calls and children attending their Live lessons There was very valuable input from the Classroom Assistants who played a vital role in supporting the class teacher managing the chat function and hand up function on Google Meets. Support staff were very nervous at the beginning when asked to support online but most staff did this effectively and some with support. This continued through the hub provision timetable too. All teaching staff have developed their use of ICT skills through the use of G suite features. We continue to use Google Classroom for homework provision and we are using Google Meets for school celebrations whilst restrictions are in place. In class the teachers continue to make effective use of Screencastify, videos and Jamboard during class lessons. We had 80% return on our Google Form feedback where almost all parents were highly impressed with the school's offer of remote learning. Parents of our younger children in P1/2 felt that that the live lessons gave them an insight into the teaching of Literacy and Numeracy and how it would help them support their child at home in the future.

We would like to engage our parents further with the use of online workshops and meetings moving forward. The majority of our children in ELC attended the Google Meets each week with their parents. This was a great way to check in with the parents too and they appreciated the time to discuss their child's progress. Providing learning experiences on My Learning Journal was good but the uptake was only 50%. Feedback from parents who had children at school and nursery in the house was that the school age child was more engaged in home learning and the focus at home was on them. We ensured that the planning of needs and personal targets for our youngest children was a priority on a return to ELC. We have also started focus groups in each pod to engage our pre-school children to help develop skills and abilities within Early Level and transition for starting school. We have planned outdoor learning experiences for our pre-school children to engage with their peers and their new teacher.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve.   As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.

	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
Quality Indicator **3.1** Ensuring wellbeing, equality and inclusion - Wellbeing - Fulfilment of Statutory Duties - Inclusion and Equality	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would look like and how it will be measured.
Theme: Whole School Wellbeing **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices. Staff will have had a range of experiences during this period and will need a flexible and personalised	**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)** By August 2020 a (draft) whole school position statement and approach to Whole School Wellbeing, post COVID, will be developed and shared with all stakeholders. In August whole school focus on mental health and wellbeing. Children will complete a transition passport for their teacher all about them and what they have learned at home, their interests and how they are feeling about returning to school.	**Desired Outcomes and Impact** A whole school approach to universal and targeted support for wellbeing, post COVID, will be identified and a consistent approach used across all stages of school. A HWB programme of activities will be implemented across all stages allowing the children to process their thoughts and emotions on their return to school. Children will reconnect with support previously in place. The children will feel more comfortable in school with the support in place.

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 how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and	By August 2020 all staff will have engaged in SLC's Attachment Strategy Training, including accessing relevant documents for reference. On August INSET staff to conduct SWOT analysis under the heading of Whole School Wellbeing. Children who received 1:1 support to reassess the level of need for these children and plan next steps. Teachers will have a daily check in with children in class to ensure all children feel safe. This will also include check in with daily questions on google classroom to continue engagement in home learning. Teachers will plan activities using the wellbeing indicators to measure how children are and how best to support through observations, conversations and other assessment tools. Staff will access the support materials provided by Inclusion services and on Staff Learning Centre to plan for the needs of children with ASN. These interventions will be updated in the child's ASP or BASP.	All staff will have a greater understanding of the support that children require universally, but also following the closure of schools in March, the support required when reopening. Key areas of strength to be built on will be identified and areas of weakness that need to be focus for improvement and recovery identified. Pupils will reconnect with staff in school and be able to share thought and feelings more regularly. Assessment will provide next steps for learners. Staff will ensure individual needs are being met through careful planning.

	which allow staff to be included and consulted.	Liaise with Support Services and the Inclusion Team to provide strategies and interventions to support our most vulnerable children. Plan visits from Specialist Support Teacher to school for the most vulnerable individuals.	Families will be aware of support available for the children as well as family members from the school.
		HT will continue to seek parent views through google form and will continue to hold termly online meetings with Parent Council to share awareness and understanding of the recovery plan.	Families will be consulted in the recovery planning and views will be gathered from all stakeholders to ensure the needs of all children and families are being met.
		Teachers will plan newsletters keeping parents informed of what will be taught and how in class.	Families will be aware of what planned learning is taking place and can support the blended learning model.
		HT will continue to provide updates on school app, website and Twitter. No face to face meetings will take place yet in school. Parents should phone or email with their queries and requests.	Updates will ensure families are aware of any new information or changes to existing planning.
		Throughout school closures staff have been provided with regular, detailed 'Staff Updates'. Communication channels will continue. Staff will form buddies to support their own mental health and wellbeing and can plan check ins and discussions with each other.	Staff will be clear on avenues of support for them.
Theme: HWB CURRICULUM **Rationale:** The approach to the curriculum, learning and teaching is a key part of ensuring recovery.	**Schools need to:** • Contextualise the 'Reconnection & Recovery' guidance to develop a	By early September 2020 children will have completed a SHANARRI wellbeing web and	This will provide insight into each child's readiness to reconnect to learning in school, post-COVID.

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.	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.	Planned learning for HWB to explore and support the themes of • Relationships • Metacognition • Reassurance • Partnership By September 2020 The Pupil Council will be re-established. They will be consulted on the reconnection and recovery process. Pupils to give views via questionnaire or google classroom activities.	Children will feel supported to reconnect with learning and teaching within the physical school building, focusing on the strengths they have individually, as a class and as a whole school community. Class groups will be represented by PC who will communicate the children's ideas and perspectives of supporting engagement and motivation, readiness to learn etc.

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?
• As a school our priority for a return in August 2020 was to ensure our pupils felt happy and safe moving into their new classes. In term 1 we focused on the Health and Wellbeing lessons in Place2be. Work planned in classes explored the themes of Relationships, Metacognition, Reassurance and Partnership. We set new pupil targets and this helped to give pupils a focus on learning they've achieved during lockdown and alternatively what they felt they missed out on. • A Health and Wellbeing programme of learning experiences were delivered through the use of Healthy Schools Programme. This was planned during CCC and children were involved in a variety of work identifying how they were feeling about school and home using the Wellbeing Indicators	• Through class discussion and activities the children were able to reconnect with each other and their teacher. New class charters were made and displayed in class. HT discussed with groups of children and individuals about what they were looking forward to in the new term. New targets were made for pupils and shared with parents. The use of Class praise and recognition boards were introduced. Our new Quarter Code Crackers are identified each week in school and nursery to promote our school values of being repected, responsible and kind. • The use of the Wellbeing Indicators of SHANARRI, we used wellbeing webs to	Priority 4– Whole School Wellbeing Profile

gage how children were feeling on a scale of 1-10. Data showed that 90% of children were very happy to be back to school with friends and teachers and had missed them. Each class also had outdoor PE twice a week and parents supported this with appropriate clothing for learning outdoors. Our continued use of Loose Parts play was also a way of improving friendships and relationships. In ELC the staff planned lots of learning experiences about emotions and what they look like and feel like. In each pod this was displayed at pupil level for them to discuss and look at through out the day. A quiet area to reflect and talk with their key worker.

- Staff have engaged in both parts of the SLC Attachment Training during INSET Days.

- All staff enagaged in the Attachment Training. Staff were given the cards to carry with them to support the use of the strategies. In some areas of the school and nursery this is evident in pupil target sheets, calming corners or zones and display. Observation and discussion by HT shows that there is a better understanding of distressed

	behaviour and the steps we are and continue to take to provide more individualised support. Staff use this language when talking to parents or other stakeholders supporting the child. This was also evident during the hub provsion planning in Jan – Feb 2021. There was a very positive ethos in school and more careful planning for individual children who found this experience distressing.	
• Reassessing the needs of individuals who require 1:1 and small group support and intervention	• Using formative and summative assessments in class we identified those children whose gaps in learning have widened. In some cases this was due to poor engagement with home learning, low motivation and children with additional support needs. For those individuals there has been 1:1 support using interventions such as 5 minute box, code cracker and nurture groups identified through our Equity agenda.For the majority of our pupils the assessment data shows that from Nov 20 until May 21 our attainment in Literacy (Reading, Spelling and	

	Writing) has stayed the same or slightly improved. For our children who are currently on staged intervention supports data shows there is still a wide gap.	

• Staff CPD took place via webinars and Teams	• Some staff have particpated in webinars and courses to improve their own wellbeing. Through PRD discussion staff that it has been helpful to engage with their peers and discuss the challenges the pandemic has brought to their lives at home and in school as professionals. We arranged Zoom quizzes for all to participate at the end of every term and this is a lovely social event that brings everyone together albeit online. All staff report that they feel supported at their work.	
• Monitoring of engagement for home learning took place weekly during the Home Learning period of January 2021 – March 2021	• From January to March during the home learning period teaching staff completed an engagement spreadsheet for their class. Using this data we were able to identify children who were not handing work in or checking in online or attending live learning. On	

	a weekly basis the HT or CT would contact families to address any concerns. Dialogue with families was sometimes due to juggling work and home learning in particular with our younger learners in P1-4. Our P5-7 learners became less interested in live learning as the weeks went on. Mics and cameras were often switched off. Some individual home learning packs were issued and conversations with parents took place to improve the engagement.	
• Hub provision was carefully planned to ensure a positive experience for children's wellbeing	• Almost all of the children who attended the hub in school had a positive experience. Between 10-12% of pupils attended the school hub across the week. Children were able to mix with the very small numbers we had. This was effective for social interactions and postitve relationships but managing lots of individual needs on Gooogle Classroom at times was challenging. Most afternoons the children were outdoors for learning and went walking in the local village. Children with additional support needs required 1:1 support	

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<tr><td colspan="2">for classwork. We used the time efectively to build in strategies and preparation for a return to the class for these children.</td><td></td></tr>
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SOUTH LANARKSHIRE COUNCIL	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.	**Schools need to:**	**Key Recovery Tasks (school specific)**	**Desired Outcomes and Impact**

Rationale: To plan effectively to address the "gap" there needs to be a clear understanding of what the current "gap" is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their "gap" and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.	• Consider the experiences learners have had during the school closure period, drawing on for example:
	  - Engagement data
	  - Home-school communication
	  - Home-learning submissions
	  - Engagement at hubs
	• Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of:
	  - Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators)
	  - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)
	  - Engagement (e.g. Leuven scale, observational data)
	  - Participation (home-learning participation data)
	
	Purple text gives examples of how schools may tackle this; this isn't exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.
	
	• Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school's new "gap" position. This will enable identification of groups/learners/stages requiring targeted additional support.
		Transition passport will provide information for staff on learners' experiences during school closures. School closure audit completed per class with regards identifying children who engaged with Google Classroom learning activities.
		
		During term 1 children who previously received targeted input via Catch Up Literacy/ Numeracy, reading recovery, Lego build to express and play therapy will be assessed to reconsider gap within the specific area of learning.
		
		Class teachers will also review attainment through formative assessment strategies within the day to day class work.
		
		Target setting meetings will be held with each class teacher to compare data from Feb/March assessment in comparison to how the children are presenting on their return to school
			Staff will have a profile of engagement and wellbeing information, from during school closure and will use this information along with observations and initial assessments of engagement to identify next steps for learners.
			This will provide insight into each child's readiness to reconnect to learning in school, post-COVID.
			
			An overview for each class will be developed with regards universal approaches to re-engagement of learning, groupings for differentiation to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class

Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.	**Schools need to:**	During term 1 consult with all stakeholders to review equity	By September 2020 plans will be revised as required

Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.	• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this.	funding plans, and adapt plans as required to support the recovery phase e.g. staff training, blended learning. Discussion will take place for targeted interventions with teaching and support staff to ensure safe timetabling across the school. To support blended learning, planning for interventions to close the gap must be in consultation with parents. Materials will be provided to stay at home and be updated when required. Audit of use if ICT for learners at home.	following consultation with stakeholder to address the current needs of learners to reduce any possible barriers to 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.	At the beginning of term 1 target setting meetings will be held with each class teacher, reviewing data from March 2020 tracking and monitoring, in comparison to how the children are presenting on their return to school. Progress will be reviewed and alterations made as required during the term.	An overview for each class will be developed with regards universal approaches to re-engagement of learning, groupings for differentiation to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class.
Theme: Cost of the School Day	**Schools need to:**	By August 2020 all children will have been provided with a learning	Approaches to learning will be supported in/ by the school

Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.	• Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure *all* staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income.	pack for home and in school. Other resources required will be made available, following consultation with parents and pupil council. By September 2020 CoSD Position Statement will be reviewed and updated to reduce financial constraints. During term 1 school calendar will be reviewed and adapted to reduce financial implications for families	through equity funding to reduce financial constraints on families, to ensure no child misses out on learning

Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?

• At the beginning of term 1 target setting meetings were held with each class teacher, reviewing data from March 2020 tracking and monitoring, in comparison to how the children were presenting on their return to school.
 	
(**In Term 1unfortunately due to continued staff absence our planned Nurture groups did not take place)**
	• Standardised assessments were used to gage where the gaps were in children's learning. In Quarter we have 12 children (18% FME) and no children in SIMD 1 and 2.
	
	• Assessment in Reading and Spelling shows that 60% of children with FME stayed within the same working level on a return to school with 50% increasing their reading ages from the previous term.
	
	• 58% of these children showed poor engagement during the first lockdown in March 2020. There were various factors including lack of ICT and poor broad width and poor parental engagement.
	
	• We planned and implemented extra 1:1 learning time, standardised assessments in Literacy and Numeracy, small group
		Priority 5– Literacy
		
		• The following group of FME children have a significant gap identified in their spelling, reading and writing levels.
		  2 P6 pupils
		  2 P5 pupils
		  2 P4 pupils
		  1 P2 pupil
		
		• Assessments have shown a gap of 1-2 years between their chronological age and their current working level.
		• We want to increase their attainment in writing with improved confidence.
		
		• Targeted individual and small group interventions.
		
		• Team Teaching to provide additional support during writing lessons.

	working and a strong focus on wellbeing through Place2be and SHANARRI indicators.	**Priority 6 – Nurture**
	• Through our assessments, observations and careful planning 60% of our FME pupils settled in well back at school and are making good progress. 16% of these pupils required support from the SST focusing on friendships and relationships due to high anxiety.	• Currently we have children who lack engagement across the curriculum due to a variety of reasons e.g. ASD, anxiety, concentration, lack of social skills, poor home routines and distressed behaviour during periods of transition. • We want to improve pupil engagement during class learning.
• During school closure from January – March 2022 we ensured that all children received access to IT devices and Home Learning Packs.	• All of our children had access to a Chromebook or iPad for home learning. 12 Chromebooks were bought to ensure equity for all FME children. We used our engagement spreadsheet to track all children but with a focus on our 12 pupils with FME and those children with additional support needs. Evidence shows that most weeks we had between 90% - 95% engagement on Google Classroom and Live Google Meets. HT and PT Equity kept in touch with families to ensure engagement and participation was consistent. Compared to the previous lockdown where none of our families attended hub	• Observations and discussions with children during session 2020-21 showed an improved level of engagement during these sessions. • We want to see these continued levels of participation and engagement transferring into learning in class.

On a return to school in Term 3 February/March 2021 we used a range of quantitative and qualitative measures to reassess where the children were in their learning.

In term 4 our Nurture groups have been up and running. For a 6 week block all FME children and 3 other identified children have participated and displayed high engagement.

- P1/2 – Outdoor play
- P3/4 – Cooking/ Food prep
- P5/6/7 – Arts and Crafts

provision, this time 40% of FME children were in our own school hub provision due to vulnerability. Through dialogue and observations this was extremely helpful for families who required support with home learning.

- SWST, SWRT, Scottish Criterion Scale, SNSAs at P1,4 and 7. Check ups and end of unit assessments in Maths.
- Data collated to show number of pupils across the school on track and achieving across all year groups.
- This has informed new SIP priorities and Equity outcomes and measures

- All 3 groups were timetabled on a Wednesday to work with PT Equity Miss McKissock. Planning was well organised and resources gathered to give the children some personalisation and choice.
- Through discussion and observation, all children sjowed high levels of participation and engagement.

	Improvement Priority 3 - Continuity of Learning		How will we know we've been successful?
Quality Indicator 2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring **3.2** Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation. Links are included where appropriate. **Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.**	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would like and how it will be measured.
Theme: Learning In School **Rationale:** *The implementation of physical distancing will impact upon the capacity*	**Schools need to:** • Consider your current position in terms of staffing and pupil numbers. Use Local	**Key Recovery Tasks (school specific)** In June school audit was completed with Support Services	**Desired Outcomes and Impact** At least 50% of pupils will be able to attend school each day

for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, *Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible* *It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time."* **The Recovery Curriculum, Think Piece** Schools should consider the needs of children and young people after a prolonged period of remote learning and	Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/ • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • Review your school's learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment.	Co-ordinator to support a return to school maximising pupil capacity within the building, while ensuring physical distancing. In June safe systems of working and local authority risk assessments were completed to ensure recovery planning guidance was in place before staff, pupils and parents can return. For August, children will return to school in 2 groups attending Mon/Tue and Thu/Fri. Planning and preparation for blended learning will take place on a Wednesday. Google Classroom will remain a strong key to supporting home learning. Nursery children will attend the full week. This will be in 3 learning pods, 2 inside and 1 outside. In August there will be 4 children in each pod and a further 4 children will attend throughout the year. Each pod will have 1 key worker. Team Leader and Nursery Teacher to support lunch breaks and individual needs of the children. Open areas will be used to support small group learning with the support of an SSA.	and have access to their teacher. To take account of the needs of individual learners, providing support to maximise engagement in L&E, N&M and HWB, before progressing to learning in other areas of the curriculum. Children will be able to have face to face interaction with school staff and re-establish school rules and routines. They will be able to learn in a familiar environment and engagement, participation and attainment should improve. Nursery children will benefit from working in learning pods and being able to play with friends in nursery. The 5 days will support a stronger continuity of learning experiences. This will minimise the number of children in any area at the one time. This will allow for support to be given to those individual children who require quieter space to work.

absence from school. It will be important to promote reconnection and recovery within the curriculum.

Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.

This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.

It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.

Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers.

- Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.

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

- Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work.

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

- Consider how to take account of parental views and pupil voice when developing the learning in your school.

In August the main focus for curriculum delivery will be Health and Wellbeing. Literacy, Maths and Numeracy learning will be taught in an IDL context for the first few weeks to engage and motivate learners.

Staff can plan collegiately during the planning and preparation time given on a Wednesday. This can be done in school or using online communication tool.

Targeted input will be screened to reconsider gap within the specific area of learning. Class teachers will also review attainment through formative assessment strategies within the day to day class work.

As noted above during term 1 target setting meetings will be held with each class teacher, reviewing data from March 2020 in comparison to how the children are presenting on their return to school

Staff to access a variety of resources provided by SLC via

The assessment of health and wellbeing will allow us to address any gaps and talk about the worries and anxieties that the children have. It will provide everyone with a sense of belonging, encourage understanding and promote a positive school ethos. The delivery of learning in an IDL context will improve pupil engagement and enjoyment.

A class overview will be developed to ensure we are meeting the different learning abilities within each class and the requirement of targeted approaches for some individuals within each class.

Our assessment of pupil engagement and participation will inform our next steps in planning.

		webinars, google meet etc. ICTC co-ordinator to continue to support staff with updates and training.	Increased staff confidence in delivering a recovery curriculum.
		Teachers to continue to deliver new concepts in school and home learning will consist of a more revise/consolidate approach.	
		Information will continue to be shared to pupils via face to face, google classroom, home learning pack. Teachers will send home guidance on how best to continue supporting home learning and can provide a Q and A for parents. Pupils and parent views will be asked and shared through a google form or audit from school staff. Parents can email or call the school anytime to discuss pupil learning. They can ask questions via google classroom and these will be answered during a Wednesday planning day. Parent Council meetings will take place to gather views.	Communication remains positive and supported across all areas of the school. Parents understand their role in supporting home learning. Pupils are very clear of tasks when they are at home. All stakeholders feel they are listened to and blended learning changes and evolves to support all families.
Theme: Learning At Home **Rationale:** 	**Schools need to:** • Consider how you will facilitate home learning given the staffing you have available	Teaching staff will be in class on all 4 days of the week at Quarter PS.	All staff will support learning 4 days in school. Planning will

A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support. While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present. Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.	both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning	As we are a small school our staffing does not allow for any staff to work from home. At the moment we have no staff shielding at Quarter PS and Nursery. The planning for home learning will take place a week in advance. 'In school' learning will be the same for both groups and the 'home learning' will be either a revision/consolidation or extension of this. Teachers can schedule work to go on google classroom for pupils at home so they can teach the other group in school. Feedback for leaners at home will be given either after 3pm or on a Wednesday planning day. ICTC co-ordinator will prepare an ICT audit for staff and pupils in preparation for the school return in August. Continue to share information in the usual way via school app, website, twitter, google classroom, use of google forms for feedback, HT newsletters. During the school closure staff would regularly track how many children were engaging online. The use of daily questions, quizzes	clearly show specific in school tasks and specific home learning tasks. Staff will become more confident with their balance of blended learning and find what best works for their own class. Staff have developed confidence with planning as they are used to all classes in the school being either composite or multi composite. This will continue to have its challenges. Staff will continue to build on skills they have learned during school closures. The use of ICT for home learning has increased dramatically and staff have already identified tools that they would adapt for in school and home learning. Tracking and monitoring of engagement will show a continued level of positive engagement.

		and challenges were used to engage learners. This would continue via google classroom. When learners are in school discussion around home learning will ensure learners continue to be engaged. Work may be better planned and differentiated to go home than had previously and individual learners have their needs addressed more appropriately. Children have been using the 'hand in' button when assignments have been finished. This will be monitored with more scrutiny.	Blended Learning will be adapted to suit the needs of all learners and will provide support and challenge for our young people. Children and their parents will be asked more often to use the hand in button on google classroom to submit work.

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?
Delivering a recovery curriculum Aug 2020 – Dec 2020 – Learning in School Planning for return to school in August changed from blended learning to full time learning for all pupils. HT completed appropriate risk assessments for a safe return for all staff and pupils. SSOW and RA were completed to ensure all areas of the school and nursery were following SLC and Scottish Government guidelines. • Classes were separated into group bubbles with 2m tape placed between the teacher and pupils. • In ELC pods of 8 were organised to ensure a safe learning environment. • In the school building tape and 2m markers were placed all around the building for safe mitigation • Children sat in same class bubbles in the dinner hall • ELC stayed in own pods in playroom for lunches and didn't access the hall • Cleaning regime was put in place by facilities to ensure touch points were cleaned throughout the day • Face masks guidance for all staff to wear them • An additional staffroom was made for teachers downstairs and separated from ELC and Support Staff • 2m distancing from staff/staff and staff/pupils • Staff used own staffrooms and did not mix socially during breaks	• Children had face to face interaction with School/ELC staff to re establish rules and routines • A strong emphasis and reminder of being COVID safe was evident in class charters and through observation by staff around the school and ELC • Children were staying safe within the markings around the school to ensure space. • In ELC pods of 8 were organised to ensure a safe learning environment. ELC staff did not mix pods and worked with own children in their pod at all times • Playgrounds were split into 3 zones, each class having their own zone to play in. We ensured there was additional play equipment to encourage the development of social skills and friendships. • Each class set up a recognition board to encourage and recognise those pupils who were following COVID rules and following our Quarter Code Values • Focus on Health and Wellbeing which was very child centred. This was evident through assessments, professional dialogue and wall display	Priority 1– Literacy • To raise attainment in writing Priority 2 - Outdoor Learning • Learning through Play Priority 3- Professional Learning • Maths Recovery

- Wellbeing assessments through My Wellbeing Web showed that almost all children were happy to be back to school
- Teachers planned a focus on HWB using Place2be
- For the first few weeks learning in Maths and Literacy took place in an IDL context
- All classes used the outdoors for IDL/Science learning
- The loose parts were timetabled for outdoor learning in school. In ELC the outdoor area was split into 2 sections for each pod and learning experiences planned using the outdoors
- Formative assessment in Maths and standardised assessments in Literacy showed an encouraging picture that the majority of children were on track with learning
- Increased staff confidence on a return to school due to the focus on staff wellbeing. HT had weekly check ins with all staff and there was post it note board outside of HT office for staff to leave any questions or worries. Wellbeing staff meeting took place on a return to work to discuss and share concerns and questions.
- ICT co-ordinator delivered regular CPD through CAT nights to improve staff ICT skills. All teaching staff developed their use of Google Classroom. This was evident when the coming lockdown in January came.
- Homework for all classes was planned on Google Classroom

Delivering a recovery curriculum Jan 2021–March 2021 Learning at Home	
Delivering a recovery curriculum Jan 2021–March 2021 Learning at Home We provided each pupil with a very good remote learning offer across the school and nursery. This was very child centred and illustrated effective planning, teaching and assessment. Children of keyworkers and vulnerable children attended the school hub during this time.	• Every child had an IT device to access their home learning. We offered digital devices to any family who required this ensuring equity for all our learners • Every child had work planned in Maths, Literacy and Health and Wellbeing each week. • During this second lockdown from Jan – Feb/March the teachers continued to plan work using their term 3 mid planning. The pupils were engaging in new learning not revision. This was accessed through Google Classroom and Live Learning through Google Meets. • Teachers provided pupils with feedback either individually in a direct message or annotating on their work on Google Documents. Small group learning was also planned for children in need of support and clear differentiation was provided. Parental feedback given showed that this had been an improvement on the previous home learning experience • Hub provision was timetabled by PT who ensured that all staff were included on the rota. Each team ensured that weekly planning was available for all staff to access and plan from. Teaching staff took the lead with Literacy and Numeracy learning and some SSAs took a lead in arts and crafts activities/outdoor learning. EYWs planned for ELC children and shared learning on my Learning Journal. Google Meets continued to take place for any child attending the hub.

Our engagement data showed that we had over 90% engagement online every week.	• This was evident through hand ins of work online, daily question check in, phone calls and children attending their Live lessons	
There was very valuable input from the Classroom Assistants who played a vital role in supporting the class teacher on Google Meets.	• All SSAs participated in the Live Meets to support the CTs. They were managing the chat function and hand up function on Google Meets. Support staff were very nervous at the beginning when asked to support online but most staff did this effectively and some with support. This continued through the hub provision timetable too.	
HT provided parents with a Home Learning Google Form to complete and there was an 80% return.	• We had 80% return on our Google Form feedback where almost all parents were highly impressed with the school's offer of remote learning. • Parents felt that the standard of teaching was very high and the introduction of live learning improved focus and engagement. • Parents of our younger children in P1/2 felt that that the live lessons gave them an insight into the teaching of Literacy and Numeracy and how it would help	

- them support their child at home in the future.

- Providing learning experiences on My Learning Journal was good but the uptake of parents commenting was only 50%.

- Feedback from parents who had children at school and nursery in the house was that the school age child was more engaged in home learning and the focus at home was on them.

Delivering a recovery curriculum March 2021–June 2021 Learning in School

- We had a successful phased return in Feb/March of Early Years and P1-3 pupils then 3 weeks later our P4-7 pupils

- Continued our focus on HWB before Easter break

- A focus on standardised assessment and reporting

- We ensured that the planning of needs and personal targets for our youngest children was a priority on a return to ELC.

- We also started focus groups in each pod to engage our pre-school children to help develop skills and abilities within Early Level and transition for starting school.

- We planned outdoor transition experiences for our pre-school children to engage with their peers and their new teacher.

	- Teaching staff used formative assessment, observation and discussion to gage where learners were. - As each class group returned in phases we used the time to focus on Literacy and Numeracy to revisit concepts that were missed during home learning or where obvious gaps in learning were. - Staff continued to plan for children with additional support needs. Appropriate strategies using PPBAUDB were in place to support their transition back to the classroom. Very focused individual planning for pupils with ASD.	