



South Lanarkshire Council

Recovery Planning August 2020



Woodside 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>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</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>Key Recovery Tasks (School specific)</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>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: 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 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.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> 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. 	<p>Key Recovery Tasks (school specific)</p> <p>HWB questionnaire for all parents relating to their child's and families return to school and any COVID experiences. (August)</p> <p>Pupil questionnaire and GIRFEC 'What I Think' tool completed with each child. (Terms 1, 2 & 3)</p> <p>A Recovery Curriculum Rationale developed post COVID, and shared with all stakeholders. (Term 1)</p>	<p>Desired Outcomes and Impact</p> <p>A whole school approach to universal and targeted support for wellbeing, post COVID, is developed and informs teaching, learning and identify support for our pupils.</p>

<p>approach that emphasises the 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>	<ul style="list-style-type: none"> • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider 	<p>All staff engaged in SLC's Attachment Strategy Training, including accessing relevant documents for reference (Terms 1&2)</p> <p>Staff to receive training on GIRFEC 'What I think tool', in order to focus on individual and collective wellbeing needs of children, especially the most vulnerable. (Terms 1,2& 3)</p> <p>Place2Be Project Manager established and working in collaboration with staff to support identified children and families. (Terms 1 & 2 and 3)</p> <p>Recovery curriculum incorporates the attachment strategies and is shared with parents/carers. (Terms 1& 2)</p> <p>Clear communication and processes maintained to support consultation, inclusion and staff's well-being. (Terms 1,2 & 3)</p>	<p>Positive school ethos enhanced through staff's application of the SLC 'Attachment Strategy'. Evidenced through learning conversations and class visits.</p> <p>Individual and collective wellbeing needs of pupils identified and appropriate targeted support put in place. Impact evidenced through review of 'What I think' tool and ongoing observations.</p> <p>Identified children and families benefit from tailored Health and Well-being support. Dialogue between Project Manager and class teacher will monitor impact.</p> <p>All parents/carers are aware of the importance of attachment strategies in supporting their child in their return to school and readiness to learn.</p> <p>All staff feel included, consulted and access support available.</p>
--	--	--	--

	<p>how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.</p>		
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</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>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<p>Emotion Works programme will enhance our school values; happy, confident, caring and creative and inform our Health and Well-being learning and teaching. (Terms 1,2 &3)</p> <p>Progress in Health and Well-being monitored through use of adapted planners which incorporates NHS?? And 'Emotion Works'. (Terms 1,2 & 3)</p> <p>All pupils consulted on the reconnection and recovery process. (Terms 1,2 & 3)</p>	<p>Children are able to express themselves using the shared language from 'Emotion Works' and feel supported to reconnect with 'Woodside' and our school values.</p> <p>Conversations evidence learner's abilities to discuss focus themes in health and wellbeing. Monitoring and tracking meetings ensure progression and support learning and teaching within this area.</p> <p>Pupil voice influences decisions regarding our recovery.</p>



Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

<p>Quality Indicator</p> <p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>Recovery Priority</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>Key Recovery Tasks (School specific)</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>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>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;</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs 	<p>Key Recovery Tasks (school specific)</p> <p>Class audit of Google Classroom engagement during school closure. (August 20)</p>	<p>Desired Outcomes and Impact</p> <p>Profiles of engagement during closure, along with observations provide insight into each child's readiness to reconnect to learning in school, post-COVID.</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"> • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners’ wellbeing - Attainment - Engagement - Participation <p>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"> • 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. 	<p>Teachers will collate regular and varied formal and informal assessments: (e.g. – teacher notes, observations, dialogue, child’s work, summative and diagnostic assessments). GIRFEC ‘What I Think’ tool completed with each child. (Terms 1,2 & 3)</p> <p>Teachers review attainment through formative assessment strategies within focussed class work. Diagnostic SLT tracking and monitoring meetings with teacher, review data from May 2020 and achievement of a level data from January 2020 identifying learning needs. (Terms 1, 2 & 3)</p> <p>Targeted children closely monitored and tracked to identify the gap within specific areas of learning and initial progress evaluated. (Terms 1, 2 & 3)</p>	<p>Profiles of initial assessments will identify next steps for learners, tailor support and impact on pace of learning.</p> <p>Stage stories, detailing SIMD information, attainment, levels of engagement and targeted supports provide teachers with the optimum information required for their planning. Next steps in learning identified through assessment evidence.</p> <p>Learning needs and appropriate support provided for individuals. Class overviews highlight targeted approaches e.g. support staff, to re-engagement of learning.</p>
---	--	---	---

<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>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.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • 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. 	<p>All stakeholders consulted over proposed PEF interventions. (Term 1)</p> <p>Two additional School Support assistants recruited. (August 20)</p> <p>Questionnaires to all children and parents regarding home learning, availability of resources and access to ICT. (August 20)</p> <p>Emotion Works Programme introduced in all classes. (September 20)</p> <p>Place2Be counsellor recruited and service available to all children, parents and staff. (September 20)</p>	<p>PEF requirements revised, following consultation with stakeholders to address the current needs of learners and reduce any possible barriers to learning.</p> <p>Targeted support provided to each stage, evidenced through Support Staff timetable.</p> <p>To ensure equity all learners will have access to ICT.</p> <p>Children's emotional literacy supported through the introduction of a whole school shared language and Health and Well- being programme. This will be evidence through learning conversations.</p> <p>Mental wellbeing of whole school community supported. Place2Be tracking and monitoring of this service will evidence impact.</p>
--	--	---	---

<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>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.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • 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. 	<p>SLT tracking and monitoring meetings with class teacher, review data, discuss progress and analyse assessment evidence. (Terms 1,2 & 3)</p> <p>Parental dialogue with teacher to discuss progress and next steps devised in line with government guidance. (Terms 1 &3)</p> <p>Health and Well-being tracking system devised, implemented and evaluated. (Term 1,2 & 3)</p>	<p>Impact of support and interventions evidenced through monitoring and tracking dialogue and planning altered.</p> <p>All parents informed of their child’s progress through communication with their teacher.</p> <p>Health and Well-being outcomes for pupils improved by support and interventions. GIRFEC toolkit will evidence health and wellbeing.</p>
<p>Theme: Cost of the School Day</p> <p>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</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • 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. 	<p>Financial support information shared through our school website, email and Twitter. (June and ongoing)</p> <p>Parent Council organise the availability of our ‘preloved’ school uniform stock. (Terms 1, 2 & 3)</p>	<p>All families aware of how to access financial supports.</p> <p>Sense of belonging to ‘Team Woodie’ and equity ensured by availability of uniform.</p>

<p>as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<ul style="list-style-type: none"> • 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. 	<p>Learning resources purchased and organised for all children for their return to school. (June)</p> <p>Our knowledge and intelligence of our families will inform our provisions. (Terms 1,2&3)</p> <p>CoSD Position Statement reviewed by the SLT, Parent Council and updated to reduce financial constraints. (September)</p> <p>School calendar reviewed and adapted to reduce financial implications for families. (September)</p>	<p>To reduce all barriers to learning, all children provided with learning resources for use in school and at home. This may include the provision of ICT resources.</p> <p>Financial implications of school monitored and reduced.</p> <p>Financial events distributed throughout the year and shared in advance with parents to support financial planning.</p>
---	--	--	---



Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

<p>Quality Indicator</p> <p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>Recovery Priority</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, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p>	<p>Key Recovery Tasks (School specific)</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>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would like and how it will be measured.</p>
<p>Theme: Learning In School</p> <p>Rationale: <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>Schools need to:</p> <ul style="list-style-type: none"> • 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. 	<p>Key Recovery Tasks (school specific)</p> <p>Follow updated Scottish Government guidelines for the return to school. Risk Assessment shared with all staff and parents. (August 2020)</p>	<p>Desired Outcomes and Impact</p> <p>All pupils and staff will be able to attend school. Staff consulted on the Risk Assessments and this is</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.” The Recovery Curriculum, Think Piece</i></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"> • 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. <p>https://www.gov.scot/publications/coronaviruses-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • 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. 	<p>All classes arranged to accommodate pupils. Zones created in playground and school day times organised (June)</p> <p>Staff work collegiately to follow SLC guidance initially planning HWB, L&E, N&M focussing on specific Es&Os (Term 1)</p> <p>Staff meetings and staged collaboration provide opportunities to moderate and plan for assessment within this new initial structure. (Terms 1,2&3)</p> <p>A review of our schools’ learning, teaching and assessment processes have a clear focus on Health & Well-being and take account of the different experiences children may have had during closure. (Term 1)</p>	<p>shared with parents via the website.</p> <p>Robust organisation and clear communication ensures staff safety and confidence in school.</p> <p>All children have their own safe space. All children remain in their’ class bubble’ throughout the day. Staggered arrival and exit times reduce numbers at school gates.</p> <p>Recovery curriculum rationale ensures consistency of learning, teaching and assessment across the school to meet our pupils’ needs, evidenced through tracking and monitoring meetings.</p> <p>Collegiate planning will ensure consistent standards are achieved through moderation and reviewing a range of assessment evidence.</p> <p>Learning, teaching and assessment approaches take account of pupils’ Health and Well-being. This is evidenced through pupil questionnaires.</p>
--	---	---	---

<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"> • 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. 	<p>All staff participate in online Emotion Works training and engage in professional dialogue. (Terms 1,2&3)</p> <p>Parental Google classroom guide created and shared with all parents.</p>	<p>Consistent approach to the teaching and learning of emotional literacy, will be evidenced through learning conversations.</p> <p>Children and parents are able to access and complete home learning tasks.</p>
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>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</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. 	<p>Class Teachers work in collaboration across their stage to plan progressive and differentiated home school learning. (Terms 1,2&3)</p>	<p>Home learning needs met through a collaborative, consistent and differentiated approach across the stage.</p>

<p>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>	<ul style="list-style-type: none"> • 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 	<p>Staff will further enhance their use of ICT to support and extend our home learning provision. (Terms 1,2&3)</p> <p>Home learning consolidates and reinforces in school learning and allows application of learning in a new context. (Contingency)</p> <p>An audit of availability of ICT conducted for all staff and pupils. (August)</p> <p>Teachers will continuously monitor and track home learning engagement. (Contingency)</p>	<p>Home learning experiences enhanced through the creative use of digital technologies, which ensure high levels of pupil engagement.</p> <p>All children can explain and demonstrate the home learning tasks they have completed.</p> <p>To ensure equity, all staff and pupils will have access to ICT.</p> <p>All families supported with home learning to maintain or increase engagement levels. Fortnightly reports to SLT will inform supportive measures.</p>
---	--	---	---