



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Woodside Primary School

Standards and Quality Report Session 20/21

Our School

Woodside Primary is close to Hamilton town centre and serves Ferniegair, Barncluith and Eddlewood. Due to our large catchment area, many of our children travel to school by bus. Our current roll is 474 school pupils, aged 4-12 years. The school's capacity is 480. The new Woodside Primary opened in March 2015.

Our school vision is "**Living, Learning and Growing in Woodside**," and our values, **Caring, Happy, Confident** and **Creative** are promoted through all our relationships and within our curriculum. Last session, we consulted all our pupils, parents and staff to restate our values, ensuring they are more high profile throughout our school.

We promote positive relationships within our school and foster an ethos, which encourages all pupils to respect themselves and others. 'Pupil Voice' is heard through groups such as House Captains, Pupil Council, Buddies, Health Committee and Eco Committee, all of which contribute greatly to our strong, vibrant and happy ethos and provide our pupils with many leadership opportunities.

We have a very committed and enthusiastic Parent Council, which plays an integral part in school life and supports the school in many ways, including fundraising.

We receive children into Primary 1 from as many as 17 different nurseries and have transition links with them all. We are also part of a School Improvement Attainment Family, with Woodhead Primary, Machanhill Primary and Bankhead Primary, due to the similar demographics of these schools.

Woodside is part of the Hamilton Grammar School Learning Community. We have established links with our local schools. We are involved in events and activities with Hamilton Grammar School and aim to support all pupils in their transition to secondary school.

Education Scotland inspected the school in March 2016. The outcome was positive with many strengths highlighted.

Key Successes/Challenges and Achievements Session 2021/22

Key Successes

Whole school community worked in partnership to follow robust Covid safety measures ensuring limited number of cases.

Very strong relationships maintained with our children to ensure smooth transitions back into school.

Very resilient pupils who were able to adapt to changes in the school routine and learning from home.

Nearly all children engaging in online home learning.

All parents supported the school by adhering to new school routines and supporting home learning organisation.

All staff efficiently adapted to quickly develop IT skills to deliver daily live sessions with all their children.

Positive partnerships formed with Place2Be and YFCL officer to enhance supports available for our pupils and their families.

Clear communication with our parents throughout the year ensured they were always well informed of Covid procedures, school developments and our home learning policy.

Pupil and parental voice influenced both our recovery curriculum and our remote learning organisation.

Challenges

The inability to engage a small number of families and children, regardless of the numerous supports put in place.

The extra time required to adhere to safety measures for school management and the impact on teaching and learning.

Limited visiting support services.

Limited group supports available for both learning and wellbeing.

Managing a very large school with split starting, break, lunch and finishing times and the impact this had on our families.

Achievements

Whole school attendance rates remain high, averaging at 94%.

Throughout lockdown, the weekly average online attendance was 86%

41% of parents stated our Remote Learning provision was excellent, and 38% believed it to be very good.

Remote Learning Jan-March 2021

Throughout lockdown, we delivered quality academic lessons and pastoral support remotely, using Google Classroom. Pre-recorded lessons supported learning and follow up tasks. This allowed all families the opportunity to access learning at any point if they were not able to do so during the normal school day hours.

Class live stream interaction with teachers and support staff was timetabled throughout the week via Google Meet. These short live class sessions were offered four days per week in either the morning or afternoon to ensure equitable access for families.

Clear and informative parental and pupil support guides and videos were created to ensure a consistent approach between home and school learning. Literacy and numeracy learning and tasks linked to another curricular area (including health and wellbeing, social subjects, science and physical education) were provided each day. Class teachers strived to deliver their 'normal' weekly timetable in a remote format as much as possible. These included - teacher recorded videos, written tasks, voice over power points, video clips, interactive stories and games. Teachers ensured, where appropriate, literacy and numeracy tasks were differentiated to meet pupil's needs and our support staff interacted with individuals requiring additional support. Learning packs were allocated to a small group of targeted pupils. EAL pupils were supported via our SLC specialist support teacher. Pupils received regular feedback on their work from their class teacher, as they were able to submit key tasks for assessment. Class teachers also messaged pupils on the Google Classroom and via dialogue on the Google Meets. Daily Google Meets were a huge success with the majority of our children. Many parents reported that this was a highlight of

their child's day. This new opportunity allowed for different learning experiences to take place, usually not permitted in the classroom, like 'Show and Tell' with your pet. This session was a real highlight for many.

Engagement levels remained high, averaging at 86% per week. The highest level was 97% on week beginning 1st of March. The class teacher monitored the daily attendance of pupils and this was recorded over the course of the week. Any child who was not engaging online was discussed on a weekly basis with the Senior Leadership Team. Supports to families included - resetting of passwords, offering a live tutorial and accessing ICT devices for use at home. In total, 33 It devices were allocated to families. Our Youth, Family and Community Learning Officer enhanced our support package by safely visiting and supporting many families on their doorstep. Closing our attainment gap was a huge challenge, whilst our children remained at home. Throughout this time we struggled with the ability to engage a small number of families regardless of the supports and provisions we put into place.

Our remote learning package was tailored to meet the needs of our big school. This was development in consultation with all teaching staff, support staff and our Parent Council. We evaluate our approaches through regular feedback and dialogue with our parents. This informed the adaptation and modification of our remote learning to ensure we were, where possible, reactive to meeting our pupil's needs and supporting our families during this challenging and ever changing time.

The quick development of new IT skills was a personal learning curve for all staff. Our children and their families together developed their knowledge and skills to effectively use Google Classroom and to participate in Google Meets. We will continue to retain these skills and build on our IT capacity to motivate our children, enhance learning from home and develop strategies to support our parents as we move into next session.

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?

<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. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <p>HWB questionnaire for all parents relating to their child's and families COVID experiences. (August)</p> <p>Pupil questionnaire and GIRFEC 'What I Think' tool completed with each child. (Terms 1, 2 & 3)</p> <p>Whole school position statement and approach to School Wellbeing 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>Positive school ethos enhanced through staff's application of the SLC 'Attachment Strategy'. Evidenced through learning conversations and class visits.</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>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • 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 	<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, focusses on Health and Well-being and is shared with all 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>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>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 'Emotion Works'. (Terms 1,2 & 3)</p> <p>House Captains and Pupil Council re-established and 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 curriculum.</p>



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?
<p>Our whole school health and wellbeing was of high priority throughout this session. A whole school approach to universal and targeted support for wellbeing, post COVID, was developed and informed teaching and learning. Clear communication throughout this year has kept all stakeholders fully informed of the safety measures in place and changes to school organisation and routines.</p> <p>To help identify supports all pupils and parents were consulted on their thoughts and feelings after returning to school in August 2020. Any questions or worries were monitored by the SLT through supportive dialogue. As our health and wellbeing curriculum was such a major focus initially, we constantly monitored all children closely. Almost all parents received parental phone calls from their class teacher in November and March. The focus of these was to share information on their child’s learning and their health and wellbeing.</p> <p>Our positive school ethos was enhanced through staff’s application of the SLC ‘Attachment Strategy’. This was evidenced through the live daily Google Meets during lockdown, where on a daily basis almost all pupils engaged with live dialogue with their teacher. Support Staff managing our three entrance gates ensured all children received a positive morning welcome to school and support was available if necessary.</p> <p>The introduced of our Place2Be service ensured individual and collective wellbeing needs of pupils received timely targeted support. A small number of parents also received personal support from the service. Our Youth, Family and Community Learning officer further enhanced the support we could offer our families and this was especially crucial during the lockdown period.</p> <p>All parents/carers were kept fully informed on our school recovery plans and the developments throughout the year. Ideas and strategies to support home learning were clearly outlined and shared in many different formats. Parental support workshops were</p>	<p>Evidence from parental questionnaire:- <i>“ Everything Woodside has done since the start of the pandemic is Highly Commendable.”</i></p> <p>Almost all pupil questionnaires evidenced pupils felt happy and safe after returning to school. Only 7% of pupils required targeted supportive dialogue from SLT.</p> <p>97% of parents stated that we had provided enough information and guidance to help support their child.</p> <p>95% of parents found the daily Google Meets to be helpful and supportive for their child.</p> <p><i>“They love their Google Meets - I see them visibly happier after these as they enjoy seeing their friends and teachers. Thank you again for all your hard work - it is appreciated.”</i></p>	<p>Glasgow Wellbeing Assessment to be introduced across the school to track and monitor all children’s health and wellbeing</p> <p>SLC Attachment Strategy embedded and continue to raise awareness with our parents. Identify the Attachment Ambassador or lead within the school.</p> <p>Further develop relationships and partnerships between our families and YFCL Officer and our Place2Be councillor.</p> <p>Emotion Works embedded across all stages</p> <p>Increase support for the emotional wellbeing of individuals through the</p>

<p>offered in partnership with Place2Be and YFCL officer, along with the introduction of the key principles of the Attachment Strategy.</p> <p>All staff were fully included and consulted on our recovery journey. Their health and wellbeing has also been high profile and supports were tailored for individual needs. Clear communication channels were established to support staff and a strong supportive team spirit was evident.</p> <p>Health and wellbeing learning and teaching initially focussed on the implementation of Emotion Works. This introduced a whole school shared language to enable all children to express themselves in order to feel supported. Monitoring and tracking meetings ensure progression and support learning and teaching within this area. Primary 5 trailed the use of the Glasgow Wellbeing Assessment tool as a form of tracking children's health and wellbeing. Pupil voice influenced decisions regarding our recovery curriculum.</p>	<p>95% of parents had telephone dialogue with the class teacher.</p> <p>Woodside Recovery Reporters influenced changes in our playground.</p> <p>All pupils consulted on recovery curriculum impacting on high levels of engagement in Science and IT.</p> <p>House Captains and Vice Captains remained high profile by leading whole school assemblies online to maintain our sense of community and promote our school values.</p> <p>Team Woodside awarded second prize in community 'Beat the Street' competition.</p>	<p>continued provision of Place2Be</p> <p>Increase opportunities for pupil voice within curriculum development and the life of the school.</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 • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: 	<p>Key Recovery Tasks (school specific)</p> <p>Class audit of Google Classroom engagement during school closure.</p> <p>Teachers will collate regular and varied formal and informal assessments: (e.g. – teacher</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"> - 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) <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"> • 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>notes, observations, dialogue, child’s work, summative and diagnostic assessments). GIRFEC ‘What I Think’ tool completed with each child.</p> <p>Teachers review attainment through formative assessment strategies within daily class work. SLT tracking and monitoring meetings with teacher, review data from May 2020 and achievement of a level data from January 2020 identifying learning needs.</p> <p>Targeted children closely monitored and tracked to identify the gap within specific areas of learning and initial progress evaluated.</p>	<p>Profiles of initial assessments will identify next steps for learners, tailor support and impact on home learning provision.</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</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 	<p>All stakeholders consulted over proposed PEF interventions.</p> <p>Two additional School Support assistants recruited.</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</p>

<p>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>poverty-related attainment gap. Ensure agreed approaches provide additionality.</p> <ul style="list-style-type: none"> • 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 children, staff and parents consulted regarding blended learning, availability of resources and access to ICT.</p> <p>Emotion Works Programme introduced in all classes.</p> <p>Place2Be counsellor recruited and service available to all children, parents and staff.</p>	<p>through Support Staff timetable.</p> <p>To ensure equity all learners and staff will have access to ICT and relevant resources.</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.</p> <p>Parental dialogue with teacher to discuss progress and next steps devised in line with government guidance.</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 tracking system devised, implemented and evaluated.</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 as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</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. • 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>Financial support information shared through our school website, email and Twitter.</p> <p>Parent Council organise the availability of our 'preloved' school uniform stock.</p> <p>Learning resources purchased and organised for all children for their return to school.</p> <p>Our knowledge and intelligence of our families will inform our provisions.</p> <p>CoSD Position Statement reviewed by the SLT, Parent Council and updated to reduce financial constraints.</p> <p>School calendar reviewed and adapted to reduce financial implications for families.</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>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 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>Profiles of engagement during closure, along with observations provided insight into each child’s readiness to reconnect to learning in school, post-COVID. Teachers worked in collaboration to form initial assessments to identify next steps for learners, tailor supports and evaluate the impact of home learning provision. Stage stories, detailing SIMD information, attainment, levels of engagement and targeted supports provided teachers with the optimum information required for their planning.</p> <p>Standardised summative literacy and numeracy assessments identified robust learning evidence for all children and clearly identified next steps in learning. This information highlighted learning needs and the allocation of appropriate support for individuals. Class overviews informed support staff timetabling. Covid restrictions limited the numerous supports available. The restriction of not being able to work with groups of children and the lack of movement across the school, limited progression. On returning to school after lock down an identified group from Primary 2 received tailored literacy support from an identified member of staff.</p> <p>All children’s emotional literacy was supported through the introduction of a whole school shared language and Health and Well- being programme. The mental wellbeing of the whole school community was further supported by the introduction of Place2Be. Children could self-refer themselves to the service along with referrals from parents and class teachers.</p> <p>All parents were informed of their child’s progress through phone communication with their teacher, both in October and in March.</p> <p>A new ‘financial support’ area was created on our school website and this was highlighted to all families to make them aware of how to access financial supports.</p>	<p>Minutes from tracking and monitoring meetings evidenced an average of 28% of Primary 3-7 pupils were above average in NGRT assessment for their reading. 16% of P2-7 pupils above average in MALT assessment. Highest cohort Primary 5 at 32%</p> <p>Support staff timetables evidence individual targetted supports at every stage.</p> <p>42% of P2 pupils receiving additional literacy support are from the targetted group.</p> <p>31% of our pupils have accessed Place2Talk sessions. 9 children have received short term counselling . Almost all are showing signs of improving their wellbeing going from high risk to low risk factors and showing signs displaying sever difficulties to low or no difficuculties.</p>	<p>Identify a member of staff to be our PEF strategic lead, focussing on the attainment gap in both writing and reading.</p> <p>Consult all stakeholders regarding participatory budget.</p> <p>Support staff allocations to reflect our gap analysis and needs.</p> <p>Streamline communication systems to maximise the impact of support/interventions based on data analysis</p> <p>Provide increased targeted parental support through the use of our YFCL Officer</p> <p>Continue to provide targeted support through Place2Be councillor.</p>

<p>A sense of belonging to 'Team Woodie' and equity ensured by availability of uniform. These we given out on request to families.</p> <p>To reduce all barriers to learning, all children were provided with learning resources for use in school and at home. These continued to be available during lockdown with the support from local stores who provided areas to leave our school resource supply. All children requiring IT devices were provided with a chrome book through the SLC provision. Our YFCL officer provided further supports to families, supporting them with log on and password issues on their doorsteps.</p> <p>Our 'Cost of the School Day' calendar was revisited to ensure financial events were distributed throughout the year. As we entered lock down a decision was made to ensure no financial events would take place during this school year.</p>	<p>"I love coming to Place2be, it's a place where I can tell my story." Referral themes evidence - attachment, escapism, trauma, splitting, managing emotions, family, homes, nurturing and containment.</p> <p>Parental voice ensured two phone conversations with the class teacher. 95% of parents participated in this dialogue.</p> <p>Parental consultation influenced on line work time allocation , changing from 9am to 8.30am.</p> <p>Parental knowledge of financial supports raised through new financial area on school website and YFCL officer parental workshops.</p> <p>All learners able to complete work at home due to the allocation of local resource supplies. 33 chromebooks allocated, 70% to targeted families.</p> <p>39 families supported by our YFCL officer during lockdown. 80% were from the targeted group.</p> <p>No families put under extra financial pressure from the school.</p>	
--	--	--



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"> 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>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>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.</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>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>Building audit completed to maximise pupil capacity while ensuring physical distancing.</p>	<p>Desired Outcomes and Impact</p> <p>All children have their own safe space. Quality learning experiences delivered through access to the C-Touch and class whiteboards.</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 15 pupils, ensuring appropriate social distancing measures are in place and ICT access.</p> <p>Risk assessments and SSoW have been completed and shared with all staff.</p> <p>Staff work collegiately to follow SLC guidance initially planning HWB, L&E, N&M and skill development, providing cross curricular links where appropriate</p> <p>Staff meetings and staged collaboration provide opportunities to moderate and plan for assessment within this new initial structure.</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.</p>	<p>Robust organisation and clear communication ensures staff safety and confidence in school.</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>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 class visits, learner conversations and learning journals</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.</p> <p>Time in school focuses on the communication of new concepts, problem solving activities and the explanation of home learning with all pupils.</p> <p>Parental and pupil support guides created to ensure a consistent approach between home and school learning.</p> <p>Parental recovery group will be established and consulted on our blended learning programme. Teachers will gather children’s views to develop home/school learning to meet their class needs.</p>	<p>Consistent approach to the teaching and learning of emotional literacy, will be evidenced through learning conversations and class observations</p> <p>Pupils will experience success with home learning by being able to explain or demonstrate the tasks they have completed.</p> <p>Children and parents are able to access and complete home learning tasks. Evidenced by online engagement and in class demonstration of learning.</p> <p>Engagement levels will be high as pupils and parents’ opinions shape our schools home/school learning.</p>
<p>Theme: Learning At Home</p> <p>Rationale:</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 	<p>Class Teachers work in collaboration across their stage to</p>	<p>Home learning needs met through a collaborative,</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 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>both within your establishment and across the locality. What will this look like at various stages across the school.</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>plan progressive and differentiated home school learning.</p> <p>Staff will further enhance their use of ICT to support and extend our home learning provision.</p> <p>Home learning consolidates and reinforces in school learning and allows application of learning in a new context.</p> <p>An audit of availability of ICT conducted for all staff and pupils.</p> <p>Teachers will continuously monitor and track home learning engagement.</p>	<p>consistent and differentiated approach across the stage.</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>
--	---	--	--



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?
<p>Our school building was organised to maximise safe pupil capacity while ensuring staff physical distancing. All classes formed bubbles, with their own entrance/exit points and zones to play in. All children had their own safe space within their classroom to ensure quality learning experiences could continue to be delivered through access to the C-Touch and class whiteboards. New daily routines and school timings were introduced to minimise numbers at key points such as the start/end of the school day and lunchtime.</p> <p>Robust organisation and clear communication ensured pupil, parents and staff safety and confidence in our school.</p> <p>Our recovery curriculum rationale ensured consistency of learning, teaching and assessment across the school to meet our pupils' needs. Staff worked collegiately to follow SLC guidance initially planning HWB, L&E, N&M, Science and ICT skills development. A consistent approach to the teaching and learning of emotional literacy, was managed through all staff participating in Emotion Works training and engaging in professional dialogue.</p> <p>A review of our school's learning, teaching and assessment processes introduced the use of standardised literacy and numeracy assessments. Staff meetings and staged collaboration provide opportunities to moderate and plan for assessment. Results were rigorously analysed to assist planning for next steps in learning.</p>	<p>Robust measures in place resulting in very limited Covid cases. Class seating plans and lunchtime seating photographs evidence all pupils interaction. Timetables of support staff reflect routines and timings</p> <p>Attainment levels have steadily risen in:- Primary 4 for reading, writing, listening and talking. Primary 7 – for reading, writing and numeracy.</p> <p>All staff consulted and fed back on risk assessments. 73% of staff stated that they felt, safe, consulted and supported. Pupil questionnaires in August and March evidenced almost all pupils felt happy and safe in school. 7% of pupils required targetted supportive follow up conversations from SLT.</p> <p>Each stage had a separate Google Classroom, chronology of which shows the widening of curriculum from intitial HWB, L & E and N & M.</p> <p>Emotion Works displays in every classroom ensured a shared language across the school. This was further evidenced through the</p>	<p>Evaluate our curriculum rationale to ensure it reflects the needs of Woodside and our current situation.</p> <p>Continue to build on the use of Google Classroom to enhance learning opportunities.</p> <p>Enhance our current teaching, learning and assessment strategies to ensure a robust and consistent approach across the school.</p> <p>Embed approaches to raise attainment in writing at P1,P4 and P7.</p> <p>Embed approaches to raise numeracy attainment at P1 and P4</p>

<p>Our Remote Learning Policy was established during lockdown. We delivered academic lessons and pastoral support remotely, using Google Classroom. Pre-recorded lessons supported learning and follow up tasks. This allowed all families the opportunity to access learning at any point if they were not able to do so during the normal school day hours. Timetabled live stream interaction with teachers and support staff was throughout the week via Google Meet. These short live class sessions were offered four days per week in either the morning or afternoon to ensure equitable access for families</p> <p>Clear and informative parental and pupil support guides and videos were created to ensure a consistent approach between home and school learning. Learning in literacy, numeracy and another curricular area (including health and wellbeing, social subjects, science and physical education) provided each day. Class teachers tried to deliver their 'normal' weekly timetable in a remote format as much as possible. This included - teacher recorded videos, written tasks, voice over power points, video clips, interactive stories and games. Teachers ensured, where appropriate, literacy and numeracy tasks were differentiated to meet pupil's needs and our support staff interacted with individuals requiring additional support. Learning packs allocated to a small group of targeted pupils. EAL pupils supported via our SLC specialist support teacher.</p> <p>All staff undertook Google Meet training to ensure their positive relationships with all pupils continued throughout this time.</p> <p>We consulted all our parents via a questionnaire to ensure our lockdown learning provision was appropriate and met the needs of their family. Through the use of the daily Google Meets teachers were able to implement changes after gathering their children's views to develop home/school learning provision to cater for all needs.</p> <p>Home learning needs were met through a collaborative, consistent and differentiated approach across the stage. Home learning experiences were enhanced through the creative use of digital technologies, which ensure high levels of pupil engagement. All children were shown how to upload work.</p>	<p>application of language during online focus week.</p> <p>Whole school assessment data collated and analysed as part of new assessment calendar identified gaps in literacy learning in P1 and P2.</p> <p>P1 and P2 phonics approaches adapted and impacted on early level attainment.</p> <p>P1 reading approaches adapted and impacted on attainment.</p> <p>SMT quality assured Google Classroom content ensuring all staff delivered a consistent approach</p> <p>High engagement levels due to clear parental guidance. <i>"I know Max really misses everything about school so this really makes a difference - thank you to all the staff for everything they are doing to makes this as normal a time as possible for the children."</i></p> <p>Individual/group needs met through the allocation of differentiated materials/tasks assigned to specific pupils within Google Classroom.</p> <p>Individual/group needs supported through additional contact with allocated SSA online.</p> <p>2 EAL pupils completed school curriculum through additional support of SST via Google Meet.</p> <p>All staff confidently conducted Google Meets with pupils 4 times a week</p> <p>Pupil engagement remained high with most pupils participating in each Meet</p> <p><i>"I want to say the teachers have been doing a fantastic job keeping in touch with the kids on a</i></p>	
---	--	--

An audit of ICT access was undertaken and to ensure equity, all staff and pupils had access to ICT through the SLC device offer. All families were actively supported with home learning to maintain or increase engagement levels. Teachers monitored daily participation numbers and weekly reports to the SLT informed supportive phone calls home. Our Youth, Family, Learning Community Officer further supported families with doorstep visits, phone calls and ICT guidance. Our school ICT co-ordinators provided a vast number of parents with online guidance and produced many helpful videos with quick tips and links.

daily basis. The encouragement they give through messages and emojis gives a sense of pride and confidence that Rachel is doing a good job and it's been noticed. Google Meet has been great. Rachel loves the interaction with her teacher and classmates as, being an only child, I feel she is missing that."

Most children received quality feedback on literacy/numeracy key tasks on a weekly basis. *"Sofie is enjoying the tasks and the feedback from the teachers is great. They are really good at getting back to any queries too - thank you".*

33 chromebooks allocated, 70% to targeted families.

17% of staff accessed SLC Chrome Books at home

86% of pupils engaged regularly online.

14% of families received support phone calls from SMT

39 families supported by our YFCL officer during lockdown. 80% were from the targeted group.