



## Recovery Standards and Quality Report June 2021



# Libberton Primary School

## Standards and Quality Report Session 20/21



### Our School

Libberton Primary School is a two teacher school, set in scenic, open countryside looking across to Tinto Hill and the River Clyde, between the villages of Libberton and Quothquan, about six miles from the nearest town, Biggar. There is no safe pedestrian route to the school and all children are either brought to school by bus or car. Attendance is above the SLC average. The local area is a varied mixture of farms, social and private housing and while 97% of families sit within SIMD 5-7, 25% of our children are receiving FSM.

Our school was rebuilt in 2016 and is an excellent environment for learning and teaching, with great access to PE and IT facilities and an extensive outdoor area. We share a Head Teacher with Wiston Primary, a single teacher school about 9 miles away. We have a Principal Teacher and a class teacher. At present our roll is 33 in two classes. We have a part time cleaner/caretaker, a cook and two full time support assistants. We have an active and helpful Parent Council and parents are keen to be involved in the life and work of the school. Our curriculum at Libberton Primary School is based on our school vision and values, ensuring that all our learners are at the centre of everything we do

**At Libberton Primary School we aim to provide a safe, caring environment in which everyone feels welcomed and valued and where we work hard and always do the best we can**

Our values are RESPECT FAIRNESS ENJOYMENT and CREATIVITY.

We are part of the Biggar Learning Community which has twelve primary schools feeding into Biggar High School. Younger children attend a mixture of school and private nurseries in the area and we work closely with them and with Biggar High to ensure smooth transitions. Nine of our Learning Community schools are either two teacher or less schools and we have developed close links to enhance learning and teaching for staff and children across these establishments.

## Key Successes/Challenges and Opportunities Session 2021/22

### SUCCESSSES

Quality of remote learning  
Home school links  
Staff and pupil IT skills  
Individual pupil resilience  
Outdoor Learning  
Support Clydesdale Food Bank  
Eat Them to Defeat Them, healthy eating



### CHALLENGES

Stresses of pupils, parents and staff  
Maintaining pupil engagement  
Parents lack of IT skills  
Access to IT and connectivity  
Transition from Nursery and to Biggar High  
Resilience of children, staff and parents



### OPPORTUNITIES

Continued development of IT skills  
Community links  
Partnership with parents  
Expanded focus on mental health




**Remote Learning Jan-March 2021** Since the initial Covid-19 lockdown in March 2020, we were committed to developing and improving approaches to delivering remote learning. As a result, our staff used their experiences to identify professional learning needs, improve staff, pupil and parents' skills in digital technologies, and consider new ways of working. In consultation with our stakeholders a clear plan was produced and shared with parents which outlined how Remote Learning would look at Libberton Primary and how we would ensure all our families were well resourced and supported. On offer was a balance of live lessons, independent activities and pre-recorded lessons designed to meet the needs of our learners and their parents. Although our main focus was on literacy, numeracy and H&WB, a range of activities were provided from the wider curriculum. Staff worked tirelessly to ensure their children's learning experience was as continuous as our context allowed and they strived to ensure good lines of communication between home and school to provide advice and feedback as required.

Throughout lockdown, we managed to maintain and foster close relationships within and across the school community and children and parents felt supported. Regular live class/school Get Togethers enabled children to interact with staff and children. Support Staff worked alongside teachers during the live sessions, to provide encouragement for the children and monitor engagement. Through tracking engagement, we identified a group of vulnerable children whom we invited in to school where they received support with their remote learning.

### **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.***

	<b>Improvement Priority 1 - Promote the positive health and wellbeing of children &amp; young people, parents/carers and staff</b>			<b>How will we know we've been successful?</b>
<b>Quality Indicator</b>  <b>3.1</b> Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> <li>Inclusion and Equality</li> </ul>	<b>Recovery Priority</b>  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.	<b>Key Recovery Tasks (School specific)</b>  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.	<b>Desired Outcomes and Impact</b>  This section should give a brief indication of what success would look like and how it will be measured.	
<p><b>Theme:</b> Whole School Wellbeing</p> <p><b>Rationale:</b> School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of <b>Belongingness</b> and <b>Connectedness</b> is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through <b>Quality Relationships</b>, and a range of <b>Attachment Informed</b> Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised 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,</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs.</li> <li>Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p><b>Staff supported and provided with appropriate CLPL to debrief regarding own HWB</b></p> <p><b>Staff have access to information, CLPL and resources to use to provide support to children including six nurture principles</b></p> <p><b>Primary 1 online transition programme- videos, online meets, booklets</b></p> <p><b>Staff plan a whole school approach using key resources Nurture, Emotionsworks, Bounce Back, SLC Attachment, HWB Recovery Toolkit SLC</b></p>	<p><b>Desired Outcomes and Impact</b></p> <p><b>All learners feel listened to, reassured and supported</b></p> <p><b>Children feel safe and happy to come to school</b></p> <p><b>Nurturing principles underpin the learning environment</b></p> <p><b>Relationships reconnected across the school community</b></p> <p><b>All learners feel more resilient</b></p>	

<p>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"> <li>• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.</li> <li>• Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable.</li> <li>• Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>• Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community.</li> <li>• Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.</li> </ul>	<p><b>Focusing on key aspects</b></p> <ul style="list-style-type: none"> <li>• <b>Reconnect relationships</b></li> <li>• <b>Acknowledge experiences</b></li> <li>• <b>Create a nurturing environment</b></li> <li>• <b>Support our learners to build resilience</b></li> </ul>	
<p><b>Theme:</b> HWB CURRICULUM</p> <p><b>Rationale:</b> The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Contextualise the 'Reconnection &amp; Recovery' guidance to develop a recovery curriculum within a unique context.</li> </ul>	<p><b>Recovery Curriculum</b>  <b>All Behaviour is Communication</b>  <b>Whole school approach to</b></p> <ul style="list-style-type: none"> <li>• <b>Supporting engagement</b></li> <li>• <b>Readiness to learn</b></li> <li>• <b>Connecting to prior learning</b></li> </ul>	<p><b>Informed planning and interventions ensure a successful transition back to school and back to learning</b></p>

<p>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>	<ul style="list-style-type: none"><li>• Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing</li><li>• Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs.</li></ul>	<ul style="list-style-type: none"><li>• <b>Metacognitive approaches</b></li><li>• <b>Bounce Back</b></li></ul> <p><b>Core Resources: Boxall, Bounce Back, Emotion Works, SLC Attachment strategy, Making Rights Real</b></p>	
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	<p>Improvement Priority 1 - Health and Wellbeing Progress Report June 2021</p>	
<p>What did we actually achieve?</p>	<p>How do we know?</p>	<p>What do we need to do next?</p>
<ul style="list-style-type: none"> <li>➤ Staff are committed to pupil wellbeing and supportive of each other. As a small school, we know our children well and were perceptive and proactive if staff felt additional support was required</li> <li>➤ Live online meets with teacher /school staff helped maintain relationships and continue direct links with the families.</li> <li>➤ Daily Google Classroom check ins helped to track engagement as well as wellbeing</li> <li>➤ Wellness Wednesday Afternoons, free from screen time, helped to keep the children active and reduced stress levels</li> <li>➤ HT Pods helped Head Teachers feel supported and less isolated</li> <li>➤ Some vulnerable children came into school to work with staff to support their mental health and their parents' H&amp;WB</li> <li>➤ Teachers were available by telephone or email to link regularly with families and sort out any issues eg Home learning, pupil engagement, H&amp;WB</li> <li>➤ All staff trained in Attachment Informed Practice using SLC Attachment strategy to support whole school H&amp;WB</li> <li>➤ South Lanarkshire Council Psychological Services' Reconnection &amp; Recovery document used as a staff resource to support H&amp;WB</li> <li>➤ Since returning to school ,Primary 1-7 followed EmotionsWorks Recovery Programme</li> <li>➤ Outreach Team supported individuals identified as struggling to cope with stresses of Lockdown and their subsequent return to school</li> <li>➤ When children and staff returned to school all risk assessments and SSOW were in place and shared with all stakeholders to help them feel reassured and protected</li> <li>➤ Clear plans and routines were established and shared in advance, when children returned to school to facilitate security and purpose for all stakeholders</li> <li>➤ Outdoor Learning has been a major focus since the return to school to nurture and support the children</li> </ul>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <div data-bbox="1039 603 1839 1007" style="background-color: #d4e08d; padding: 10px; border: 1px solid #ccc;"> <p><b>PUPILS</b> In a recent survey, 77% said they were happy and excited to be back in school and no one said they were sad, angry or scared. We focussed on the positives and celebrated them learning new skills during lockdown: 87% said they had tackled new things. 'I have learned more about Scottish history, how to sew and more drama skills' 'I am happy to see everyone and just go to school'</p> </div> <div data-bbox="1039 1082 1805 1469" style="background-color: #4f81bd; color: white; padding: 10px; border: 1px solid #ccc;"> <p><b>PARENTS</b> In a recent survey, 95% of parents said their children were happy at school 95% said their children were supported and encouraged in school <u>Parent comments:</u> 'I can't praise the school enough for the extra time and effort they put into each child. Without a doubt, a perfect little school'</p> </div>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p>



- Primary 7 have been working through Biggar High ‘Blast Off to Biggar’ transition project which aimed to familiarise pupils with the staff and subjects they will encounter in August
- We have been in contact with feeder nurseries to develop links and gather information about our new Primary 1 intake. We have had two Google Meet links with one of the nurseries and they have had a chance to see and speak to their future teacher and classmates.



PARENTS

‘We believe, as parents, our child has progressively become more resilient, given the challenges they have faced, with the consistent, supportive approach from ourselves and the school.’

‘I truly believe the school already goes above and beyond in their care. There is a strong family type to this school that I feel is a huge factor why both my children have the confidence and resilience they do now’

Affiliation
-18.0
0.0
0.0
1.0
1.0
-4.0
-9.0
0.0
-3.0
3.0
0.0
0.0
2.0
-9.0
0.0
-4.0
2.0

We have been using Glasgow Motivation and Wellbeing Profile (GMWB) to monitor and track wellbeing this session. The theory behind this profile is based on the premise that to foster wellbeing in children, their needs for agency, affiliation, should be fulfilled.


The children completed the questionnaire twice. Once before the second Lockdown (Point A) and then after (Point B) the second lockdown which enabled us to observe its impact on children's H&WB. Analysing the results, affiliation (a sense of feeling nurtured and included) had the most marked decline  
The column on the right shows the difference between Point A and Point B for the individuals in the P4-7 class. Negative scores indicate a decline from point A to point B.

As can be seen from the column of individual results on the left, six individuals are struggling with affiliation and we need to continue to support them. We will administer the Boxall profile with them and identify next steps. For the remainder of the school we will continue to monitor H&WB with a focus on affiliation

Most of our children have responded well to Emotions work and we are now going to continue this strong focus on supporting the health and wellbeing needs of children, and staff in order to help address any impacts for them in the long term.

With this aim in mind, we have subscribed to SCARF, an online health resource which promotes positive behaviour, mental health and resilience. Staff will be receiving training on this in June 2021

O the six children identified as struggling , we will continue to support them either in small groups or individually

	<b>Improvement Priority 2 - Planning for Equity</b>		<b>How will we know we've been successful?</b>
<b>Quality Indicator</b>	<b>Recovery Priority</b>	<b>Key Recovery Tasks (School specific)</b>	<b>Desired Outcomes and Impact</b>
<p><b>2.4 Personalised Support</b></p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p><b>3.2 Raising Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Re-identifying the poverty-related attainment gap.</p> <p><b>Rationale:</b> To plan effectively to address the "gap" there needs to be a clear understanding of what the current "gap" is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> <li>- Engagement data</li> <li>- Home-school communication</li> <li>- Home-learning submissions</li> <li>- Engagement at hubs</li> </ul> </li> <li>• Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of:</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p><b>Staff agree on range of quantitative and qualitative data to be collated in the first few weeks through</b></p> <ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• <b>Discussions</b></li> <li>• <b>Engagement</b></li> <li>• <b>Aifl</b></li> <li>• <b>Attainment</b></li> <li>• <b>Summative assessments</b></li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <p><b>All children are meeting their milestones</b></p> <p><b>Children requiring additional support are identified and interventions put in place to address barriers to learning</b></p>

<p>Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> <li>- Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)</li> <li>- Engagement (e.g. Leuven scale, observational data)</li> <li>- Participation (home-learning participation data)</li> </ul> <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> <li>● Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support.</li> </ul>	<p><b>Interrogating this data will enable identification of groups/learners/stages requiring targeted additional support.</b></p> <p><b>Additional support 1:1 support provided by Mrs Forde (PT) Ms Mac Donald (SSA)</b></p> <p><b>Resources: IDL Literacy, 5 Minute Literacy and Numeracy Box, Catch Up Literacy and Maths</b></p>	
<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p> <p><b>Rationale:</b> As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the <b>current</b> needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>● Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.</li> <li>● Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.</li> <li>● Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.</li> <li>● Review staff training needs.</li> <li>● Review current partnership working.</li> <li>● Consider how you will measure and evidence impact; plan this into home and school approaches.</li> </ul>	<p><b>Collated data will enable stakeholders to agree where PEF funding to be adapted/ allocated</b></p>	<p><b>PEF funding targeted at the current needs of learners</b></p>

	<ul style="list-style-type: none"> <li>Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the <a href="#">EEF covid-19</a> resources helpful when considering this.</li> </ul>		
<p><b>Theme:</b> Tracking and monitoring impact of equity approaches.</p> <p><b>Rationale:</b> To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.</li> <li>Engage in dialogue with staff, pupils and 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.</li> <li>Consider points in planning section to find alternative approaches.</li> </ul>	<p><b>Continue to develop school's existing system of tracking and monitoring. Review data regularly and adapt as required</b></p>	<p><b>All children have the support they need to be successful</b></p>
<p><b>Theme:</b> Cost of the School Day</p> <p><b>Rationale:</b> The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Revisit <a href="#">Child Poverty Action Group Website</a></li> <li>Read <a href="#">CPAG article</a> on impacts of school closures.</li> <li>Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.</li> <li>Consider how you will equip learners with the tools required to undertake home-learning.</li> <li>Consider how our actions can inadvertently alienate families in poverty.</li> <li>Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.</li> <li>Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>Consider staff training needs – ensure <b>all</b> staff are consistent in their approach to poverty.</li> <li>Consider what changes will need to be made to the school calendar in light of changes to family income.</li> </ul>	<ul style="list-style-type: none"> <li><b>Review CoSD position statement</b></li> <li><b>Liaise with Parent Council to agree how we can support parents</b></li> <li><b>Issue resources to support learning at home</b></li> <li><b>Period Poverty made available</b></li> <li><b>Maintain regular contact with all parents but especially vulnerable ones</b></li> <li><b>Ensure parents have access to all information re applying for FSM, clothing grants etc</b></li> <li><b>Review school calendar re fundraisers/events etc</b></li> </ul>	<p><b>Families in need are supported and their needs identified and addressed.</b></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?
<ul style="list-style-type: none"> <li>➤ Our existing knowledge of our families enabled us to identify those who may be vulnerable through: poverty, social isolation, rural isolation, adverse home circumstances and sensitively offer support as appropriate.</li> <li>➤ Some vulnerable families were supported by having their children in school.</li> <li>➤ Home school links were maintained/established through phone calls, texts and emails</li> <li>➤ Information re available grants, benefits, Period Poverty, supports etc communicated to parents via Parent App</li> <li>➤ Staff liaised with parents to develop their IT skills to enable them to support their children</li> <li>➤ Resources provided for families- books, magnetic boards, pencils, papers etc</li> <li>➤ IT equipment from South Lanarkshire Council was issued to families as requested</li> <li>➤ Additional IT equipment was donated to families by local community groups.</li> <li>➤ Some children received warm winter jackets from SLC</li> <li>➤ Preloved uniforms available for free from school</li> <li>➤ Additional grants/FSM entitlements offered to parents</li> <li>➤ Rigorous scrutiny of pre and post Lockdown data to establish new 'gap' to identify individual/groups requiring targeted support with H&amp;WB and /or learning.</li> <li>➤ Discussions with parent body /parent Council as how best we can address CoSD issues</li> <li>➤ Rigorous scrutiny of pre and post Lockdown data to establish new 'gap' to identify individual/groups requiring targeted support with H&amp;WB and /or learning.</li> <li>➤ Virtual parent/ teacher meetings to review children's progress</li> </ul>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p><i>During Lockdown, we tracked levels of engagement with Home Learning across both classes from January-March In the initial stages, we identified that 7 out of 9 of our FSM children were continuing the pattern of non-engagement similar to the previous lockdown. We asked them into school or three sessions each week to complete their home learning activities supported by SSA and SMT.</i></p> <div data-bbox="1057 863 1657 1230" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #d4e1d4;"> <p><b>PUPILS</b> 100% of pupils had access to a digital device during Remote Learning, although for some the connectivity was still an issue at times. One family received assistance to pay internet provider.</p> </div> <p><i>Since returning to school, as well as supporting children's H&amp;WB, helping them to settle back in and establish routines, staff have been identifying children (through formative and summative assessments, observation and discussions), who require additional help in with their learning and to establish any additional gaps. SSA and SMT have been providing 1:1 support for these pupils.</i></p>	<p><i>To continue to promote engagement and improve our reading for enjoyment in Libberton, , we plan to embark on SLC Reading Schools Award</i></p>



***In a recent survey on reading for enjoyment, 5 out of 6 FSM children in the Primary 4-7 class said they either did not read at all for pleasure, or just a bit. They all said they would read more if it was as shorter book, or if there were more books on topics they liked or if they had more time. In the whole class, 47% felt they did not read enough and 65% said they would read more if they had access to books which interested them more.***





	<b>Improvement Priority 3 - Continuity of Learning</b>		<b>How will we know we've been successful?</b>
<b>Quality Indicator</b>	<b>Recovery Priority</b>	<b>Key Recovery Tasks (School specific)</b>	<b>Desired Outcomes and Impact</b>
<p><b>2.2 Curriculum</b></p> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul> <p><b>2.3 Learning, teaching and assessment assessment</b></p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> <p><b>3.2 Raising Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p><b>Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.</b></p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>
<p><b>Theme:</b> Learning In School</p> <p><b>Rationale:</b>  <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum 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</i></p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.</li> <li>• Plan a whole school approach to how you will best utilise your learning spaces, taking account</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p><b>Appropriate Recovery Risk Assessments are in place for school to best utilise learning spaces and ensure accommodation and facilities are safe for staff and pupils</b></p> <p><b>Review with staff our learning, teaching and assessment</b></p>	<p><b>Desired Outcomes and Impact</b></p> <p><b>Children are safely accommodated in school and all learning spaces are utilised to maintain a quality learning environment</b></p> <p><b>Our recovery curriculum supports our children's</b></p>



<p><i>that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> <b>The Recovery Curriculum, Think Piece</b></p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <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</p>	<p>of social distancing and the types of learning episodes this will allow you to deliver.</p> <ul style="list-style-type: none"> <li>Consider if communal and social areas could be repurposed to provide additional learning space.</li> </ul> <p><a href="https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</a></p> <ul style="list-style-type: none"> <li>Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.</li> <li>Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.</li> <li>Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)</li> <li>Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment.</li> <li>Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.</li> <li>Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated.</li> </ul>	<p><b>processes which will require adaptation as required to accommodate home learning experiences.</b></p> <p><a href="#">EEF covid-19</a></p> <p><b>Agree with staff the main curricular focus for Stage 1</b></p> <ul style="list-style-type: none"> <li>HWB/outdoor Learning</li> <li>Aspects of literacy and numeracy</li> </ul> <p><b>Staff CLPL identified</b></p> <p><b>Agree focus for Stage 2</b></p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Numeracy</li> <li>HWB</li> <li>Outdoor Learning</li> <li>Digital Literacy</li> </ul> <p><b>Staff CLPL identified</b></p> <p><b>Pupil and parent surveys to identify area of concern for individuals</b></p>	<p><b>wellbeing and basic literacy and numeracy skills</b></p> <p><b>Children feel supported and are engaged in their learning</b></p>
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<p>range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> <li>• Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work.</li> <li>• Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school.</li> <li>• Consider how to take account of parental views and pupil voice when developing the learning in your school.</li> </ul>		
<p><b>Theme:</b> Learning At Home</p> <p><b>Rationale:</b></p> <p>A blended model of in-school and in-home learning is reliant on consistent, 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school.</li> <li>• Can staff who are shielding work on developing and leading on online learning opportunities?</li> <li>• Take account of the existing resources you have access to and how these can be used to support learning at home.</li> <li>• Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated.</li> <li>• Review and plan how you will deliver and set work at home and how feedback will be given to learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Review with staff set up of previous home learning and share ideas of how to deliver, provide feedback and track engagement during blended learning</li> <li>• Regular lines of communication maintained with parents</li> <li>• Children who require support with physical resources (eg IT) identified and support accessed where possible.</li> <li>• All staff to work with pupils to upskill use of Google Classrooms through Glow</li> <li>• Staff use days children in class to teach the skills/new learning and provide</li> </ul>	<p>Our system of home learning is clearly set up for staff and pupils to support and complement learning in school</p> <p>Children are confident in use of IT to support home learning and have access to all resources required at home.</p> <p>Children are productively engaged in home learning</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"> <li>• Establish a baseline on the number of pupils and staff who have home access to ICT.</li> <li>• Consider how to take account of pupil voice in their learning at home.</li> <li>• Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home.</li> <li>• Consider how you will measure and track engagement with home learning</li> </ul>	<p><b>consolidation/follow up work for home learning</b></p> <ul style="list-style-type: none"> <li>• <b>Resources sent home and left at home to minimise transfer of infection</b></li> </ul> <p><b>Google survey sent to parents and children of home learning. Results reviewed and acted upon</b></p>	
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<p><b>What did we actually achieve?</b></p>	<p><b>How do we know?</b></p>	<p><b>What do we need to do next?</b></p>
<ul style="list-style-type: none"> <li>➤ A Remote Learning Position Statement was developed with stakeholders to set out the structure and content of our Remote Learning plans to ensure consistency of approach</li> <li>➤ Remote learning plans were carefully expanded, improved and implemented. We were aware of issues surrounding working parents' ability to support their children's learning; the equity of access and sharing of devices and connectivity issues, a real concern for Libberton. We planned for a flexible structure of real direct teaching, real time get togethers, pre-recorded teaching sessions, time to complete learning activities and time for feedback.</li> <li>➤ Staff IT skills had been enhanced and they were more confident in the use of digital platforms and the use of live streams learning.</li> <li>➤ Staff regularly accessed SLC Staff Learning website for CLPL and to support continuity of learning</li> </ul>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <div data-bbox="936 1037 1617 1281"> <p><b>PUPILS</b> 89% of children thought home learning went well. 89% also felt their activities were challenging. 100% liked it when their teacher commented on their work in Google Classroom!</p> </div> <p><i>In the initial stages, several children and parents commented on the need for live Google Meets eg</i> <i>'My only suggestion would be Google Meet classes? Where they could complete some questions or talk through the work together'</i></p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p>

<ul style="list-style-type: none"> <li>➤ New digital opportunities/CLPL had been embraced and the quality of provision improved for online learning at home.</li> <li>➤ Children's IT skills had been developed further prior to Lockdown and they were more confident in accessing remote learning</li> <li>➤ We have strived throughout lockdown to keep our parents informed of all that is going on, and to respond quickly to questions, worries, updates and news. Our Google Classrooms allowed teachers to respond quickly. We published newsletters, posters, information leaflets and publications from SLC and the Scottish Government to ensure our parents have access to the most up-to-date information through the school Parent APP. This was unanimously welcomed by our stakeholders and we have received many positive comments about our approach to keeping in touch</li> <li>➤ Risk Assessments and SSOW fully in place</li> <li>➤ All staffed briefed on SSOW. Routines and plans established and shared with all stakeholders before their return to school.</li> <li>➤ Support staff were actively involved in tracking and monitoring engagement in each class. Families where children were not engaging were contacted and offered support. Eight children identified as vulnerable came into school on a part time basis and participated on Google Classroom supervised by SMT and SSA.</li> <li>➤ Rigorous scrutiny of pre and post Lockdown data to establish new 'gap' to identify individual/groups requiring targeted support with H&amp;WB and /or learning.</li> </ul>	<p>In response to this, we established either daily or twice weekly Google Meets and 100% of children rated them either excellent or good and parents were very positive:</p> <p><i>'Google Meets have been really good. Both girls reacted well to seeing their teachers and peers'</i></p> <p><b>We tracked levels of engagement across both classes</b>  Primary 1-3 89%  Primary 4-7 88%</p> <div style="border: 1px solid black; border-radius: 20px; background-color: #4a7ebb; color: white; padding: 10px; margin: 10px 0;"> <p><b>PARENTS</b></p> <ul style="list-style-type: none"> <li>95% of parents said they felt the school had given them enough information to support their children's online learning.</li> <li>97% said they thought the quality of the school's home learning pack was excellent or good</li> <li>86% commented that they found Google Classroom useful in supporting their learning at home</li> </ul> <p><i>'This school has been amazing. They have a very positive learning environment that helps build confidence and makes learning fun!'</i></p> <p><i>'We were really impressed with how smoothly the home learning went and how hard all the staff work on keeping up with the academics but also the health and wellbeing through such challenging times!'</i></p> <p><i>'I think that the home learning experience has been made easier by the support and understanding of the staff at Libberton. When we've had an issue, it has been dealt with quickly and efficiently.....The varied way to learn has made it more interesting for my child and kept her engaged. The daily online feedback has given her motivation to continue as well as the live meets'</i></p> </div> <p>Since returning to school, we have used formative and summative assessments to identify any gaps in children's learning. There are significant discrepancies within certain groups with numeracy.</p>	<p><b>NUMERACY</b></p> <p>Through interrogating our data and teacher professional judgement, we recognise that we need to focus more on skills of mental agility, number fluency, reasoning and problem solving</p>
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