South Lanarkshire Council

Recovery School Improvement Planning August 2021

James Aiton Primary School

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 3.2 Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	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.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

2.2 Curriculum	**Schools should:**	*Writing (Literacy):*	*Writing (Literacy):*	*Writing (Literacy)*
Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. Our creative and innovative approaches to curriculum design support positive outcomes for learners. **Theme 2: Development of the curriculum** Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. **Theme 3: Learning pathways** The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all	• Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. • Consider how cross curricular themes can support the delivery of different curricular areas. • Think creatively, innovatively and "outside the box" to ensure provision of a wide and varied curriculum. • Ensure all curricular areas are being covered. • Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) • Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) • Ensure that identified learning pathways are flexible enough to support all learners – no matter their experience during remote learning or level of engagement over the last session.	*Through professional dialogue and moderation of writing assessments, we have identified a number of pupils in the current P1 (4 pupils), P2 (2 pupils), P3 (2pupils), P4 (4 pupils) P5 (3 pupils) and P6 (3 pupils) classes who are not performing at their expected CfE level. Leuven engagement data shows that the pupils identified have a score of 2 or less when completing writing tasks.*	*Ensure consistency of approach – whole school adopting Talk for Writing. Programme to be implemented termly to improve pupil engagement during Taught Writing lessons at all stages.* *Staff CLPL in Talk for Writing (P1-3) to be arranged. P4-7 staff received training in Feb 2021.* *Purchase resources/materials to support the delivery of Talk for Writing.* *Literacy Lead to be released one morning per week to model the programme and offer support to colleagues (SAC teacher to provide cover). This will allow progress to be sustainable by ensuring all appropriate staff are trained in the intervention.* *Following effective teacher feedback, learners will take greater ownership and responsibility for their own learning through setting targets and experiencing personal achievements.* *Staff to engage in moderation activities to support valid and reliable decisions on learners' progress towards, and achievement of, a level.*	*Outcomes:* • *By June 2022, targeted pupils in P2 (4 pupils), P3 (2 pupils), P4 (2 pupils), P5 (4 pupils), P6 (3 pupils) and P7 (3 pupils) will be observed to have improved engagement during Taught Writing lessons.* • *By June 2022, at least 39% of targeted pupils will improve attainment in writing.* • *Teacher confidence in the delivery of Talk for Writing will improve.* • *Teacher confidence in the moderation of writing will increase.* *Measures:* • *Class observations, professional dialogue and learner conversations will demonstrate that pupils are more engaged during writing lessons.* • *Data from Leuven scale (pre/post intervention) will show improvements in pupil engagement.* • *Regular monitoring and tracking of pupil's plans and levels will help identify gaps and implement appropriate*

learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts. **Theme 4: Skills for learning, life and work** All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We emphasise enterprise and creativity across all areas of learning.	• Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) • Consider the ways to further develop skills for learning, life and work through a variety of contexts.	_**Spelling (Literacy)**_ _Analysis of standardised assessment (SWST – May '21) has identified a number of pupils in our current P3 (3 pupils), P4 (3 pupils), P5 (7 pupils) and P6 (6 pupils) who are at least 1 year behind their chronological age. This is also reflected in continuous Active Literacy assessments._	_**Spelling (Literacy)**_ _Catch Up Literacy Training for Support Staff to be arranged (additional 2 members of staff to ensure sustainability)._ _All staff to continue to deliver Active Literacy approaches, thus ensuring sustainability._ _Purchase Wordshark Online to support targeted pupils. HT to track and monitor the impact of this intervention._ _SAC teacher to provide targeted support to pupils in P3-7, using Active Literacy approaches._ _Purchase supplementary resources to help support targeted pupils, ie Codecracker._	_strategies to address any barriers._ • _Pupil/staff questionnaires (pre/post intervention) to show improvement._ • _Assessments demonstrate improvement post intervention._ _**Spelling (Literacy)**_ _**Outcomes:**_ • _By June 2022, targeted pupils in P4 (3 pupils), P5 (3 pupils), P6 (7 pupils) and P7 (6 pupils) will show an improvement in their phonological awareness skills to improve achievement and attainment in spelling._ • _By June 2022, identified pupils will have a spelling age within the expected age range of no less than 6 months behind their chronological age._ _**Measures:**_ • _Standardised assessments (SWST – Sept '21, Dec '21 and Mar '22) will demonstrate improvement in spelling age in all targeted pupils._

				• *Regular Active Literacy assessments will be analysed to identify gaps in learning.* • *Following interventions, pupils will be assessed termly to help measure progress.* • *Catch Up Literacy Assessments.*
		Maths and Numeracy *Analysis of standardised assessments (Basic Number Screening Test) have allowed us to identify a number of pupils in our current P3 (2 pupils), P5 (7 pupils) and P6 (5 pupils) who are behind their expected age range in maths and numeracy.*	***Maths and Numeracy*** *PEF teacher will deliver targeted support to identified pupils 3 x weekly. Class teachers will reinforce this work for the remainder of the week.* *All staff will embed Number Talks following staff training last session.* *All staff will receive CLPL in Maths Recovery 2021/2022.* *Maths resources/kits will be purchased to help raise the profile of maths in school and increase pupil engagement.*	***Maths and Numeracy*** ***Outcomes:*** • *By June 2022, targeted pupils in P4 (2 pupils), P6 (7 pupils) and P7 (5 pupils) will be within their expected age range in maths and numeracy.* ***Measures:*** • *Data from Basic Number Screening Test (Sept '21, Dec '21 and Mar '22) will demonstrate improvement.* • *SNSA results for P4 and P7 pupils in May 2022.* • *Ongoing pupil assessments in maths/numeracy.* • *Data from Catch Up Numeracy Assessments.* • *Data from Leuven scale to measure pupil engagement termly (10 weeks).*

2.3 Learning, teaching and assessment **Theme 1: Learning and engagement** Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. **Theme 2: Quality of teaching** We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.	**Schools should:** • Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. • Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...)			

Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.	• Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. • Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes.			
Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.	• Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress.			

3.2 Raising Attainment and Achievement	Schools Should:			
Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners Learners make very good progress from their prior levels of attainment in literacy and numeracy.	• Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals.			
Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.	• Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. • Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. • Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally.			
Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.	• Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. • Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21			

As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	and, where necessary, reignite learner responsibility for their learning and achievement.			

Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	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.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.
3.1 Ensuring wellbeing, equality and inclusion **Theme 1 Wellbeing** As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the	**Schools should:** • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • 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. • Provide opportunities for CLPL which allow staff to focus on individual and	***Health and Wellbeing*** *Whole school analysis of Wellbeing Assessments/Boxall Assessments identified 7 pupils with significant barriers to learning in relation to health and wellbeing. Boxall Profiles have highlighted concerns in both diagnostic and developmental strands in all targeted pupils. Engagement in learning is low in all pupils identified and 50% of these pupils often display distressed behaviour and struggle to maintain a full day in class.*	***Health and Wellbeing*** *Identify pupils presenting with barriers to learning and offer appropriate interventions to address them.* *Signpost families to appropriate services and refer families in need of support.* *Continue to offer opportunities for staff CLPL and collaborative working with peers/colleagues.*	***Health and Wellbeing*** ***Outcomes:*** • *By Sept 2021, pupils will be identified following wellbeing assessments and targeted using appropriate Nurture interventions.* • *By June 2022, targeted children attending Nurture interventions (P2 -1 pupil), (P5 – 1 pupil), (P6 – 4 pupils) and (P7 – 1 pupil) will have*

high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives. **Theme 2: Fulfilment of Statutory Duties** We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people. **Theme 3: Inclusion & Equality** All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner. We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment,	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. • Have overt plans in place to support the wellbeing needs of staff and learners. • Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. • Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. • Consult with all stakeholders to gain an understanding of need based on experience during lockdown. • Consider the universal Rights of the Child and where the work of the school could be influenced by it.		*Analyse data to identify gaps and provide appropriate support.* *Continue to embed Attachment-Informed Practice across our learning community and share principles with pupils and families.* *Termly analysis of wellbeing assessments will enable us to identify pupils requiring targeted support and help reduce/eliminate barriers to learning.* *Continue to track and monitor the impact of interventions using wellbeing toolkit/Staged Intervention processes.* *Continuous self-evaluation activity will support our work in helping to improve wellbeing amongst pupils and families.* *Early intervention may lead to prevention. Providing targeted support to individual pupils to help improve outcomes.* *Health and Wellbeing Lead and partners to offer continuous support to our most vulnerable families.* *Despite restrictions, provide opportunities to keep connected with families and provide regular updates about pupil progress.*	*improved wellbeing and their barriers to learning will be significantly reduced.* • *By June 2022, all pupils targeted will remain in class for more sustained periods of time.* *Measures:* • *Boxall results will be monitored termly to measure impact of Nurture interventions.* • *Termly wellbeing assessments will be completed to demonstrate improvement.* • *Professional dialogue with staff will show that barriers to learning have reduced for targeted pupils.* • *Pupil responses from termly questionnaires will show that the wellbeing of targeted pupils has improved and they feel more ready to learn.*

| marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. | • Identify opportunities to celebrate diversity. | | *Continued use of our website, App and social media to provide regular updates to families.*

Health and Wellbeing Lead to support families with any concerns relating to pupil wellbeing, attendance, punctuality, etc. | |

Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	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.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.
		Closing the Poverty-related Attainment Gap		
3.1 Ensuring, wellbeing, equality and inclusion **Theme 3: Inclusion and Equality** We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.	**Schools should:** Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of: - Learners' wellbeing (Boxall profile, observations, wellbeing indicators)	**This column to be filled in by school** ***Attendance*** *Attendance data from 20/21 highlighted the need for a more bespoke approach to monitoring and help provide additional support for class teachers and families to ensure barriers to learning are being identified and attendance encouraged.*	**This column to be filled in by school** ***Attendance*** *SAC teacher will take on the role of HWB Lead and liaise with families to offer support and address any barriers to wellbeing.* *Support Staff to supervise and promote free Breakfast Service – focus on targeted pupils.*	**This column to be filled in by school** ***Attendance*** ***Outcomes:*** - *By June 2022, the attendance of targeted pupils in P3 (5 pupils), P4 (3 pupils), P5 (1 pupil), P6 (2 pupils)*

3.2 Raising Attainment and Achievement **Theme 4: Equity for all learners** We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.	- Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data)	*28.8% of pupils (17 pupils) from targeted group (SIMD 1/2 plus FME) have < 90% attendance. 12% of these pupils (2 pupils) have <70% attendance.*	*Active Schools Co-ordinator, staff and partners to offer various clubs to encourage attendance/timekeeping and promote healthy lifestyles. Resources will be purchased to support the delivery of these clubs.* *All staff will continue to develop their skills of data analysis, with a focus on improvement.*	*and P7 (6 pupils) will improve by 5%.* • *Punctuality figures for targeted pupils will improve by June 2022.* ***Measures:*** • *Track and monitor attendance/punctuality data weekly/monthly to measure progress.* • *Data from targeted pupil/parent questionnaires to help understand specific barriers for children not attending school.*
1.3 Leadership of Change **Theme 3: Implementing Improvement and Change** Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.	• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. • Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners.		*Both universal and targeted learning support will be embedded to ensure a positive impact on children's progression in learning.* *Staff will continue to have a shared understanding of the impact of child poverty on pupil progress. Staff will continue to apply this knowledge to ensure we are providing equity for all learners.* *Well-planned interventions will continue to be closed monitored to ensure they lead to positive outcomes for children.*	
1.5 Management of Resources to Promote Equity **Theme 1: Management of finance for learning** We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase	• Ensure sound financial management of all sources of funding		*Review our Cost of the School Day position statement in response to our current circumstances. We will consider how to mitigate/eliminate costs for families in relation to school uniform, equipment, trips, etc.*	

attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners. **2.4 Personalised Support** **Theme 2: Targeted Support** Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship. **Theme 3: Removal of barriers to learning** Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.	 • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • 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. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances.		*Work collaboratively with pupils, parents, staff and other partners to tackle inequity and build capacity to meet the needs of all learners.*	

Being a poverty-aware school and reducing/mitigating the Cost of the School Day Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.				

2.5 Family Learning
Theme 2: Early Intervention and Prevention
 	
Our staff are aware of the factors causing child poverty within our community.
 	
We work with parents and other agencies to help parents minimise the effect of poverty on our children.
 	
Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.
	Schools should:
	
	• Revisit Child Poverty Action Group Website and other relevant reading.
	
	• Revisit their CoSD Position Statement in relation to:
	  - Getting dressed for school
	  - Fun events
	  - Eating at school
	  - School trips
	  - Learning at school
	  - Travelling to school
	  - Attitudes
	  - School clubs
	  - Travelling to school
	  - Home-learning
	
	• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.
	
	• Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this.			