

South Lanarkshire Council

Recovery Standards and Quality Report June 2021



James Aiton Primary School

Standards and Quality Report Session 20/21

Our School (Roll/context etc)

James Aiton Primary School is a school situated in the centre of Cambuslang. The current roll is 155 over 7 classes. The proportion of pupils living in SIMD 1 & 2 and/or are in receipt of free school meals is significantly above the national average. As a result, our school has been identified as one of twelve schools in South Lanarkshire Council participating in Scotland's Attainment Challenge.

Our school vision is 'Reach for the Stars' and this underpins our values:

Success **T**eamwork **A**chievement **R**espect **S**mile

All staff are committed and focus relentlessly on improving teaching and learning. All stakeholders; pupils, parents, staff and supporting agencies share the school's vision and feel empowered to play their part in ensuring pupils have the opportunity to reach their full potential.

The school has high standards and expectations and are resolute in its firm belief and uncompromising commitment to maintaining outcomes and ensuring progress for all learners. The school is strongly focused on pupils receiving the very best education and have a solid foundation to begin a lifelong learning experience. The school's aim is to nurture happy, confident pupils with enquiring minds who learn to succeed and contribute to the wider community.

Staffing consists of the Head Teacher, 1 Principal Teacher, 10 teachers and 5 support staff. 20% of our staff work on a job-sharing basis and this proves challenging when providing CPD opportunities for staff.

We have a very committed Parent Council and supportive Parent Forum who contribute to school life, in terms of fundraising, paired reading, cooking and co-ordinating clubs. We have forged links with local businesses and agencies to enhance the learning experiences of our pupils.

We are part of the Stonelaw Learning Community and have worked collaboratively with local schools to share good practice and engage in moderation activities. We have developed stronger links with our partnership nurseries and have improved our transition arrangements from nursery into Primary 1.

This session, we were awarded £57,200 in Pupil Equity Funding. Through self-evaluation activities and analysis of data, we were able to identify our gaps.



Key Successes/Challenges and Achievements Session 2021/22

Successes/Achievements

- *Throughout the pandemic, our staff adapted quickly to deliver remote learning to all learners using Google Classroom. We remained in contact with families throughout lockdown to offer support. This was done via telephone calls and effective use of social media. 8 families, considered most vulnerable, received weekly telephone calls from our Health and Wellbeing Lead.*
- *We responded to feedback from families requiring ICT support. To ensure equity, 57 pupils received chromebooks to support with remote learning.*
- *33 resource packs were issued to families requiring support.*
- *We co-ordinated our own Food Bank, with 5 families receiving regular parcels throughout the duration of lockdown.*
- *We developed partnerships with Clyde Gateway and other third sector partners to offer financial, employment and wellbeing support to families in nursery-P2.*
- *We further developed partnerships with Morrisons, Cambuslang Community Council and IH Brown to help us deliver enhanced opportunities for our pupils.*
- *We were invited to participate in a successful National Equity Audit with colleagues in Education Scotland, relating to pupil experiences during the first lockdown.*

Challenges

- *Despite our best efforts, pupil engagement was poor throughout the period of remote learning. On average, 68% of pupils regularly engaged in online learning.*
- *We experienced great difficulty accessing support for our most vulnerable families throughout lockdown.*
- *The impact of Covid-19 on pupils and their families has been significant. We have seen a rise in pupils requiring support for wellbeing since returning to school. Both universal and targeted support is embedded and is having a positive impact on children's progression and readiness to learn.*

Remote Learning Jan-March 2021

Provide a brief, evaluative commentary on this period. This should cover:

- ***What was achieved***

- *We provided a high quality Remote Learning Offer which reflected our school context, maximised learner engagement, reflected the views of stakeholders and was responsive to the needs of learners and their families.*
- *We worked in collaboration with colleagues across our Learning Community to provide a consistent approach and share good practice.*
- *We increased training for staff to support the development of skills and pedagogy using digital tools. This was supported by SLC's Digital Team and Google Trainers from across the authority.*
- *We ensured that the social and emotional needs of the children were at the centre of our planning processes.*
- *We continued to liaise with families regularly and held online Parent Council meetings as a route for gathering views and for sharing information.*
- *Following feedback from families, we provided 57 devices and facilitated digital inclusion. 33 resource packs were issued to families to help complete learning activities at home.*
- *Pupil engagement was tracked on a weekly basis to help identify any barriers to learning. Only 68% of learners engaged regularly in home learning.*
- *Staff continued to offer targeted support to 3 identified groups. Teachers delivered live learning to a P1 group for literacy, a senior maths recovery group and our Health and Wellbeing Lead continued to offer daily Nurture input to our most vulnerable learners.*
- *All staff worked on a rota basis to provide in person provision to children of keyworkers and to our most vulnerable pupils.*
- *Our staff used a range of creative approaches to connect with their pupils. Staff created a range of live interactions and pre-recorded lessons to provide flexibility to accommodate working parents and ensure equity of access to ICT in households with more than one child.*

- ***Learning arising from this period/next steps.***

- *Provide additional support to class teachers in analysing data to ascertain barriers to learning and use this to plan appropriate approaches to address them.*
- *Continue to provide targeted support for pupils identified as having barriers to learning/wellbeing.*
- *Continue to strengthen our commitment to pupils and their families throughout this recovery period.*
- *Upskill staff to be able to deliver quality learning in-person/remotely in response to circumstances. Capitalise on the digital skills and confidence acquired by staff during the Covid-19 pandemic to provide innovative solutions to our future work.*
- *Provide equity for all learners to ensure that no pupils are disadvantaged.*

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> |
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| <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> <ul style="list-style-type: none"> By the end of August 2020, SMT to gather views from pupils, parents and staff about their experiences and concerns during lockdown. <p>Throughout Term 1, our whole school community will focus on a restorative approach.</p> <p>Recognition Empathy Safety Trauma Opportunity Relationships Engagement</p> | <p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> Analysis of data will inform planning. All stakeholders will be supported in a personalised, sensitive way to ensure minimum impact on mental health and wellbeing. |

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| <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 | <ul style="list-style-type: none"> • By August 2020, all staff will receive training in Attachment-Informed approaches and familiarise themselves with the 6 nurturing principles. These approaches will become embedded across our whole school community. • Following whole staff training in June 20, Attachment Lead will be identified. Their role will be to promote and support attachment-informed approaches across the school. • In Term 1, all staff will be given opportunities to engage in CPD to support pupil wellbeing, such as Emotion Works. All staff will review PPRUDB, MAPA and Nurturing Principles. • From Aug 2020, SMT/Attachment Lead will identify individuals/families that may benefit from targeted support from our partners in psychological services and specialist support staff. • In Aug/Sep 20, provide opportunities for parents/carers to become aware about our recovery strategy and support their | <ul style="list-style-type: none"> • All staff will recognise that positive relationships are key to ensuring that all stakeholders feel safe and secure. • Relationships across the school community are maintained and strengthened. • Staff will feel more confident to support all pupils, regardless of their experience during lockdown. All staff will become more resilient in managing a range of emotions/behaviour. • Needs will be quickly identified, and appropriate interventions will be in place and working successfully to support the most vulnerable. • Parents/carers will recognise that our approaches are child-centred and work in the |
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| | <p>which allow staff to be included and consulted.</p> | <p>knowledge and understanding of attachment theory.</p> <ul style="list-style-type: none"> • From Aug 20, SMT will facilitate staff mentors/buddies to support staff throughout this recovery process. • Prioritise time for staff to reconnect with peers and prepare for the physical switch back into the classroom and a return to face-to-face teaching. • Throughout Term 1, SMT to lead and assist staff in the contextualisation and delivery of a recovery curriculum. • At the beginning of term, SMT will signpost all staff to supports available to aid staff wellbeing. • Communication and consultation processes will be robust to ensure that all staff feel included and listened to. | <p>best interests of the pupils in our learning community.</p> <ul style="list-style-type: none"> • Staff will feel supported and will feel mentally prepared to support our young people. |
| <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>Schools need to:</p> <ul style="list-style-type: none"> • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. | <ul style="list-style-type: none"> • Embed Emotion Works Recovery Programme in every class to support children's mental health and emotional wellbeing during the transition back to school. | <ul style="list-style-type: none"> • Staff will be able to provide a trauma informed and relational approach to support children's transition back to school. This will support the children and ensure they |

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| <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"> • 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. | <ul style="list-style-type: none"> • All children to be assessed using Boxall profile to support planning and monitoring. • All staff will undergo the training modules associated with Emotion Works throughout Term 1. The training will support the learning and teaching process to promote resilience and support mental, emotional, social and physical wellbeing. <p>By Sep 2020, all pupils will complete Health and Wellbeing surveys/assessments to determine needs and identify next steps in the recovery process.</p> | <p>have a smooth return to school.</p> <ul style="list-style-type: none"> • Staff will become better informed of attachment-informed approaches and will feel better-equipped to deliver the programme and support children through this recovery period. <p>Analysis of the data from the surveys, will allow us to identify children requiring support and enable us to offer the correct intervention.</p> |
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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? |
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| <p><i>During the summer of 2020, HT gathered the views of all pupils, parents and staff in relation to their experience of lockdown. This helped shape our Recovery Plan for this session.</i></p> <p><i>All staff understand the impact of Attachment on pupil behaviour. Relationships across our school community are very positive and supportive.</i></p> | <ul style="list-style-type: none"> • 42% of pupils reported they enjoyed working from home while 88% of pupils reported that they missed school/friends/teachers. • Only 6% of parents reported that they had a positive experience during lockdown, while 18% reported concerns in relation to poor mental health, bereavement or unemployment. • 100% of staff reported that they found the delivery of online learning stressful at first, but adapted quickly to a new way of working. All staff reported low engagement (average 68%) of pupils, despite our best efforts to connect and offer support. <ul style="list-style-type: none"> • All staff are aware of SLC's Attachment Strategy and have received training in Attachment-Informed Practice. • Health and Wellbeing Lead has been identified to help promote Nurture and | <ul style="list-style-type: none"> • 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. • Analyse data to identify gaps and provide appropriate support. <ul style="list-style-type: none"> • Continue to embed Attachment-Informed Practice across our learning community and share principles with pupils and families. |

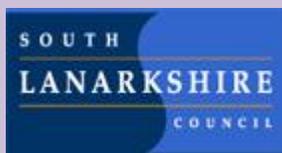
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| <p><i>All staff have engaged in CLPL to support pupil wellbeing, such as Emotion Works, Caring and Compassionate Classrooms, PPRUD, MAPA, Nurture, etc. Staff adapted these programmes to allow for a more flexible and personalised approach to help meet the needs of all learners.</i></p> <p><i>As a result of our approach to ensuring improved wellbeing, we have improved outcomes for all children, young people and their families.</i></p> | <p><i>Attachment-Informed Practice across the school.</i></p> <ul style="list-style-type: none"> • <i>Wellbeing assessments completed termly for all pupils in P1-7 to help identify barriers.</i> • <i>Analysis of wellbeing assessments in Jan 2021 helped us to identify 7 pupils requiring targeted support. Data from Boxall assessments help us to measure the impact of interventions.</i> • <i>6 pupils in Primary 6 received support for anxiety from the Specialist Support Team. Pupil feedback demonstrated that almost all pupils benefited from attending this group.</i> <ul style="list-style-type: none"> • <i>All staff are aware of and are trained to deliver programmes to support Recovery.</i> • <i>Professional dialogue demonstrates that staff have a shared understanding of pupil wellbeing and the potential impact of Covid 19 on learners.</i> <ul style="list-style-type: none"> • <i>Self-evaluation activities show that all stakeholders feel that we work hard to ensure positive outcomes for all young people.</i> • <i>Feedback for pupils, parents and staff demonstrate that there is overwhelming</i> | <ul style="list-style-type: none"> • <i>Termly analysis of wellbeing assessments will enable us to identify pupils requiring targeted support and help reduce/eliminate barriers to learning.</i> • <i>Continue to track and monitor the impact of interventions using wellbeing toolkit/Staged Intervention processes.</i> <ul style="list-style-type: none"> • <i>Identify staff training needs through annual PRD process.</i> • <i>Signpost staff to CLPL opportunities at a local/national level.</i> <ul style="list-style-type: none"> • <i>Continuous self-evaluation activity will support our work in helping to improve wellbeing amongst pupils and families.</i> • <i>Early intervention may lead to prevention.</i> |
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| | <p><i>confidence that we support our learners very well.</i></p> <ul style="list-style-type: none">• <i>Data from wellbeing assessments show that 77% of pupils have improved wellbeing.</i>• <i>Boxall Profile results for identified pupils show that they have made progress in at least 2 targeted strands.</i>• <i>3 families supported by Clyde Gateway. All 3 families have reported that they have benefited from having received this support.</i>• <i>7 children were targeted and receive Nurture. Following input, all pupils are managing to sustain for longer periods in class.</i>• <i>6 x P6 pupils were targeted to attend an Anxiety Group, supported by our Specialist Support Team. 4/6 children reported that this has had a positive impact on their levels of anxiety. The other 2 children will continue to receive regular check-ins with our Health and Wellbeing Lead.</i>• <i>Our Active Sports Co-ordinator is targeting 9 children in P1/P6 to support improvement in physical wellbeing. This will be measured over a 6-week period.</i>• <i>Feedback from other partners (Ed Psych, Social Work) shows that we support pupils and their families well.</i> | <p><i>Providing targeted support to individual pupils to help improve outcomes.</i></p> <ul style="list-style-type: none">• <i>Health and Wellbeing Lead and partners to offer continuous support to our most vulnerable families.</i> |
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Quality relationships continue to be strengthened across our school community. Relationships between staff, parents and pupils are positive and supportive; founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.

- From Jan-Mar 2021, all families received a courtesy phone call from members of school staff.
- Our Health and Wellbeing Lead contacted our most vulnerable families on a weekly basis to offer support.
- Monthly updates were given to our Parent Council and minutes added to social media to share with the wider Parent Forum.
- Social media was used effectively to maintain connections with families throughout the period of lockdown.
- Staff wellbeing lead identified to offer support to colleagues throughout this recovery period.
- Google Meets scheduled 3 x weekly to provide regular opportunities to check-in with children and offer support.
- Ed Psych offered fortnightly shopping to our most vulnerable families. This also provided an opportunity for regular check-ins and support from other agencies.

- Despite restrictions, provide opportunities to keep connected with families and provide regular updates about pupil progress.
- 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 2 - Planning for Equity

How will we know we've been successful?

| Quality Indicator | Recovery Priority | Key Recovery Tasks (School specific) | Desired Outcomes and Impact |
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| <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>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>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> <ul style="list-style-type: none"> • Prior to our return in August 2020, SMT will collate and analyse data to support planning process. • All children will be assessed using Boxall Profiles at the | <p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • Analysis of data will allow us to consider the experiences our learners have had across lockdown and this will support our planning process prior to pupils returning in Aug 20. |

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| <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>start of the new term. This data will be analysed to help us identify children requiring targeted interventions.</p> <ul style="list-style-type: none"> • All children will complete wellbeing wheels in August 2020. This will allow staff to discuss how the children feel mentally and emotionally. • In Term 1, classroom observations and pupil engagement data will be gathered using the Leuven scale. This information will be analysed and targeted support offered. • Analysis of home learning participation will support staff to identify those children requiring support. • Targeted interventions will be considered and offered to individuals/groups requiring additional support. | <ul style="list-style-type: none"> • Children identified as requiring support will be targeted and given the correct intervention. This will be monitored and tracked to ensure impact. • All children will be given the opportunity to discuss their wellbeing in class and develop the correct strategies to develop positive wellbeing and resilience. • Children disengaged in learning will be quickly identified and appropriate activities will be offered. • Analysis of home learning data will allow us to determine gaps in learning and support the planning process. This information will provide staff with an appropriate baseline. • Tracking information will allow us to see what interventions are having the greatest impact for learners. |
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| <p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p> | <p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. | <ul style="list-style-type: none"> • SMT to issue questionnaires to parents in August 2020 to determine any possible barriers to home learning. • SMT, in collaboration with South Lanarkshire Council, will attempt to support families with no access to ICT and/or other equipment to help facilitate blended learning. • Data analysis will enable us to identify our poverty-related attainment gap. Approaches will be considered by all staff to provide additionality. • All interventions will be tracked and monitored by the relevant personnel and adapted accordingly. • Paper and electronic resources will be created by SMT/staff and shared with parents to support home learning. | <ul style="list-style-type: none"> • All pupils will be equipped with the relevant materials to ensure there are no barriers to learning. • Information gathered will allow us to provide targeted support to pupils and their families and ensure that no child is disadvantaged as a result of poverty. • Regular tracking and monitoring will help us see what interventions are most effective, and adapt where necessary. <p>We will make a commitment to 'poverty-proof' our school and ensure no child is left behind.</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. | <ul style="list-style-type: none"> • Attachment Lead to analyse and track Boxall Profile data termly. Analysis of data will help us identify learners in need of support and provide appropriate interventions. • Principal Teacher to analyse and track wellbeing data termly. Analysis of data will help identify learners requiring support and relevant interventions | <ul style="list-style-type: none"> • Our commitment to equity and equality will ensure all children are supported appropriately across out school. • All interventions will be rigorously tracked and monitored to ensure impact and allow us to consider alternative |

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| | <ul style="list-style-type: none"> • Consider points in planning section to find alternative approaches. | <p>will be offered to help improve pupil wellbeing.</p> <ul style="list-style-type: none"> • Data from termly pupil/staff/parent questionnaires will help inform impact of interventions. | <p>approaches where necessary.</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. | <ul style="list-style-type: none"> • COTSD Lead identified. • All stakeholders to review COTSD Position Statement to consider how best to eliminate additional costs/charges to families. • By September 2020, all children will have access to any school materials necessary for home learning. • Throughout the school term, families will be signposted to relevant services via newsletters, stalls, posters, etc. This will allow more families to access appropriate supports to ensure that poverty will not be a barrier to their child's education. | <p>The review of our Cost of the School Day policy will help our school community identify and overcome cost barriers that shape and limit children's opportunities at school. This review will support children, parents and school staff to identify any cost barriers and take action to remove them.</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? |
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| <p><i>Rigorous analysis of data has enabled us to identify our gap. This has helped shape our improvement priorities this session and enabled us to identify groups/learners/stages requiring targeted support.</i></p> | <ul style="list-style-type: none"> • <i>Engagement data was analysed throughout the period of lockdown. On average, 68% of pupils engaged regularly in home learning. 54% of these pupils live in SIMD 1 or 2. Generally, pupil engagement was poor.</i> • <i>27% of families completed our survey during the period of lockdown. 100% of responses show that parents felt that our school communicated very well using a range of communication channels.</i> • <i>13 families regularly attended our school hub. Only 31% of pupils were considered vulnerable; the rest were children of keyworkers. 4 additional families were offered a space in the hub and refused.</i> • <i>Since returning to school, 19 families have been identified as requiring support with Attendance/Punctuality. This will be a key priority next session.</i> • <i>Standardised assessments have enabled us to identify pupils requiring targeted interventions.</i> | <ul style="list-style-type: none"> • <i>All staff will continue to develop their skills of data analysis, with a focus on improvement.</i> • <i>Both universal and targeted learning support will be embedded to ensure a positive impact on children's progression in learning.</i> |

We have effective strategies in place to promote equity of success and achievement of pupils living in poverty, those who are looked after and those with additional needs.

All interventions are rigorously tracked and monitored to measure/guarantee impact.

- *Our Equity Survey was carried out in Dec 2020 to help us identify needs across the school community. 33 parents/carers completed the survey. 18% of parents/carers reported that their child had to share a device with a working parent or sibling. 39% of families asked to borrow a device from school.*
- *57 Chromebooks were distributed to families with no access to ICT.*
- *33 Resource Packs were delivered to families requiring stationery and other items.*
- *5 families were offered regular deliveries of food boxes and families entitled to free school meals (42%) were offered vouchers from South Lanarkshire Council.*
- *6 families accepted donations of uniforms to reduce the financial strain on families when pupils returned to school in March 2021.*
- *Breakfast Club was reinstated in May 2021. Only 13% of pupils living in Deciles 1/2 attend regularly.*

- *Data from standardised assessments have enabled us to identify targeted pupils requiring support Interventions.*

- *Catch Up Literacy*
- *Catch Up Numeracy*

- *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.*

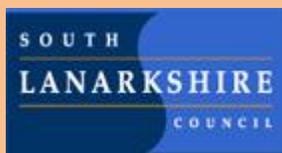
- *Well-planned interventions will continue to be closely monitored to ensure they lead to positive outcomes for children.*

Our staff are aware of the factors causing child poverty within our community. Staff have an informed understanding of local demographics that identifies more targeted support when appropriate. We work with parents and other agencies to help minimise the effect of poverty on our learners.

- *Wordshark*
- *Maths Recovery*
- *Nurture*

- *In consultation with all stakeholders, we have produced a COTSD position statement to help minimise costs and ensure equal access to opportunities to children living in poverty.*
- *All pupils have access to school uniform, equipment and resources to help reduce any potential barriers to learning.*
- *Families are signposted to supports via social media. This includes information about school grants/benefits and financial support.*
- *This session, we have been involved in a project with Clyde Gateway and other partners to address childhood poverty at the early stages of primary school. We have referred 3 families who have received support with childcare, finances and access to employment or further education.*

- *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.*
- *Work collaboratively with pupils, parents, staff and other partners to tackle inequity and build capacity to meet the needs of all learners.*



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 |
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| <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> |

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| <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> <ul style="list-style-type: none"> Following national/local advice, plan to reopen school with a 50% capacity of learners. | <p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> All stakeholders will work in partnership to ensure a safe environment for the |
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| <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.”</i> The Recovery Curriculum, Think Piece</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/coronavirus-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. | <ul style="list-style-type: none"> • Develop robust risk assessments that take account of social distancing and maximises the space across our school estate, including opportunities for outdoor learning. • Plan to deliver a recovery curriculum, that focuses predominantly on Health and Wellbeing, Literacy and Numeracy. • Staff, across levels, will work together to plan and deliver learning experiences that enable pupils to recover and re-engage in life at James Aiton Primary. • All teaching staff to develop greater and consistent formative assessment approaches to inform strengths, development needs and next steps for all learners. • Teaching staff to use continuous assessment, class observation and pupil | <p>whole school community.</p> <ul style="list-style-type: none"> • Pupils and staff will remain COVID-19 free through the correct use of school processes and procedures. • All pupils will benefit from a curriculum that teaches pupils safety and wellness, while strengthening relationships. • Pupils will receive a variety of learning opportunities that are personalised to each pathway and take account for the breadth and ambition of CfE, |
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| <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>engagement data to monitor pupil progress and plan next steps in teaching and learning.</p> <ul style="list-style-type: none"> • All staff to develop the use of Blooms to promote and enable higher order thinking skills ensuring consistency across stages. • In August, all staff will complete the modules included within Emotion Works to help them successfully plan and implement the recovery programme. • All staff will prioritise the delivery of Health and Wellbeing, Literacy and Numeracy in school. Opportunities for revision and Interdisciplinary Learning will be provided using Google Classrooms. <p>Pupil voice will remain at the heart of our improvement priorities. Committee groups will resume with a particular focus on health and wellbeing across our school community.</p> <ul style="list-style-type: none"> • All stakeholders will be regularly consulted and their views considered when developing our | <p>while focusing on health and wellbeing.</p> <ul style="list-style-type: none"> • Children will have their curriculum enhanced through the use of shared equipment and outdoor areas in a planned manner to reduce risk and ensure the safety and wellbeing of pupils. • Everyone will feel valued, listened to, included and supported. |
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| | | <p>curriculum rationale post lockdown.</p> | |
| <p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and 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</p> | <p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • 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. | <ul style="list-style-type: none"> • SMT to carry out staffing exercise to determine staff available to deliver in-school and home learning. Configure classes based on the number of staff available. • All staff to develop a plan for developing opportunities for home learning via Google Classroom. • Throughout Term 1, further opportunities for staff to participate in CLPL on Google Classroom to support pupils to learn at home. • All staff to consider approaches to support transition from in school/home learning. • ICT lead to complete inventory of ICT resources that could potentially be distributed to support home learning. • ICT lead to develop resources/activities to help parents/carers support children at home. • SMT to complete audit of pupils/staff with access to ICT. | <ul style="list-style-type: none"> • An appropriate and manageable staffing plan has been created to ensure that learning bubbles will be supported. • All teaching staff will develop shared expectations to facilitate home learning. • All staff will become more confident delivering home learning using the online platform. This will allow for children to have opportunities to reinforce their learning and engage in Interdisciplinary Learning activities. • All pupils will be given equal opportunities and support to assist home learning. There will be no barriers to children being able to access ICT or equipment necessary to complete home learning tasks. • Regular tracking of pupil engagement will help us identify any |

clear this is an area of significant difficulty.

- 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

- SMT to consider approaches to support hard at reach families.
- SMT to gather pupil feedback of home learning to support future planning.
- All teaching staff will regularly track pupil engagement with home learning and feedback to SMT during termly planning meetings.

families in need of support and appropriate measures will be considered to help children re-engage and prevent attainment gaps emerging.



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><i>Following national guidance, all learners returned to school in August 2020. This was managed using robust risk assessments that took account of social distancing and maximised the space across our school estate, including opportunities for outdoor learning.</i></p> <p><i>Opportunities for staff CLPL were provided to support staff deliver quality learning online.</i></p> <p><i>Pupils were equipped with the materials necessary to support home engagement. This ensured equity for all learners, particularly our most disadvantaged pupils.</i></p> | <ul style="list-style-type: none"> • 97% of learners returned in August 2020. • Robust Risk Assessments were in place and regularly updated to reflect local/national guidance. • All teaching staff received training in the use of Google Classroom to help support the delivery of quality learning remotely.. • Staff attended a range of SLC webinars to help develop confidence in delivering learning online. • Staff shared practice regularly with colleagues within our establishment and across the Learning Community. • Our P6 teacher trained to become a Google trainer to help support colleagues and offer immediate support. • Data from questionnaires showed that 35% of families had no/limited access to ICT/resources to support the completion of online learning. • 57 Chromebooks were distributed to families with no/limited access. • 33 Resource packs distributed to families. | <ul style="list-style-type: none"> • Consider our curriculum rationale in response to learners' experiences during session 2020/2021. Ensure learning can be accessible to all learners in/outwith school. • Staff to plan creatively and innovatively, ensuring the curriculum provides all learners with breadth and depth of learning, including a range of skills development in a range of contexts and environments (including outdoors and remotely). • Ensure any barriers to learning are quickly identified and regularly reviewed to reflect changing circumstances. • Staff and partners will continue to take positive and proactive steps to ensure that barriers to learning are minimised. Learners' needs are identified early through |

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| <p>Staff worked collegiately to moderate and assess pupil attainment and achievement, to help inform our gaps and next steps.</p> | <ul style="list-style-type: none">• <i>Rigorous analysis of standardised assessment data, has helped us to identify our gaps and inform next steps (see 2021/2022 plan).</i>• <i>Wellbeing assessment data has allowed us to see the progress of our Recovery Plan and offer suitable interventions. These interventions are tracked and monitored throughout the session to measure impact.</i>• <i>Continuous class assessments are used to inform teacher professional judgements. The information gathered from these assessments also inform next steps in teaching and learning.</i>• <i>Moderation with colleagues within and outwith our establishment, has helped staff develop a consistent approach to sharing Learning Intentions and Success Criteria, using relevant Experiences and Outcomes and Benchmarks.</i> | <p><i>reliable and valid assessment information to ensure appropriate, proportionate and timely support is offered.</i></p> <ul style="list-style-type: none">• <i>Children need to become more involved in setting personalised targets. These targets will be built on previous learning and reviewed and evaluated systematically with next steps based on their progress.</i>• <i>Staff across our Learning Community will be supported to develop a shared understanding of delivering effective feedback to support learning. Opportunities for moderation will be incorporated into our annual calendar.</i> |
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