



South Lanarkshire Council

Recovery School Improvement Planning August 2021



Blackwood Primary School and ELC



Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<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</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.</p>	<p>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.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>2.2 Curriculum</p> <p>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.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>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.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>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.</p> <p>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</p>	<p>Schools should:</p> <ul style="list-style-type: none"> 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 <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. 	<ol style="list-style-type: none"> In the supported classes introduce BSquared as a planning, tracking and assessment tool. This is an SLC inclusion priority. Introduce planning, tracking and evaluative skills planners in Literacy, Numeracy and HWB to support high quality teaching and learning experiences. <p>In the ELC, Learning Journals will be used as a planning, tracking and assessment tool as an 1140 hours establishment.</p> <ol style="list-style-type: none"> Review our teaching and learning assessment calendar to identify attainment gaps and provide short term targeted interventions. Re-engage in school self-evaluation and ELC using HGIOS 4 and new 3 year cycle 	<ol style="list-style-type: none"> J Bowman (DHT) will lead this initiative with the supported classes following ongoing guidance from SLC Inclusion. This initiative will be completed by April 2022. A Bennie (DHT) along with the Working Party will introduce new skills planners during Term 1 to support high quality teaching and learning experiences. <p>V Colquhoun (PT) will lead all ELC staff in the data management of planning, tracking and assessment using the Learning Journals online application.</p> <ol style="list-style-type: none"> SMT will review calendar and analyse summative and formative data, in consultation with class teachers, to provide targeted interventions. This will be reviewed every 8 weeks. All staff will engage in self -evaluation of listed 	<ol style="list-style-type: none"> By April 2022, the 3.4FTE inclusion staff will all be using the BSquared tool for planning and assessment. <i>Personalised trackers for 16 learners completed for at least 2 terms.</i> By October 2021, all staff will use the new format of planning to track progression of skills for all learners Term 1 plans completed and evaluated for all mainstream classes. By October 2021, all ELC staff will use the new format of planning, tracking and assessment. Term 1 plans reviewed by the SMT to ensure all learners experience breadth and depth in their learning. Thereafter, termly reviews to track and monitor progression of all learners. 8 week reviews of bespoke interventions
---	---	--	---	--

<p>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.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>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.</p> <p>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.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p> <p>2.3 Learning, teaching and assessment</p> <p>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.</p> <p>Learners' experiences are appropriately challenging and</p>	<ul style="list-style-type: none"> 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. 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 	<p>1.1, 1.2, 1.3, 2.3, 3.1, 3.2, 2.1, 2.2, 2.6 Self- evaluation using Question 5.</p> <p>5. Review the Curriculum Rationale and Design taking into account the current recovery period.</p> <p>6. Continue with CLPL opportunities especially in ICT, Literacy, Numeracy and HWB.</p> <p>7. Continue with Year 2 of 2 of the SSERC Primary Cluster Programme.</p> <p>Continue to develop STEM learning opportunities indoors and outdoors.</p> <p>8. Introduce the Reading Schools framework which will build on the First Minister's Reading Challenge (FMRC) to further enhance our reading for pleasure culture which research shows impacts on learners'</p>	<p>Q.I's by February 2022 to engage in school improvement.</p> <p>V Colquhoun (PT) will keep a weekly update of Question 5 reflecting the COVID climate.</p> <p>5. HGIOS QI indicator 2.2 will be evaluated and the Curriculum Rationale and Design updated to reflect the current recovery period.</p> <p>6. K Gray (Class Teacher) Google Educator, will provide monthly drop in sessions to ensure current skills are disseminated. A Meldrum (PT), ICT Co-Ordinator, will share online CLPL opportunities from SLC. Target Staff to participate in Active Literacy and Talk for Writing CLPL as per SLC calendar of events. A Bennie (DHT) to deliver numeracy in-service based on interventions and high quality teaching and learning experiences.</p>	<p>such as Forest Schools, Nurture, Catch Up and Five Minute Box to ensure engagement and to track attainment. Data review of intervention to track and monitor progress.</p> <p>4. All staff will provide evidence to support the evaluation of Q.I's. V Colquhoun (PT) to provide updated Question 5 weekly to ensure a safe ELC within COVID recovery planning for Care Inspectorate. Collated samples to support the self-evaluation data from the Q.I's.</p> <p>5. By November inset a draft Curriculum Rationale and Design will be produced. All children will experience breadth and depth in their learning, including experiences which include skills development in a range of contexts (real-life)</p>
--	--	---	---	--

<p>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.</p> <p>Theme 2: Quality of teaching</p> <p>We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>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.</p> <p>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.</p> <p>Theme 3: Effective use of assessment</p> <p>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.</p> <p>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.</p> <p>Across our learning community we have shared expectations for</p>	<ul style="list-style-type: none"> • 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...) • 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. 	<p>attainment across the curriculum, health and wellbeing, critical thinking, creativity, empathy and resilience.</p> <p>9. Re-establish a remote Self Improving School (SIS) group with SLC & NLC schools.</p>	<p>J Bowman (DHT), Mental Health Champion, to deliver Emotion Works training to all staff.</p> <p>7. R Harrison (Class Teacher) and ANO will continue Year 2 of 2 SSERC Primary Cluster Programme. STEM initiative was identified in 2019/20 as a priority curricular area to be reviewed and refreshed. STEM has been utilised well during remote learning in school. All staff to take a lead role in developing STEM learning in the playroom and outdoors, taking account of the COVID climate for 2021/21.</p> <p>8. A Meldrum (PT) to lead on the accreditation of Reading Schools following the framework mapped to HGIOS 4.</p> <p>9. C McMillan (HT) will lead a SIS initiative at targeted stages to</p>	<p>and environments. (including outdoors)</p> <p>6. Monthly drop in sessions to maintain and update Google Classroom Skills and knowledge. All learners in Primary 3-7 will have homework tasks on Google Classrooms on a weekly basis. All new parents will be issued with Google Classroom guidance by 30th September 2021 and be able to use this resource as a tool for remote learning and homework.</p> <p>Six CLPL sessions will take place between October 2021 and April 2022 to develop teaching and learning in numeracy. All teachers will attend these CLPL sessions and participate in a classroom observation peer & SMT in the teaching of numeracy. 2% increase in the BNST scores.</p>
---	---	---	---	---

<p>standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. • 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. • 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. • 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 		<p>develop opportunities to collaborate with and between schools.</p>	<p>Emotion Works used in all classes as a tool to enhance the Health and Wellbeing of all learners.</p> <p>Bespoke tracking for all learners to ensure positive mental health → bespoke intervention identified for targeted learners.</p> <p>7. By May 2022, SSERC Primary Cluster Programme will be completed. R Harrison to provide regular updates to staff at CAT 3 & 6. INSET 3, 4 & 5. STEM programme of study focussed on skill progression within meaningful and real life contexts. At least one topic completed by all learners across the school community by April 2022.</p> <p>All staff, by May 2022, will have planned a STEM Early Level programme of study working in partnership with SSERC and the Primary programme.</p>
---	--	--	---	---

<p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p> <p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement.</p>			<p>All children in the ELC will have experienced a STEM led pod indoors and outdoors by April 2022.</p> <p>8. By May 2022, A Meldrum will submit to the Scottish Book Trust Evidence for accreditation. All learners will experience an exciting and engaging IDL based around a book that will inspire learners to read.</p> <p>9. * SIS initiative will be planned in Term 1 to take place in TERM 2 & 3.</p>
---	--	--	--	---



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

<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>School Rationale</p> <p>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.</p>	<p>Key Recovery Tasks (Action Plan)</p> <p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>Desired Outcomes and Measures</p> <p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>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.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the</p>	<p>Schools should:</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 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 	<ol style="list-style-type: none"> Continue to implement the principles of SLC Attachment Theory across the school and ELC to develop a nurturing school environment. Introduce and develop a whole school approach to Total Communication with Alternative Augumentative Communication (AAC) a SLC priority for schools with ASN supported 	<ol style="list-style-type: none"> J Bowman → All staff will create a “What does this look like for us” profile of our nurturing school and ELC environment by December 2022. Reference will be made to SLC Attachment Theory and Professional Reading. C McMillan and J Bowman to introduce year 1 of 2 AAC prioritising in the first 	<ol style="list-style-type: none"> School, ELC and Class charter for 2021/22 compiled to reflect the UNCRC and the recovery climate. All children signed up to their class charter by September 2021 and shared with home. <p>Nurture base/class established each term led by C Forbes (Nurture teacher), responding to the data from the GMWP and</p>

<p>high-quality education which we provide for all children and young people.</p> <p>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.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>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.</p> <p>Theme 3: Inclusion & Equality</p> <p>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.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment,</p>	<p>collective wellbeing needs of their children and young people, especially their most vulnerable.</p> <ul style="list-style-type: none"> 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. 	<p>classes. Staff trained through modules (5+7= 12 in total). This will be year 1 of 2.</p> <ol style="list-style-type: none"> Operating Procedure A5 Managing Attendance and Absence to be implemented by the SMT. As part of COVID 19 recovery track and monitor bespoke HWB interventions using GMWP. <ul style="list-style-type: none"> Develop a whole school and ELC approach to mental health using the Emotion Works Programme of Study . Resilience for All a 10 week pilot for Primary 6 in Term 1. Access Mind Marvels, The 5 Steps to Wellbeing with Primary 3-5. Re- visit the Leuven scale with Primary 3-7 to track and monitor engagement. Relaunch Learner Participation in 	<p>instance the 3.4 FTE teaching staff and SSA who work in the supported classes by April 2022.</p> <ol style="list-style-type: none"> C McMillan to lead the SMT in implementing Operating Procedure A5 by August 2021. J Bowman will lead on the GMWP and this will be tracked termly. <p>J Bowman → all staff will lead to develop a whole school and ELC approach to mental health education using Emotion Works Programme of Study. This will be introduced at INSET 2, 3 4 & 5.</p> <p>Primary 6 class teacher(s) will pilot “Resilience for All” for 10 weeks starting in Term 1.</p> <p>Bespoke access to Mind Marvels using the HWB data from Term 2, 3 & 4 for Primary 3-5 learners.</p> <ol style="list-style-type: none"> A Bennie → all teaching staff to produce a “what does this look like for us” profile of the 	<p>professional judgements. Target group of learners accessing nurture on a regular basis.</p> <ol style="list-style-type: none"> Year 1 of 2 completed in AAC. 16 learners in the supported classes assisted in the removal of barriers to communication. Attendance figures for the targeted group will improve by June 2022. 10 identified pupils will have attendance greater than 70% in Term 1, 2, 3 and 4. 6 identified pupils will be encouraged to use the breakfast club and access nurture from 8:15am - 9:15am. All learners in Primary 3- 7 will complete termly GMWP Bespoke interventions using teachers, resources and partners will be available for individuals and small groups or class. All learners will take part in Emotion Works in Term 1→4. All children in the ELC will take part
--	---	---	--	--

<p>marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"> Identify opportunities to celebrate diversity. 	<p>Education Settings, within the current climate using the framework from Education Scotland.</p> <p>7. Data collection of the capacity to deliver remote learning – live and responsive.</p>	<p>purpose of using the Leuven at Blackwood Primary to track and monitor engagement.</p> <p>6. C McMillan → all staff to produce a “what does this look like for us” profile of Learner Participation. This will initially be launched at INSET 2 and reviewed Termly with a draft policy for May 22.</p> <p>7. C McMillan will manage the collation of data with Team Leader to respond to need to deliver a remote curriculum. Termly data collection via google forms and parentpay to keep this data relevant and responsive.</p>	<p>in the early level of Emotion Works. Bespoke curriculum pathways identified in consultation with SMT to meet identified needs.</p> <p>Primary 6 year group to participate in the pilot “Resilience for All” for 10 weeks during Term 1. 90% increase in pre → post assessment scores using Leuven Scale base line.</p> <p>Target groups accessed in Mind Marvels, The 5 Steps to Wellbeing in Primary 3-5 Bespoke data pre and post intervention to show a positive result.</p> <p>5. By November inset a “what does this look like for me” Leuven Scale Profile to ensure continuity and engagement from all staff and learners. Class tracked weekly by class teacher Target groups/individuals tracked termly by SMT.</p> <p>6. The launch of the framework with all staff</p>
---	--	--	---	--

				<p>of Learner Participation at INSET 2. Weekly class meetings established by Friday 3rd September. All teachers' participation in a pupil led evaluation by April 2022.</p> <p>7. Data collected termly to ascertain remote learning needs - COVID planning. Accurate and responsive data to support families with remote learning – ongoing. Ensure continuity of learning for all families in a COVID climate.</p>
--	--	--	--	---



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

<p>3.1 Ensuring, wellbeing, equality and inclusion</p> <p>Theme 3: Inclusion and Equality</p> <p>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.</p>	<p>Schools should:</p> <p>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:</p>	<ol style="list-style-type: none"> 1. <i>Operating Procedure A5 Managing Attendance and Absence to be implemented by the SMT.</i> 2. <i>Review and re-establish Assessment Calendar to provide reliable data to identify interventions which will reduce the</i> 	<ol style="list-style-type: none"> 1. C McMillan to lead the SMT in implementing Operating Procedure A5 by August 2021. 2. SMT to review and re-establish the Assessment Calendar within the COVID recovery climate. Analyse the attainment data to identify interventions. 	<ol style="list-style-type: none"> 1. Daily → weekly attendance and punctuality will be monitored by the SMT of learners in SIMD1 & 2 and in receipt of FME. By 8th October the target group of 10 learners will have increased their attendance to 80% or above.
---	--	--	---	--

<p>3.2 Raising Attainment and Achievement Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p>1.5 Management of Resources to Promote Equity</p> <p>Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p>	<ul style="list-style-type: none"> - Learners' wellbeing (Boxall profile, observations, wellbeing indicators) - 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) <ul style="list-style-type: none"> • 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. • Ensure sound financial management of all sources of funding 	<p>poverty related attainment gap and track and monitor attainment of all learners.</p> <p>3. Data management system to be updated to reflect Assessment Calendar.</p> <p>4. PEF-Profile of Spend taking into account the new framework and 5% Participatory Budget (PB) spend.</p> <p>5. Barnardos Family Support Worker (BFSW) purchased for 2 days/ 52 weeks of year to work with 6 target families.</p>	<p>3. SMT → Class Teachers to review and update the data management system</p> <p>4. SMT to lead PB group (June 2021) to identify 5% spend. SMT to have monthly budget meetings to ensure sound financial management in the allocation of budget resources.</p> <p>5. J Bowman (DHT) to liaise with BFSW to identify 6 target families.</p>	<p>Parent meetings termly with target group of learners.</p> <p>2. Assessment Calendar issued at INSET 1. Assessment data gathered and interrogated by 1st October for all learners in Primary 3-7. Interventions groups identified for Term 2.</p> <p>3. Review and update data management system by 17th September. All staff able to record accurate assessment data to provide accelerated targeted support for learners affected by poverty approximately 25% of the school roll.</p> <p>4. Voting for PB spend carried out in June 2021. 5% of budget allocated to the successful bid by 30th October.</p> <p>Monthly budget meetings to ensure sound financial management. Resources established to close the poverty</p>
--	--	---	---	---

<p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase 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.</p> <p>2.4 Personalised Support Theme 2: Targeted Support</p> <p>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.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> • 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. 			<p>related attainment gap for target groups of learners.</p> <p>5. BFSW to work with 6 identified families for an agreed period of time, bespoke to the needs. A weekly report is provided by BFSW in confidence to J Bowman who responds to this on a needs basis.</p>
---	---	--	--	---

<p>Being a poverty-aware school and reducing/mitigating the Cost of the School Day</p> <p>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.</p>				
<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> - 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. 	<p><i>PEF-Profile of Spend taking into account the new framework and 5% Participatory Budget (PB) spend</i></p>	<p>CoSD Position Statement will be reviewed within the COVID recovery climate.</p> <p>Newsletters will signpost all families to available financial support. A data base of FME and SMID 1& 2 will be created to signpost specific financial support.</p> <p>Professional Reading “A Framework for Understanding Poverty” by Ruby K Payne PhD “The Motivated School” by Alan McLean “Motivating Every Learner” by Alan McLean.</p>	<p>Voting for PB spend carried out in June 2021. 5% of budget allocated to the successful bid by 30th October.</p> <p>CoSD Position Statement reviewed by December 2021. All families and partners consulted and informed on the revised CoSD statement.</p>