



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Lesmahagow High School

Standards and Quality Report Session 20/21

Our School (*Roll/context etc*)

Lesmahagow High School is a six year, non-denominational, comprehensive school serving the villages of Lesmahagow, Auchenheath, Blackwood, Coalburn, Hawksland, Kirkmuirhill and the areas surrounding each village. Currently, there are 541 pupils and 46 teachers, including the Head Teacher, four Depute Head Teachers, and 17 Principal Teachers. 21.3% of our students receive free school meals. From 2020, our school has also offered an Inclusion Support provision linked with South Lanarkshire Council.

A small school offers many advantages; one of the most important is that pupils are well known as individuals by staff and they feel very much part of the school community.

Our school was built close to the original school site and opened in August 2007. There is a big “Street” area, bright wide corridors and two teaching blocks with high quality teaching facilities. This provides a modern learning environment for all subject areas. We are able to share many of the leisure facilities with the community.

We work hard to promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. The quality of relationships between staff and pupils is crucial if all pupils are to blossom within the school. The Parent Council is a vital component in building links with parents.

In 2020, 93.14% of school leavers secured a positive destination, which is slightly above that of our Virtual Comparator (92.55%). 16.67% of leavers in 2020 secured employment; 24.51% went into further education; 35.29% went into higher education; 16.67% went into training; and 6.86% were seeking employment.

The percentage of pupils achieving the appropriate level in Literacy and Numeracy by the end of S3 is higher than the local authority average (Reading: LHS = 96.3%, SLC = 94.3%; Writing: LHS = 96.3%, SLC = 93.7%; Listening and Talking: LHS = 97.2%, SLC = 95.7%; and Numeracy: LHS = 99.1%; SLC = 93.04%). For school leavers in 2020, attainment in Level 3 and 4 Literacy and Numeracy and Level 5 Numeracy was higher than that of our Virtual Comparator (Level 3 Literacy, LHS = 100%, VC = 96.96%; Level 3 Numeracy, LHS = 100%, VC = 96.08%; Level 4 Literacy, LHS = 100%, VC = 94.41%; Level 4 Numeracy, LHS = 94.12%, VC = 91.37%; Level 5 Numeracy, LHS = 70.59%, VC = 69.71%; Attainment Level 5 Literacy is an area for improvement (Level 5 Literacy, LHS = 71.57%; VC=79.31%) .

An increase in attainment for all was noted in 2020. The lowest attaining 20% of all school leavers attained 165 tariff points (VC = 130), the middle attaining 60% achieved an average of 585 tariff points (VC = 607) and the highest attaining 20% of pupils achieved 1273 tariff points (VC = 1256). The gap between the average lowest and highest attaining pupils is 1108 tariff points (VC= 1126).

An increase in attainment in our most deprived 20% of school leavers was also noted in the lowest and highest attaining groups:

- Lowest attaining 20%: 119 tariff points (VC= 47; SLC = 71; National = 75),
- Middle 60%: 321 tariff points (VC = 336; SLC = 433; National = 433) and
- Highest attaining 20%: 1272 tariff points (VC=1027, SLC=1094; National = 1097).

Attainment of pupils in SIMD 1, 2, 4, 6 and 7 is higher than that of our Virtual Comparator. (SIMD 1: LHS - 438; VC= 382; SIMD 2: LHS-801; VC-591; SIMD 3: LHS - 558; VC - 609; SIMD 4: LHS - 836 ; VC - 703;SIMD 5: LHS - 686; VC - 699; SIMD 6: LHS 760- ; VC - 748; SIMD 7: LHS - 655; VC - 545 ;SIMD 8: LHS - 799 ; VC - 874 ;SIMD 9: LHS - 526;VC - 687).

For all school leavers in 2020, 61.76% achieved at least 5 Level 5 qualifications (VC=64.8%) and 30.39% achieved at least 5 Level 6 qualifications (VC=35.8%).

All members of our school community are committed to our vision and values, which were refreshed in 2018 following consultation with all stakeholders.

Vision

Our shared vision is: Aspire to be our best – to empower learners with the skills to succeed and realise their true potential.

Aims

To ensure high quality learning experiences for all young people and ensure consistency across the school.

To improve the health and wellbeing of all young people and develop an inclusive approach, where barriers to learning are removed.

To deliver a learner-centred curriculum, which facilitates tailored learner pathways for all young people, leading to positive and sustained destinations.

To secure increased attainment for all young people, which includes the entitlement of literacy and numeracy qualifications.

Key Successes/Challenges and Achievements Session 2020/21

Our Inclusion Support Team officially joined us in August 2020, providing additional opportunities and resources to meet the needs of young people. Four bright, welcoming rooms have been created for young people, including a relaxation room and three teaching rooms. Outdoor learning opportunities and independent life skills have also been included within the S1 IST curriculum. All departments have nominated an Inclusion Champion to further develop inclusive approaches within their specialist subject areas.

Effective health and safety routines were in place to support the safe return of young people to the school in August 2020, including procedures for sanitising/washing hands, staggered intervals and lunch-times, reminders to 'keep left' in corridors and stairwells, wearing face masks and a two-week timetable from October 2020 to reduce the number of transitions within the school day. Feedback on our recovery timetable has

encouraged us to seek views around which aspects improved the quality of the school day for learners and other stakeholders. This consultation will take place in the first term of session 2021-22. The lateral flow testing programme was launched in March 2021, initially for Staff and Senior Phase pupils and post Easter for all pupils and staff.

Masterclasses were introduced within our S3 curriculum to provide all young people with the opportunity to study their first Modern Language (French) into S3, an entitlement through the Scottish Government's Languages 1+2 policy. This has also provided young people with the opportunity to develop skills for learning, life and work in other areas of the curriculum.

Changes were made to the procedures for selecting School Captains/Vice Captains, House Captains/Vice Captains and Prefects, which involved former School Captains within the process. Two Inclusion Captains were also appointed in 2020. Our Pupil Leadership Team have helped to shape school plans throughout the year and have played an important part in our P7 transition programme.

Google Classroom has been used effectively to support learning and teaching throughout the year. Students were able to continue to follow their face to face timetable whilst learning at home from January until April. Most departments offered opportunities for live interaction between teachers and learners and recordings were used to support learning and teaching in most lessons. Direct teaching opportunities were available in the majority of subjects and targeted support was also available in most lessons. In-school 'Hub' arrangements were provided for all pupils who required this throughout the period of lockdown.

Significant professional learning has been completed by all colleagues to support the effective delivery of online learning. 14 Home Learning Champions volunteered within the school to support the professional learning of colleagues and led sharing good practice sessions as well as providing ongoing support and advice. Five colleagues have embarked on Google Educator training and have completed Level 1 assignments.

In addition to CLPL linked to digital learning, a wide range of professional learning was also completed by colleagues, including:

- Attachment and ASD consultation training - completed by all staff by December 2020.
- Extreme Demand Avoidance training, delivered by Love Autism, was completed by departmental Inclusion Champions to support the needs of young people.
- Lifelines training, which was completed by the Extended Support Team, led by our Educational Psychologist.
- Bloom training was completed by a group of colleagues to support good mental wellbeing and resilience.
- NurtureUK, Sleep Scotland, Forest Schools and Youth Scotland training have been completed by colleagues to extend support and opportunities available for young people.

We aspire to continue our attachment journey by completing the further attachment training in August 2021 and are exploring the possibility of becoming a nurturing school in 2021-22.

In line with SQA's Alternative Certification Model, Senior Phase students have completed assessments within the school to demonstrate their learning. Moderation has taken place within the school, local authority and by SQA to support this process.

S3 pupils have had the opportunity to participate in 'The Blues' programme to support pupils with anxiety management. Feedback from pupils has been very positive. The programme will extend into the new session.

A strategic plan to take forward the DYW agenda has been formulated, which will extend into session 2021-22. Careers talks have been organised and S1 and S2 pupils have had the opportunity to participate in Glasgow University's Early Secondary Widening Participation programme. Pupils will also benefit from participating in the GradU8 work experience pilot, to deliver early introduction to the work place and enhance work based skills.

Funding has been secured to allow the creation of a community garden, with an inter-generational focus. Plans will be finalised in session 2021-22.

We have maintained links with Rape Crisis Scotland to continue to promote Equally Safe at School training. Our work has been shared on their national Hub as an example of good practice. The pupil action group continues to take forward their key targets on achieving the outcomes of the Equally Safe at School philosophy.

Online training has been launched for all staff to allow us to qualify for Silver status within the LGBTi Charter. Further staff training will take place in June 2021.

Musical Theatre and the National Progression Award in Musical Performance were introduced for Senior Phase students. Planning for the introduction of further SCQF and wider achievement opportunities have continued for Senior Phase students. Members of the Working with Others class have been trained by the Samaritans and are Ambassadors for the organisation. Members of the Youth Achievement class organised 'Leavers' Hoodies' for S6 pupils, with generous financial support from Pepe's.

Our Inclusion Statement was agreed by all stakeholders and officially launched in September 2020. This will be reviewed as required.

An Inclusion Hub has been established to support vulnerable young people and support their return to school following remote learning.

The number of interest clubs has been reduced this session due to Covid restrictions, however, it has been possible to explore funding for outdoor experiences to support bike maintenance and cycle safety clubs.

Tracking and monitoring of wellbeing indicators was introduced and piloted with S6 pupils. This will be launched officially in August 2021 as a whole school programme.

Our digital P7 transition programme was extended to include virtual visits from PT Pupil Support, DHT Pupil Support, DHT Year Group, HT and a range of subject teachers. Spotlight presentations were shared on our P7 transitions section of the school website to introduce all school staff. Playground visits took place in May and June in associated primary schools, and an opportunity was provided for P7 pupils to visit Lesmahagow High School in June for a tour and activity. Two virtual parents' information evenings took place, attended by almost all families.

Our Parent Council continued to support our school throughout session 2020-21. Fundraising and business links have enabled departments to purchase equipment to support learning and teaching, including the purchase of mannequins for Art students, copies of the Crucible for Drama students, a drum kit for Music students, prisms, lenses and other Science resources and baking equipment for Practical Cake Craft, with generous support from Cake Stuff. Links have also been made with local organisations to support the construction of drama stage blocks.

We are also grateful for the support received from Kirkmuirhill One Stop Shop for our Nurture provision. Funding will enable the purchase of key resources to support young people.

Remote Learning Jan-March 2021

In October 2020, Lesmahagow Learning Community agreed, following consultation with pupils, parents and staff, that Google Classroom would be our platform for remote learning. From October to December, Google Classrooms were created for all classes and year groups. Pupils were shown how to access resources, complete and submit coursework within their English classes. Pupils who needed to self-isolate during this period could also access these resources using Google Classroom to support their learning. ICT resources (Chromebooks and MiFi devices) were also issued to pupils during this time, ensuring equity.

From January until April 2021, our school was open to support vulnerable children and the children of key workers. Teachers and classroom assistants supported pupils on a rota basis. Pupils and parents reported positively on their in-school experience during this time.

A weekly 'learning at home' summary document was collated and shared with pupils and parents by email and on the school website during the period of remote learning, to supplement the detailed information provided in Google Classrooms. Engagement was monitored by teachers throughout the period of home learning using a whole school spreadsheet to ensure appropriate supports were in place for learners. Contact was

made with parents/carers by Faculty Principal Teachers, Principal Teachers of Pupil Support, Principal Teachers of Equity and the Senior Management Team as required.

Pupil Support staff maintained regular contact with their house groups throughout the remote learning period and where appropriate made individual contact with young people to support them with their learning, pastoral care and personal development. Bespoke arrangements and supports were in place for pupils with college and university interviews during this time. The course choice options of pupils were supported digitally to allow planning for session 2021-22 to continue as per the school calendar. In Session 2021-22, it is intended that the Course Choice programme will include further use of digital approaches, with parents and pupils entering their option choices into electronic options forms, using the Timetabler software.

Three additional Principal Teachers of Equity, Inclusion and Engagement (0.2FTE) were appointed in January 2021 to support engagement for a targeted group throughout the period of home learning and to support pupils on their return to school. The impact was tracked weekly by the Equity team and engagement was seen to increase weekly for most pupils as barriers to learning were removed.

Pupils were encouraged to check-in for morning and afternoon registration, which provided an opportunity for any supports required to be identified. Pupils could complete a Health and Wellbeing form online to self-refer and seek support as required. Pupils were also encouraged to check-in with their teachers lesson by lesson. Any concerns regarding attendance and engagement were recorded on the tracking spreadsheet and parents/carers were contacted to offer supports and remove any barriers to learning.

A new Health and Wellbeing section was created on the school website with useful links and signposts to wider supports. This was promoted through Year Group Google Classrooms and other communication platforms. Regular assemblies were shared through Year Group Google Classrooms and Google Meets. The Clydesdale Specialist Support Health and Wellbeing toolkit was shared, which contained an array of supports which teachers could utilise to support the learning and wellbeing of young people. Direct links to the Clydesdale Specialist Support website were also shared.

Children's Mental Health Week took place between 1-7th February 2021. During this week, we shared links to appropriate websites and videos about mental health and our health and wellbeing form.


The Counselling service continued throughout the period of remote learning. Pupils have also continued to benefit from support through the LIAM (Low Intensity Anxiety Management) programme throughout the year.

Senior Phase students participated in a survey and focus group discussion to share their views on remote learning with SLC. S1-S3 pupils have more recently participated in a survey to inform future planning.

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.

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|  | | 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? | | | |
| Quality Indicator | | Recovery Priority | | Key Recovery Tasks (School specific) | | Desired Outcomes and Impact | |
| 3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none">WellbeingFulfilment of Statutory DutiesInclusion and Equality | | These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines. | | This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | | This section should give a brief indication of what success would look like and how it will be measured. | |
| Theme: Whole School Wellbeing Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. 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. | | Schools need to: <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 | | Key Recovery Tasks (school specific) <ul style="list-style-type: none">Staff/ pupil survey – initial SLC wellbeing assessment to identify current position and future supports. (DR/PD/Pupil Support. August 2020)Analysis of responses to SLC pupil survey regarding lockdown experiences of pupils, with action points identified. (DR/PD/Pupil Support. August 2020.)School Recovery Group created April 2020 with representation from all departments / faculties as well as Support colleagues, Facility Managers and Janitorial | | Desired Outcomes and Impact <ul style="list-style-type: none">Awareness of whole school wellbeing. Ability to intervene and provide supports.This group has already been involved in decisions regarding our model and mode of return including discussions around wellbeing, Risk Assessment, movement of pupils and timetable design, ensuring connectedness and community ethos. Further | |

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| <p>Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, 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>will have gained skills as well as have needs.</p> <ul style="list-style-type: none"> • 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. • 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 | <p>staff. Parent Council included in decision making and planning. Pupil Council involved in decision making. (All staff – on going.)</p> <ul style="list-style-type: none"> • PS continue to use knowledge of pupils through ongoing interaction with pupils to recommend supports and interventions as required. These include in-school counselling, CAMHS, LIAM, Ed Psych etc. (DR/PD/Pupil Support – on going) • School devised Wellbeing Monitoring will be launched by N Ross in partnership with PS. This will supplement already identified vulnerable pupils. (DR/NR/H&WB Group – Aug 2020) • Ongoing promotion of Nurturing approaches across the whole school. (DR/PD/HL/All staff – ongoing.) • Whole staff approach to implementing Attachment Strategy launched in June with clear actions for all staff. (DR/SMT/All staff – from June 2020). • Whole school approach to AS training and supplementary materials shared for all staff to engage with and reflect on their own practice. (DR/Extended Support Team – from June 2020) • Extended Support Team and wider staff engage in additional and more specific training, including Nurture training, etc. (All staff from June 2020) • Ongoing support from Psychological Services to support staff CPD and interventions for pupils as required. (SMT – on-going) • Additional Counselling arranged and ongoing CAMHS engagement | <p>pupil and parent involvement will strengthen our community approach.</p> <ul style="list-style-type: none"> • Vulnerable pupils and families of concern have received weekly/routine phone calls and suitable supports have been put in place. These pupils will be a focus of our PS team on return. Pupils and families feel supported and connected. • This will allow for early identification and intervention of pupils and will provide an opportunity for whole school support to be offered. • Positive relationships continue to contribute to our nurturing school ethos and are observed across the school. • This will ensure attachment theory is present in all decisions regarding return to school including promotion of ethos, T&L etc. • Staff will use AS to support pupils to reconnect on return. • This will help to inform our PSE courses and HWB inputs to support our recovery and reconnection plans. |
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| | <p>will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.</p> | <p>supported. Pupils to continue to work with LIAM, YFCL staff on return.</p> <ul style="list-style-type: none"> • Parental engagement – utilise emails, letters, Twitter, School App, etc. to share information and updates with parents. • Compassionate leadership and promotion of self-care. (SMT/FHs/PTs - ongoing). • Staff supports highlighted as part of August updates. (BL/DR – August in-service day) • Clear communication with all members of the school community in conversations, emails and meetings. (All staff, on-going) • Staff HWB group have been involved in strategies to support staff. Additionally, networks of support have been encouraged and support to all staff has been offered. This will include a FAQ document for staff concerns and questions. (All staff, on-going). | <ul style="list-style-type: none"> • Additional counselling will allow us to target those vulnerable pupils who have been adversely affected by our current situation. • Parents report that they feel involved in decision making and aware of updated information. • Staff report that they feel valued and supported across the whole school community. • Staff are aware of the supports available and how to access these. • Staff report that communication across the school is clear. • This will help staff to feel safe and supported on return. Additionally, this will support staff to reconnect. |
| <p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and</p> | <p>Schools need to:</p> <ul style="list-style-type: none"> • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. • Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and | <ul style="list-style-type: none"> • Pupil Support to utilise Attachment resources and mental health and wellbeing materials to create PSE / HWB input specific to 'Reconnection and Recovery'. (Pupil Support Team, August to September 2020) • Staff have utilised time during school closure to review and improve PSE courses and material. These resources will be used to promote resilience and support mental and physical wellbeing, which will continue | <ul style="list-style-type: none"> • Pupils will feel their wellbeing is being supported and will feel more confident in discussing their experiences and concerns they have had during the time schools were closed. • Pupils will benefit from targeted courses aimed at supporting their |

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| <p>motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p> | <p>the support of mental, emotional, social, and physical wellbeing</p> <ul style="list-style-type: none"> • Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. | <p>to be monitored. (DR/PS Team – ongoing)</p> <ul style="list-style-type: none"> • Create a Pupil Recovery Group which will work with Pupil Council to ensure young people are included in decisions and have the opportunity to voice their opinions on HWB recovery and HWB support. (DR/LW – from August 2020) | <p>full wellbeing including reflecting on difficulties over past few months. Pupils will report that they feel supported during focus group conversations and surveys.</p> <ul style="list-style-type: none"> • Pupils will feel comfortable to discuss any concerns and issues they have and will feel better supported by being involved in the decisions regarding school return. |
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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>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Whole school wellbeing:</p> <p>Our School Recovery Group met regularly in the summer term 2020 to plan for pupils returning to the school building in August. Health and safety, learning and teaching and wellbeing needs were identified, and a robust plan was in place. All members of the school community were included in recovery planning and plans were amended in line with local authority and national advice. Regular communication continued throughout the school year, via virtual meetings, emails and letters to ensure clear communication with all stakeholders.</p> <p>The wellbeing of our school community continues to be our priority. All pupils were welcomed back to the school building in August 2020 after the first lockdown period. Universal, targeted and intense supports required were identified and initiated for pupils as required. These included in-school supports from class teachers, PTs, SMT, through the LIAM (Low Intensity Anxiety Management) project, Active Breaks and from external agencies including CAMHS, Educational Psychologist, Play Therapist, Counselling Services, etc. The impact of these interventions was tracked throughout the year by Pupil Support and revised as required.</p> | <p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Feedback from pupils, parents and staff confirmed that communication had been clear.</p> <p>SLC Survey, LHS Survey and Wellbeing Toolkit results were used to identify the supports required. Feedback from pupils and support services were used to inform future planning.</p> | <p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Review and update Risk Assessments and Safe Systems of Work documents in line with national and local authority advice. Maintain clear channels of communication.</p> <p>Annual Child Protection Training will take place on 12.8.21 for all staff.</p> <p>Wellbeing Toolkit to be used to support pupils in S1-S6.</p> |

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| <p>All colleagues completed attachment training, offered by our Educational Psychologists, in May and November 2020, and have reviewed the supports required for pupils in school. We are fully committed to the attachment strategy and will continue with this programme in 2021-22, in conjunction with the development of our nurture strategy.</p> <p>ASD Consultation training was also completed by all staff by December 2020. 30 colleagues also completed the Extreme Demand Avoidance training offered by Love Autism in November 2020.</p> <p>Outdoor learning has also been introduced within our Inclusion Support Curriculum. Pupils have participated in weekly outdoor learning lessons, with clear links to the curriculum. National Navigation Award and Forest School Training has been completed by colleagues in Inclusion Support and the wider school to support the future development of outdoor learning opportunities for pupils.</p> <p>Following a second period of lockdown, pupils completed questionnaires and participated in focus group discussions to consider supports required and to inform future planning. Additional supports were arranged as required, including workshops in managing stress and anxiety.</p> | <p>Staff training records and PRD discussions confirm the completion and impact of attachment training, ASD Consultation training and EDA training. Attendance at this voluntary training was high (40% of all colleagues participated.) Feedback on this training was very positive.</p> <p>Staff training records and PRD discussions confirm the completion and impact of the training. Feedback from pupils documents the impact and benefits of outdoor learning for pupils.</p> <p>Results from questionnaires, feedback from focus group discussions, 'The Blues' intervention groups and subsequent feedback from pupils. 71.7% of parents commented in our February survey that there was appropriate supports during lockdown.</p> | <p>Attachment Training - part 2 has been organised and will take place on 12.8.21 - pm.</p> <p>Teen Life Training</p> <ul style="list-style-type: none"> - Autism - support programme for parents and carers around approaches to working with autistic children <p>Pivotal MAPA - training will be organised for all staff.</p> <p>ASN Raising Awareness - pupil programme</p> <p>Forest Schools Training will be completed by two colleagues and programmes introduced within the school to support young people.</p> <p>BEST resources will be used to support young people. Bloom training and the Blues programme will continue and will be used to support young people.</p> |
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| <p>Health and wellbeing Curriculum:</p> <p>The PSE courses revised to include supports for pupils following lockdown. A new section was added to the school website to collate and share information on wellbeing.</p> <p>Our Pupil Leadership Team and Pupil Council have provided feedback throughout session 2020-21.</p> | <p>Course outlines and materials have been updated. The school website has a section on wellbeing. This has been highlighted to pupils, parents and staff, and to our Parent Council.</p> <p>Minutes of meetings, questionnaire results and focus group discussions confirm that pupils have been involved in recovery planning.</p> | <p>Continue to review and refresh PSE courses to meet the needs of all learners.</p> <p>Further development of the Pupil Leadership Team, introduction of Junior Leadership Team, and participation in local authority Pupil Voice activities. The school will work towards the Silver LGBTi Charter status.</p> |
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|  Improvement Priority 2 - Planning for Equity | | | How will we know we've been successful? |
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| Quality Indicator | Recovery Priority | Key Recovery Tasks (School specific) | Desired Outcomes and Impact |
| 2.4 Personalised Support <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning | <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</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>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 | | involved and when? Set SMART targets. | |
| <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; 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> | <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: <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</p> | <p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> Review engagement data from Show My Homework and Google Classroom, surveys and consult with pupils, parents and staff to then agree best practice for blended learning / to support learning at home. (AG/BL/Learning and Teaching working group – August 2020) Period 1 teachers on Thursday and Wednesday (beginning and end of in school attendance of Contingency timetable) will ask pupils regarding resource issues and pass this to SMT/Pupil Support/ PT Equity and Inclusion to allow support to be provided. Update and check parental contact data to ensure | <p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> All students have the resources required to engage with learning, parents/carers work in partnership with teachers to support their children’s learning. Identify and address gaps and agree on consistent approach to support learning and teaching, e.g. use of scheduling tool to ensure that pupils’ work is set on particular days to facilitate the planning of learning at home. All email and phone numbers are accurate and allow information |

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| | <p>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>information is being received by all families. (BL/DR/Office, from June 2020).</p> <ul style="list-style-type: none"> • Continue regular and frequent communication using School App, Twitter and emails. (ELT, on-going). • Utilise all data sources available (e.g. FSM, SIMD, requests for support) to ensure all students gain access to necessary supports. (Extended Support Team, ongoing). • SNSAs completed in October to allow strengths and areas for improvement to be identified and interventions addressed. (AG/FHs/PT Equity and Inclusion, from August 2020). <p>Identify and address learning gaps. (Class teachers, Faculty Heads, from August 2020)</p> | <p>to be shared quickly and easily.</p> <ul style="list-style-type: none"> • Connectedness; aware of current events in school. • Ensure appropriate supports and interventions are in place for all students who need these. • Interventions for literacy and numeracy are in place. Students make anticipated progress and attainment is in line with or better than virtual comparator. <p>Ensure that all gaps in learning are addressed and barriers to learning are removed.</p> |
| <p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that</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. | <ul style="list-style-type: none"> • Pupils, parents, staff and partners consulted regarding PEF spending during the recovery phase. (RM/GS – August 2020) • Additional ICT resources purchased to support home/ | <ul style="list-style-type: none"> • Appropriate resources to support the development of literacy, numeracy and health and wellbeing, and to support home learning in place. |

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| <p>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> | <ul style="list-style-type: none"> ● 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. | <p>blended learning. (RM/GS – August 2020)</p> <ul style="list-style-type: none"> ● Stationery packs prepared and issued to those who need them. (GS/BL – from May 2020) ● Continue professional reading and CPD linked to closing the poverty related attainment gap. (CLPL group/all staff, ongoing). ● Provide specialised resource packs for HE, art and technical. (GS – from August 2020) <p>Provide support and advice relating to digital learning for pupils, parents and staff. (ELT and staff volunteers – ongoing).</p> | <ul style="list-style-type: none"> ● Chromebooks available and issued to those who need these. ● Resources available to support home learning and to reduce the sharing of resources. Pupils equipped to learn. ● Awareness and understanding of all staff. <p>Share existing good practice regarding Glow, video conferencing, interactive on-line activities. Virtual teach-meet approach.</p> |
| <p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p> | <p>Schools need to:</p> <ul style="list-style-type: none"> ● Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. ● Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. ● Consider points in planning section to find alternative approaches. | <ul style="list-style-type: none"> ● Adapt existing T&M systems to allow access to ICT and any other barriers to home learning to be recorded, interventions put in place and evaluated. (GS – ongoing) ● Continue to utilise digital packages to evaluate literacy and numeracy skills. (SMT/GS/LP/DB – ongoing) <p>Extended Support Team to evaluate the impact of interventions and review supports for pupils at</p> | <ul style="list-style-type: none"> ● Appropriate interventions to remove barriers to learning and ensure that pupils can access the curriculum. <p>Early intervention and regular evaluation to ensure learners' needs are met.</p> |

| | | monthly meetings. (SMT/ELT – ongoing) | |
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| <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"> ● Review and update CoSD position statement. Relaunch on Twitter, school web page, school app and letter sent to parents in receipt of FSM. (SMT/ELT – August 2020) ● Cost of Home Economics and Technical removed for pupils in receipt of free school meals. (Supported by PEF funding for S1-S3 pupils and School Fund for S4-S6 pupils. (SMT/EST – ongoing) ● Learners' packs prepared for S3 pupils to support them in the Senior Phase, based on subject choices. (GS –August 2020) ● Blazer exchange available to allow uniform to be provided to those who need this. (SMT/ELT/ Kirkmuirhill Church – ongoing) ● Share information on SIMD, FSM, and other barriers to learning with all teaching staff to ensure that these are known and can be addressed. (SMT/ELT/all staff - ongoing) <p>Alternative reward events identified to remove the need for expensive school trips. (DR/PPRUDB Group – from August 2020)</p> | <ul style="list-style-type: none"> ● Ensure that parents are aware of the supports available and that learning is poverty proofed. ● Ensure equal access to participation in subjects. ● Pupils fully prepared and motivated for Senior Phase study. ● Uniform worn to instil sense of pride and belonging and prepare students for dressing for work. ● Ensure staff are aware of the barriers to learning. ● Pupils rewarded for effort, commitment and achievement without additional costs burdening families. |

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Improvement Priority 2 - Equity Progress Report June 2021



What did we actually achieve?

With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.

Chromebooks and MiFi devices were provided/ loaned to pupils in advance of and during the second lockdown. Stationery packs and copies of novels (for S1 and S2 English) were provided to pupils to support learning and teaching. Equipment was delivered to families as required. Attendance and engagement were carefully tracked. The impact of interventions was also evaluated weekly and led to increased engagement in all year groups.

Additional Chromebooks were also purchased for in-school use, which enabled pupils to develop their skills in using Google Classroom in advance of lockdown and to access resources digitally when back in school.

Interventions to support the development of literacy and numeracy have continued, including the use of IDL Literacy and Numeracy. Novels, First News and Complete Maths have been used throughout the year to support pupils.

How do we know?

Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.

Questionnaire responses and feedback from pupils and parents showed that almost all pupils had the resources required to support home learning in January 2021. ICT resource records confirm how barriers to learning were removed. The Engagement spreadsheet shows the impact of interventions.

Almost all pupils confirmed that they could access Google Classroom and submit an assignment following in-school training. Additional support was provided for pupils as required, using information from the tracking of engagement.

All pupils achieved the level expected of them in 2020 in reading, writing, listening and talking and numeracy.

What do we need to do next?

Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.


Further analysis of data will inform future planning in supporting wellbeing, attendance and punctuality, engagement and participation. Mentoring to support attendance, linked to incentive scheme. Effective tracking and monitoring of interventions.

Continue to develop pupils' skills in accessing Google Classroom to allow learning at home to facilitate home learning.

Literacy and Numeracy strategy will continue to develop pupils' skills in these key areas. Range of activities to support the development of

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| <p>Specialist resources were provided to all pupils in S1-S3 to support learning and teaching and reduce the cost of the school day. All S1/2 pupils and S3 pupils continuing with Home Economics were given an apron and a tupperware tub. Art materials were provided to all pupils and a supply of PE kits are available for pupils who need these. Costs associated with the school day were covered for all Inspiring Lesmahagow pupils. Winter clothing and uniform items were provided as required.</p> <p>A music technology project for S3 pupils was introduced to combine and develop skills and interest in ICT and Music and to develop pupils' self confidence.</p> <p>Email contact information and distribution groups were updated for all pupils and parents to facilitate the sharing of information digitally and improve communication. Information was also shared through the school website, school App and Twitter.</p> <p>Colleagues were encouraged to engage in CLPL and continue professional reading relating to closing the poverty related attainment gap. Two colleagues completed Nurture Network UK training and have developed, in conjunction with the Nurture Working Group, a whole school strategy to develop Nurture in 2021-22. A wide range of CLPL has been completed to support learners' needs.</p> | <p>Uptake of activities has increased with barriers to learning removed.</p> <p>Positive feedback from pupils.</p> <p>Almost all parents confirmed that communication was effective in our February 2021 survey.</p> <p>PRD discussions and Professional learning records, detailing the impact of CLPL on pupils.</p> | <p>literacy and numeracy, including Catch up literacy, IDL and learning plans for Inspiring Lesmahagow pupils. Training in Fresh Start Phonics to be completed.</p> <p>Specialist equipment will be provided for S1 pupils. Cost of the School day to be reviewed, signposts updated and costs met for Inspiring Lesmahagow pupils where possible. Uniform/ resource exchange will be further developed.</p> <p>Music Technology project to continue, with further evaluation. Learner pathways for pupils reviewed.</p> <p>Continue to share further information</p> <p>Provide opportunities to explore Total Communication - Makaton.</p> <p>Family Learning - opportunities for engagement with families explored further, including, for example a family fun day. We will develop our nurture provision</p> |
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| <p>Planning for 2021-22 Inspiring Lesmahagow activities is underway and will include an opportunity for all members of our school community to engage in planning future projects. Training has been completed by the Participatory Budgeting Lead Teacher.</p> <p>Planning for Equity and Developing the Young Workforce have been completed in tandem to ensure that ideas dovetail and supports are in place for pupils to secure positive and sustained destinations.</p> | <p>Minutes of meetings, CPD records and improvement planning records.</p> <p>Positive destinations have improved.</p> | <p>Participatory Budgeting - consultation with all stakeholders regarding financial planning.</p> <p>Targeted support for post-school destinations.</p> |
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|  Improvement Priority 3 - Continuity of Learning | | | How will we know we've been successful? |
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| Quality Indicator | Recovery Priority | Key Recovery Tasks (School specific) | Desired Outcomes and Impact |
| <p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy | <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</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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| <ul style="list-style-type: none"> ● Attainment over time ● Overall quality of learners' achievements ● Equity for all learners | <p>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>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 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</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. ● 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. | <p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> ● Contingency timetable in place observing social distancing, access to subjects and class teachers. Learning approach in place allows students to spend two days in school one week and three days in school the following week. These days will run consecutively to allow coverage of the full timetable across the five days in school. ● Pupils divided into two groups for contingency timetable. ● Larger rooms/spaces used to accommodate larger sections. Practical sections in groups of 10 and non-practical sections in groups of 14, based on tutor and practical sections. ● Library used to provide additional learning space. ● Almost all curricular areas offered within contingency timetable. (BL, June 2020) | <p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> ● Students return to school in August, and can access resources and support for learning. ● Increased use of digital learning to allow students to access resources and support when learning at home. ● Time spent at school and at home to allow physical distancing to continue. |



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| <p><i>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> <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> | <ul style="list-style-type: none"> ● 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. ● 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 | <ul style="list-style-type: none"> ● Longer blocks of learning, either by grouping periods of learning together, or arranging for the teacher to move whilst the class remains (for non-practical classes.) ● Continue use of Microsoft Teams meetings to allow collaboration and moderation without the need for face to face meetings where appropriate. (SMT/ELT – August 2020) ● Review learners’ statement and update to recognise blended learning approach. (BL/Learning and Teaching Group – August 2020) ● Health and wellbeing promoted and supported. (DR/ all staff – ongoing) ● Monitoring and tracking includes access to ICT and online engagement as measures to ensure interventions can be put in place and barriers to learning removed. (AG/ELT/all staff – from August 2020) ● Support of Clydesdale Moderation Group, SLC Subject Specialist Groups, West Partnership involvement, Education Scotland Support with a focus on blended learning approaches. (BL/CLPL | <ul style="list-style-type: none"> ● Effective communication and consultation to support pupils. ● Clear guidance for staff, pupils and parents on approaches to learning and teaching. ● Improved consistency in approaches to learning and teaching, ensuring high expectations and high quality learning and teaching. ● Learners’ needs are identified and met, with barriers to learning removed and appropriate interventions in place to ensure equity. ● Opportunities for sharing resources maximised. ● Sharing of good practice and support with digital learning available. |
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| <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> | <p>to engage with them further on supporting learning in school.</p> <ul style="list-style-type: none"> Consider how to take account of parental views and pupil voice when developing the learning in your school. | <p>group/All staff, August 2020)</p> <ul style="list-style-type: none"> Course plans updated and restructured to allow effective delivery of the curriculum. Opportunities for 'flipped learning' and to practice skills learned in class when at home maximised. Careful consideration given to resources required to access curriculum and learning planned to take this into account. (Learning and Teaching Group, Faculty Heads, Class Teachers, from June 2020) Information on learning and teaching shared on school website, and as appropriate through emails, School App, etc. (BL, all staff – on going) <p>Continued partnership working with Pupil Council and Parent Council. (SMT – August 2020)</p> | <ul style="list-style-type: none"> All teachers/subjects adopt a consistent approach to learning and teaching, with appropriate quality assurance. This will enable parents to support their child's learning in partnership with the school. Our recovery/ contingency plan will take into account the views of all stakeholders to ensure that the needs of all members of our school community are met. |
| <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</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. | <ul style="list-style-type: none"> Identify colleagues who are shielding, pregnant or require a risk assessment to be undertaken to allow appropriate supports to be | <ul style="list-style-type: none"> Colleagues who are working from home are aware of their role and responsibilities regarding blended |

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| <p>complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p> | <ul style="list-style-type: none"> • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning | <p>put in place. (BL/SMT/Line managers, June 2020)</p> <ul style="list-style-type: none"> • Existing ICT and other resources have been given to pupils and staff to support learning at home. • Purchase additional ICT resources to facilitate increased use of digital learning. • Identify areas for partnership working in delivering AH support for pupils. (BL, June 2020) • Provide additional advice and for pupils, parents and CPD for staff on the use of Google classroom or other digital platforms. (SMT, August 2020) • Purchase web cams and visualisers to allow video conferencing and the use of Google Meet as required. (SMT, June 2020) • Purchase digital subscriptions for FirstNews, Numeracy package, LinguaSope and IDL to support digital learning in literacy and numeracy. (SMT, LP, DB, June 2020) | <p>learning/development tasks.</p> <ul style="list-style-type: none"> • Appropriate ICT resources available within the school to support the use of Google Meet, including the recording of live teaching. • Consider consortia approach to support AH courses through Google classroom. • Barriers to digital learning removed for staff and pupils. Increased pupil engagement. • Staff confident in use of ICT and this is used effectively to support learning and teaching. • Digital resources are used effectively to support the development of literacy and numeracy. • Greater consistency in learning and teaching. • Improved engagement with online learning. |
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| | | <ul style="list-style-type: none"> • Continue to use Google Classroom to support learning and teaching. Ensure all teachers set work as 'assignments' to facilitate the tracking of engagement, individualised feedback and to support pupils and parents with planning work at home. (SMT, FHs, Learning and Teaching group, August 2020) • Information regarding access to digital resources to be updated – staff and pupils. (SMT, August 2020) • ICT resources have been loaned to pupils to support learning at home – re-assess access requirements for August 2020. (SMT, June/August 2020) • Pupil Council meetings will take place using Google Meet to reduce the number of pupils physically meeting and allow all pupils to participate whether they are working at home or in school. (DR/BL/LW/ IN, August 2020) • Surveys will also be used to gather feedback from all pupils about approaches to learning at home. Our first survey (May 2020) highlighted mainly technical | <ul style="list-style-type: none"> • Access to ICT is fair and equitable. • Barriers to learning removed. • Clear procedures are in place for lending devices, including procedures for funding repairs/replacements. • Pupil feedback sought and acted upon. |
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| | | <p>issues and these were addressed through the production of a FAQ document.</p> <ul style="list-style-type: none"> Consider piloting the use of Guardian Emails within Google Classroom (All staff - August 2020) <p>Amend monitoring and tracking spreadsheets to allow the recording of access to ICT and engagement with home learning.</p> | <ul style="list-style-type: none"> Updates provided to pupils/parents. <p>Appropriate interventions in place and barriers to learning removed.</p> |
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| <div>  <div> Improvement Priority 3 - Continuity of Learning Progress Report June 2021 </div>  </div> | | |
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| What did we actually achieve? | How do we know? | What do we need to do next? |
| <p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>In school learning:</p> <p>A contingency timetable was in place for August 2020, should this have been required. However, it was possible for pupils to follow their normal timetable, with staggered intervals and lunch-times until October 2020. From October 2020, our timetable was stretched over two weeks for health reasons, creating longer blocks of learning, reducing the number of potential contacts throughout the day and therefore the number of</p> | <p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Feedback from pupils and parents on the two week timetable arrangements and staggered intervals and breaks was very positive. It was noted that this had reduced the number of transitions within the day and reduced the number of contacts. 12% of pupils, 25% of parents and 40% of colleagues completed the</p> | <p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Curriculum and Timetabling consultation involving all stakeholders to improve outcomes for learners.</p> |

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| <p>pupils and staff who may potentially have needed to self-isolate. The timetable was adapted as required in February and March to provide opportunities for learners to come into school for face to face learning in smaller groups. After Easter, our two week timetable continued, with all pupils back in school for face to face learning.</p> <p>S3 Masterclasses were introduced to ensure all learners could continue to study their first Modern Language (French) into S3 and to provide further opportunities to develop skills for learning, life and work. All students who didn't choose French as a subject in S3 completed a 12 week block (two periods per week) in French and had the opportunity to complete the Languages for Learning, Life and Work Award, as well as the opportunity to study two other Masterclasses. Students who chose French as an option had the opportunity to study three Masterclasses from: PE, Numeracy, German, Scientific Studies, Technologies and RMPS.</p> <p>Our 'Learners' Statement' was updated following consultation with pupils, parents and staff and launched in November 2020, outlining the key aspects of effective learning and teaching in order to achieve greater consistency within and between faculties.</p> | <p>questionnaire. Further consultation will take place in the new term.</p> <p>Feedback from pupils has been positive. All learners can achieve a qualification in French (Languages for Learning, Life and Work or National 3/4/5 French) before leaving school. Uptake in RMPS in S4 has increased.</p> <p>Feedback from curriculum survey.</p> <p>Posters were designed and displayed in all classrooms.</p> | <p>Introduce Literacy/Media as a Masterclass option to provide students with an opportunity to provide further opportunities .</p> <p>Review S1-2 curriculum, in line with OECD report. Review learner pathways and curriculum choices for students, based on pupil feedback as resources allow, including introducing Spanish. Review and refresh curriculum rationale.</p> <p>Learner pathways reviewed, in line with leavers' data. Practical Cake Craft introduced to provide alternative pathway for students in HE. DYW KPMs utilised to set targets and monitor progress.</p> <p>Continue to share good practice and showcase excellent learning and teaching.</p> <p>Pupil Voice - encourage participation in decision</p> |
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| <p>Outdoor learning and independent living skills have been included within the S1 Inclusion Support timetable. Colleagues have completed National Navigation Award training and embarked on Forest Schools training to allow opportunities for outdoor learning to be explored further in Session 2021-22. Training in Fresh Start Phonics has been organised for four colleagues to support the development of literacy (June 2021).</p> <p>Learning at home:</p> <p>A learning community approach was agreed for remote learning, using Google Classroom and Google Meet and pupils were shown how to use these resources effectively in their English lessons. Resources were also shared on Google Classroom to support pupils who were self-isolating. From January, weekly Learning at Home documents were also emailed to all parents to provide additional information during lockdown. A dedicated page on the school website was also used to share learning at home information.</p> <p>Extensive CLPL has been undertaken by all staff, particularly in the use of digital technology to support learning and teaching. Webcams/ visualisers were purchased for all classrooms/ offices.</p> <p>Digital subscriptions to First News, Complete Maths, Linguascope, IDL helped to support learning and teaching. Novels were purchased to</p> | <p>Feedback from pupils, parents and staff have been used to inform future planning.</p> <p>Feedback from pupil, parent and staff questionnaires and discussions was used to plan and adapt our approaches throughout 2020-21. 86% of parents described communication regarding home learning as helpful and 95% of pupils and parents commented that pupils had the resources they required for home learning in our February survey.</p> <p>Feedback from the SLC pupil surveys and focus group discussions will be used to inform future planning.</p> <p>All colleagues have completed in a range of CLPL to support learning and teaching and the sharing of good practice has been encouraged.</p> | <p>making and awareness of local and global issues. Pupils will have the opportunity to contribute to the Youth Forum on Climate Change and Sustainability.</p> <p>Literacy and Numeracy strategy - whole school approach to assist Education Recovery and improve outcomes for all learners. Freestanding units utilised effectively to support attainment.</p> <p>Google Classrooms will be created for the new school year for classes and year groups. We will continue to explore the use of Guardian email to further improve communication with parents and carers regarding learning.</p> <p>A CLPL section will be developed on our school website to share good practice. Learning and Teaching - Review outcomes of Clydesdale Moderation</p> |
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| <p>support the development of literacy. Literacy packs were developed and were collected from the school or delivered as required, continuing copies of Freak the Mighty and Boy in the Striped Pyjamas.</p> <p>Pupil engagement in learning and teaching was tracked carefully. Contact was made with parents and carers to offer support as required. H&Wb was supported by all staff, with additional supports from PTs Pupil Support and PT Equity.</p> | <p>Pupil engagement has been tracked and used by class teachers, PTs and SMT to identify potential barriers to learning and supports required. Pupils have reported that the ICT packages have been useful to support their learning. Pupil motivation has been high.</p> | <p>Training and impact on achieving consistency in the quality of learning and teaching. Focus on effective learning and teaching, with CLPL activities and continued involvement in locality, local authority and RIC moderation events.</p> <p>Further feedback from pupils will be sought through our curriculum review.</p> <p>Pupil engagement and attainment will continue to be monitored with appropriate supports provided as required.</p> |
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