



# **South Lanarkshire Council**

## **Recovery Planning August 2020**



### Change Log

Version	Date	Initial	Change Log
0.1	19/06/20	CMcG	Draft release

 <p><b>Improvement Priority 1 - Promote the positive health and wellbeing of children &amp; young people, parents/carers and staff</b></p>		<p><b>How will we know we've been successful?</b></p>	
<p><b>Quality Indicator</b></p>	<p><b>Recovery Priority</b></p>	<p><b>Key Recovery Tasks (School specific)</b></p>	<p><b>Desired Outcomes and Impact</b></p>
<p><b>3.1</b> Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> <li>Inclusion and Equality</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Whole School Wellbeing</p> <p><b>Rationale:</b> School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of <b>Belongingness</b> and <b>Connectedness</b> is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through <b>Quality Relationships</b>, and a range of <b>Attachment Informed Practices</b>.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs.</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>Pupil / Staff Survey – Initial Wellbeing assessment to identify current position and identify future supports. (Who: DMcC / CMcA / DB; When: Aug'20)</li> <li>Weekly Google Form to assess ongoing wellbeing of pupils throughout period of recovery. (Who: DMcC / DB; When: ongoing)</li> <li>The Support Faculty will use a range of different approaches to gauge the wellbeing needs of pupils (e.g. self-referrals, parental contact, pupil engagement in online learning). One of their main sources of data/information will come from the weekly spreadsheet-</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <ul style="list-style-type: none"> <li>Overview and awareness of whole school wellbeing. Ability to intervene and support at the right time with the most appropriate universal / targeted support.</li> <li>The Support Faculty will liaise with parents/guardians, relevant staff and other agencies to put in place appropriate and measured interventions.</li> </ul>

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<ul style="list-style-type: none"> <li>• Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</li> <li>• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.</li> <li>• Provide opportunities for Staff Development which allow staff to focus on individual and collective</li> </ul>	<p>Google Form. Pupil Support will also provide drop-in sessions in conjunction with the Google Form. (Who: Support Faculty; When: ongoing)</p> <ul style="list-style-type: none"> <li>• Creation of Mental Wellbeing Area of school website as part of Trinity Re:Connect. (Who: DB/CMcG; When: Established in Aug and complete by Oct)</li> <li>• Staff across the school will continue to highlight areas of concern / need to The Support Faculty via the Support Faculty Concern Form from observations, conversation, and targeted support. (Who: All staff; When: ongoing)</li> <li>• Ongoing promotion of Nurturing approaches across the whole school. (Who: All staff; When: ongoing)</li> <li>• P7 Zone to continue for 2020-2021. (Who: CMcA / CR; When: ongoing)</li> <li>• Emphasise clear routines with pupils. (Who: All staff; When: Aug – Induction Days)</li> <li>• All staff presentation of SLC Attachment strategy. (Inset Day 1- PB)</li> <li>• Roll out of SLC Strategy across whole school. (Who: SLT); When: from Jun'20)</li> <li>• Staff opportunities for development:</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships between pupil/staff, pupil/agencies continue to be positive contributing to the overall nurturing school ethos.</li> <li>• Nurturing ethos and environment throughout the whole school.</li> <li>• Staff have a deeper understanding of Attachment strategy and can utilise their knowledge to build on existing relationships with pupils and staff.</li> <li>• Professional Learning opportunities will continue to equip staff with the tools to identify and target wellbeing</li> </ul>
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	<p>wellbeing needs of their children and young people, especially their most vulnerable.</p> <ul style="list-style-type: none"> <li>Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community.</li> </ul>	<ul style="list-style-type: none"> <li>Nurture Training (Who: DB; When: Sept to Dec)</li> <li>First Aid Mental Health (Who: DB; When: Sept to Dec)</li> <li>Resilience Film (Who: DMcC; When: By Oct for all staff)</li> <li>Jill Trevena to staff training on meeting wellbeing needs individually and collectively within a classroom / whole school setting. (Who: DMcC/DB; When: Oct)</li> <li>Use of Health &amp; Wellbeing Recovery Kit – extended community team resource (Who: DMcC; When: Aug'20)</li> <li>Ongoing work with Jill Trevena, Psychological Services, CAMHS, NHS &amp; Healthy Schools Project. In addition to this, work alongside third sector agencies such as SES and FSFT to support pupils in other training opportunities who may struggle with the school environment. (Who: DMcC / Support Faculty; When: from Aug'20)</li> <li>Parental engagement - Utilise a variety of platforms as done throughout COVID-19 such as personal email, letters and daily update on Twitter when sharing the recovery curriculum. (Who: SLT; When: Before Aug'20)</li> <li>Parent Council to receive a presentation of SLC Attachment strategy. (Who: PB; When: Sep'20)</li> </ul>	<p>needs of their children and young people.</p> <ul style="list-style-type: none"> <li>Targeted interventions in place for most vulnerable pupils with identified partners/agencies.</li> <li>Parents have a clear understanding of the SLC Attachment Strategy and school recovery model and what this will involve for their child.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.</li> </ul>	<ul style="list-style-type: none"> <li>• Compassionate leadership and promotion of self-care. (Who: SLT / PTs / FHs; When: Ongoing)</li> <li>• Ongoing daily support as required. (Who: All staff; When: Ongoing)</li> <li>• Signposting of SLC resources and services that are available to staff. (Who: AC; When: Ongoing)</li> <li>• Signposting of Ed Psych services support for staff. (Who: DMcC; When Before Aug'20)</li> <li>• Provision of mental wellbeing handouts for staff from the Mental Health Foundation on areas such as "How to look after your mental health using mindfulness". (Who: DMcC; When Aug'20)</li> <li>• Opportunity to meet with Jill Trevena for wellbeing support. (Who: DB; When: 4th August invite to staff for Jill Trevena support with drop-in to take place on 14th August)</li> <li>• Clear communication continues across the school via a variety of channels-one-to-one conversations, personal emails, PTs/FHs 'check in' with staff to debrief. (Who:SLT/PTs/FHs; When: Ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff feel valued and supported across the whole school.</li> <li>• Staff are aware of the support network available to them.</li> <li>• Staff feel they are part of the processes across the school and communication is clear.</li> </ul>
<p><b>Theme:</b> HWB CURRICULUM</p> <p><b>Rationale:</b> The approach to the curriculum, learning and teaching is a key part of ensuring recovery.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Contextualise the 'Reconnection &amp; Recovery' guidance to develop a</li> </ul>	<p><b>S1-S6 Trinity Re:Connect</b></p> <ul style="list-style-type: none"> <li>• S1 - 6 hours of activities within PSHE &amp; H&amp;W periods. S2 - 6 hours of activities within PSHE. S1 &amp; S2 pupils will be</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils feel safe during recovery as they are aware of the support that is</li> </ul>

<p>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 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>recovery curriculum within a unique context.</p> <ul style="list-style-type: none"> <li>• Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing</li> <li>• Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs.</li> </ul>	<p>discussing the issues surrounding recovery, mental and physical wellbeing. (Who: KMCh/DB; When: Aug’20 to Sep’20)</p> <ul style="list-style-type: none"> <li>• S3 - maximum 6 hours of activities discussing the issues surrounding recovery, mental and physical wellbeing within PSHE. (Who: KMCh/DB; When: Aug’20 to Sep’20)</li> <li>• S4 - PSHE curriculum focussed on Wellbeing. (Who: KMCh; When: Aug’20 to Dec’20)</li> <li>• S4 - S6 Senior Phase - Wellbeing flyer distributed to pupils signposting interventions / websites / supports that are available for them to utilise. (Who: DB; When Aug’20)</li> <li>• Pupil progress will be monitored through ongoing established tracking and monitoring and attendance procedures. (Who: Support Faculty; When: Ongoing)</li> <li>• Weekly whole school wellbeing survey using Google Forms. (Who: Support Faculty; When: Ongoing)</li> <li>• Pupil Council will contribute to the recovery curriculum and feedback will be used to shape PSHE lessons and Blended Learning. (Who: CMcG; When: Ongoing)</li> </ul>	<p>available to them and how to access support if required.</p> <ul style="list-style-type: none"> <li>• Pupils are achieving and are motivated to learn throughout the period of ‘blended learning’.</li> <li>• From this, pupils will show increased attendance and engagement with ‘blended learning’.</li> <li>• The wellbeing of pupils is taken into consideration when planning throughout COVID-19 / recovery period.</li> <li>• Increased targeted support and appropriate staged intervention by Pupil Support based on Google Form responses.</li> </ul>
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## Improvement Priority 2 - Planning for Equity

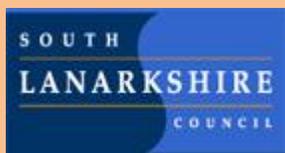
**How will we know we've been successful?**

<p><b>Quality Indicator</b></p> <p><b>2.4 Personalised Support</b></p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p><b>3.2 Raising Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p><b>Recovery Priority</b></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><b>Key Recovery Tasks (School specific)</b></p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p><b>Desired Outcomes and Impact</b></p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Re-identifying the poverty-related attainment gap.</p> <p><b>Rationale:</b> To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period and won't necessarily be at the same point in</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider the experiences learners have had during the school closure period, drawing on for example:                             <ul style="list-style-type: none"> <li>- Engagement data</li> <li>- Home-school communication</li> <li>- Home-learning submissions</li> <li>- Engagement at hubs</li> </ul> </li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• Devise a staff survey for to Analyse Google Classroom engagement data during lockdown periods versus online learning approaches. Aim to capture all learners, all subjects. (Who: tbc; When: by Aug'20).</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <ul style="list-style-type: none"> <li>• All teachers/subjects adopting a consistent approach to online learning e.g. posting tasks as 'Assignments' to enable tracking of engagement.</li> </ul>

<p>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>	<ul style="list-style-type: none"> <li>• 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"> <li>- Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)</li> <li>- Engagement (e.g. Leuven scale, observational data)</li> <li>- Participation (home-learning participation data)</li> </ul> </li> </ul> <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> <li>• Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support.</li> </ul>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Conduct data capture of parental contact details to ensure that we have the most accurate information. (Who: CMcG/Office; When: Jun’20)</li> <li>• Continue with regular and frequent communication via Twitter and school website. (Who: CMcG/Dept Twitter account holders, When: ongoing).</li> </ul> <p><b>New gap analysis:</b></p> <ul style="list-style-type: none"> <li>• Utilise and collate all data sources available to us to ascertain our families/individuals who are in need of additional support. E.g. FSME, SIMD, ‘Support Request’ form, Vulnerable Contact list (CP, SW, ASN, JAT etc). (Who: PT Equity post holders, DHTs, PTs Pupil Support; Pathfinders; MCR Coord; When: Aug’20)</li> </ul> <p><b>Learning gap analysis:</b></p> <ul style="list-style-type: none"> <li>• Learning and attainment gap identified utilising engagement data survey results, prior assessment data, SNSA and teacher professional judgement. (Who: Class teachers, FHs, PTs; When Aug’20)</li> </ul>	<ul style="list-style-type: none"> <li>• This will enable important information to be distributed direct to parents’ email inboxes.</li> <li>• Parents continue to be kept informed and up to date with the latest information available to us.</li> <li>• The needs of all pupils identified. A collegiate approach to identifying pupils. An accessible, user friendly, system that provides a central point of information sharing/updating. Shared and reviewed at PS meetings.</li> <li>• All learners’ needs identified, and appropriate strategies implemented to remove barriers to learning and support attainment recovery.</li> </ul>
<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners)</li> </ul>	<p><b>PEF Interventions to Support Planning for Equity issues:</b></p>	

<p><b>Rationale:</b> As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the <b>current</b> needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>when making decisions around the PEF/SAC funding during the recovery phase.</p> <ul style="list-style-type: none"> <li>• Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.</li> <li>• Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.</li> <li>• Review staff training needs.</li> <li>• Review current partnership working.</li> <li>• Consider how you will measure and evidence impact; plan this into home and school approaches.</li> <li>• Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the <a href="#">EEF covid-19</a> resources helpful when considering this.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to enhance our ICT provision through investment in 90 additional Chromebook devices for pupil use. (Who: CMcG/JH; When: Aug'20)</li> <li>• Provide stationery essentials pack to identified pupils. (Who: Office/DHTs; When: Aug'20)</li> <li>• Provide specialist stationery packs for Art and Technical to identified pupils. (Who: LM; When: Aug'20)</li> <li>• Digital learning support for pupils and staff. Utilise our in-house Google Certified Trainer to provide onsite and remote support. (Who: CR; When: from Aug'20)</li> </ul>	<ul style="list-style-type: none"> <li>• Identified pupils provided with a loaned device to enable them to access learning at home.</li> <li>• Reduce sharing of stationery items/reduce contact spread. Pupils equipped to learn.</li> <li>• Reduce sharing of stationery items/reduce contact spread. Pupils equipped to learn.</li> <li>• Barriers to digital learning removed for both pupils and staff. Increased (remote) pupil engagement. Staff CLPL needs addressed.</li> </ul>
<p><b>Theme:</b> Tracking and monitoring impact of equity approaches.</p> <p><b>Rationale:</b> To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.</li> <li>• Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.</li> </ul>	<p><b>Equity Tracking:</b></p> <ul style="list-style-type: none"> <li>• Adapt existing BGE tracking spreadsheets to incorporate 'new' measures such as online engagement, access to IT, additional support needs, etc. (Who: DHT; When: from Aug'20)</li> <li>• Data populated and updated regularly to maintain accurate profile of pupils' needs and progress. (Who: PTs Equity, PTs PS, DHTs, PTs/FHs, Class Teachers; When: from Sep'20)</li> </ul>	<ul style="list-style-type: none"> <li>• An accessible, user friendly, system that provides a central point of information sharing/updating.</li> <li>• All learners' needs tracked and monitored. Appropriate strategies identified for individuals/groups to remove barriers to learning. Targets set for individuals/groups based on needs.</li> </ul>

	<ul style="list-style-type: none"> <li>Consider points in planning section to find alternative approaches.</li> </ul>		
<p><b>Theme:</b> Cost of the School Day</p> <p><b>Rationale:</b> The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Revisit <a href="#">Child Poverty Action Group Website</a></li> <li>Read <a href="#">CPAG article</a> on impacts of school closures.</li> <li>Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.</li> <li>Consider how you will equip learners with the tools required to undertake home-learning.</li> <li>Consider how our actions can inadvertently alienate families in poverty.</li> <li>Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.</li> <li>Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>Consider staff training needs – ensure <b>all</b> staff are consistent in their approach to poverty.</li> <li>Consider what changes will need to be made to the school calendar in light of changes to family income.</li> </ul>	<p><b>CoSD:</b></p> <ul style="list-style-type: none"> <li>CoSD position statement revised to incorporate our 'new' identified gap. Relunched on Twitter and our website. Communicated directly to families via email. (Who: SLT; When: Aug'20)</li> <li>PEF Subsidy Fund will continue to support our least advantaged families. (Who: SLT, PT PS, Pathfinders, MCR; When: from Jun'20)</li> <li>Consult with CTO and Procurement staff about alternative mechanisms to purchase non-iproc items using PEF funding (e.g. food, clothing, utility cards, bus passes. etc.) (Who: HT/DHT; When: Aug'20)</li> </ul>	<ul style="list-style-type: none"> <li>Raised awareness of our policy on 'Poverty Proofing' learning for our young people and their families.</li> <li>Needs of our young people and their families supported financially, reducing barriers to learning.</li> <li>Greater flexibility and reduced lead times to enable us to react quickly to the needs of our young people and their families.</li> </ul>



## Improvement Priority 3 - Continuity of Learning

**How will we know we've been successful?**

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul> <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p><b>Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.</b></p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p> <p>Trinity High has followed the guidance of SLC at all planning stages and undertaken the following:</p> <ul style="list-style-type: none"> <li>• Met with representatives from learning consortium Stonelaw &amp; Cathkin and collegiately agreed model for locality. (Who: HT; When: Jun'20)</li> <li>• Undertaken appropriate risk assessment for implementation of model. (Who: SLT/Union Rep; When: Jun'20)</li> <li>• Maximised use of space in accordance with guidelines issued by SLC and agreed by union representatives. (Who: SLT/Spie/Janitors; When: Jun'20)</li> <li>• Information shared with Faculty Heads and Pupil Support staff. (Who: SLT; When: Jun'20)</li> <li>• Information to be relayed as near to 18th June as possible to parents &amp; carers. (Who: AC/CMcG; When: Jun'20)</li> </ul>	<p>This section should give a brief indication of what success would like and how it will be measured.</p> <ul style="list-style-type: none"> <li>• Model communicated clearly to staff and partner agencies.</li> <li>• Model to be communicated to pupils and parents.</li> <li>• Pupils welcomed into school on 12th August.</li> <li>• Smooth transition of senior pupils around building.</li> <li>• All pupils access face to face teaching.</li> </ul>

Theme: Learning In School	Schools need to:	Key Recovery Tasks (school specific)	Desired Outcomes and Impact
<p><b>Rationale:</b>  <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> <b>The Recovery Curriculum, Think Piece</b></p>	<ul style="list-style-type: none"> <li>Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.</li> <li>Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver.</li> <li>Consider if communal and social areas could be repurposed to provide additional learning space. <a href="https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</a></li> <li>Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.</li> <li>Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.</li> <li>Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Blended model of learning to be adopted with pupils being in school 3 days one week and two days the next.</li> <li>Model will give 12.5 hours of teaching to all pupils over 2 weeks.</li> <li>S5/6 pupils will access all curricular areas over a two week period.</li> <li>S3/4 pupils will access all curricular areas over a 4 week period. 3 x 100 minute sessions.</li> <li>Time has been built into model to adhere to working time arrangements and cognisance of teacher workload. (Who: AC; When: Jun'20)</li> <li>S1/2 pupils will have limited access to practical activities such as Home Economics and practical workshop activities. (Who: FHs/PTs/Class Teachers; When: from Jun'20)</li> <li>Staff have received CLPL on the use of google classrooms which is to be utilised further for the purposes of blended learning. (Who: CR; When: Ongoing)</li> <li>Foundation Apprenticeship Hubs will go ahead as planned as this was built into option structure. (Who: AC/BMcC; When: Aug'20)</li> <li>Liaison with catering staff to ensure pupils have access to FME. (Who: SLT; When: Aug'20)</li> </ul>	<ul style="list-style-type: none"> <li>Focus of Learning &amp; Teaching group will be the review and development of school learning, teaching and assessment process.</li> <li>Increased usage of learning online for pupils.</li> </ul>

<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"> <li>• Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment.</li> <li>• Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Teaching group to consult with all stakeholders and provide a focus and list of action points/guidance on approaches to teaching and learning and formative assessment approaches, taking account of SQA intentions for 2021 exam diet, (Who: L&amp;T group; When: from Aug’20)</li> <li>• Provide moderation opportunities for teaching staff within their school, learning community and nationally. (Who: SLT; When: from Aug’20)</li> <li>• Analysis of assessment data and the accuracy of teachers’ professional judgement using historical data. (Who: SLT; When: ongoing)</li> <li>• Adapt existing BGE tracking spreadsheets to incorporate ‘new’ measures such as online engagement, access to IT, additional support needs, etc. (Who: DHT; When: from Aug’20)</li> <li>• Data populated and updated regularly to maintain accurate profile of pupils’ needs and progress. (Who: PTs Equity, PTs PS, DHTs, PTs/FHs, Class Teachers; When: from Sep’20)</li> <li>• Implementation of Seemis BGE Progress and Achievement system. Planning and delivery of CLPL for all teaching staff. Creation of support materials to supplement CLPL. (Who: CMcA/CMcG; When: from Jan’21)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear expectations and guidelines for staff.</li> <li>• Continue to improve consistency and robustness of teachers’ assessment judgements.</li> <li>• An accessible, user friendly, system that provides a central point of information sharing/updating.</li> <li>• All learners’ needs tracked and monitored. Appropriate strategies identified for individuals/groups to remove barriers to learning. Targets set for individuals/groups based on needs.</li> <li>• Successful transition from existing BGE T+M system.</li> <li>• Improvement in the use of BGE tracking data to inform improvement targets and identify groups and individuals requiring intervention.</li> </ul>
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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>	<ul style="list-style-type: none"> <li>• Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated.</li> <li>• Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work.</li> <li>• Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school.</li> <li>• Consider how to take account of parental views and pupil voice when developing the learning in your school.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital learning support for pupils and staff. Utilise our in-house Google Certified Trainer to provide onsite and remote support. (Who: CR; When: from Aug'20)</li> <li>• Faculty Heads are currently working with departments to develop suitable learning for our young people. Consideration is being given to which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. This includes QA procedures and consistent approaches for online learning. (Who: PTs/FHs/Class Teachers; When: from Jun'20)</li> <li>• Conduct data capture of parental contact details to ensure that we have the most accurate information. (Who: CMcG/Office; When: Jun'20)</li> <li>• Continue with regular and frequent communication via Twitter and school website. (Who: CMcG/Dept Twitter account holders, When: ongoing).</li> <li>• Parent Council to be consulted on draft recovery plan. (Who: PB; When: Aug'20)</li> <li>• Pupil Council will contribute to the recovery curriculum and feedback will be used to shape recovery plan/blended learning. (Who: CMcG; When: Ongoing)</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers to digital learning removed for both pupils and staff. Increased (remote) pupil engagement. Staff CLPL needs addressed.</li> <li>• All teachers/subjects adopting a consistent approach to online learning, face-to-face teaching and assessment.</li> <li>• QA procedures in place for online learning.</li> <li>• This will enable important information to be distributed direct to parents' email inboxes.</li> <li>• Parents continue to be kept informed and up to date with the latest information and strategies to engage with them further on supporting learning in school.</li> <li>• A comprehensive, coherent recovery plan that takes in the views of all stake holders.</li> </ul>
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<p><b>Theme:</b> Learning At Home</p> <p><b>Rationale:</b></p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school.</li> <li>• Can staff who are shielding work on developing and leading on online learning opportunities?</li> <li>• Take account of the existing resources you have access to and how these can be used to support learning at home.</li> <li>• Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated.</li> <li>• Review and plan how you will deliver and set work at home and how feedback will be given to learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Shielding staff identified and contact being made. (Who: PB/AC; When: Jun'20)</li> <li>• Webcams for each staff PC ordered (Who: CMcG; When Jun'20).</li> <li>• Installation and set-up to be conducted. (Who: RM; When: Aug'20 (or earlier if devices arrive beforehand))</li> <li>• Troubleshoot installation of existing visualiser equipment to ensure all functionality is available. (Who: RM; When: Jun'20)</li> <li>• Digital learning support for pupils and staff. Utilise our in-house Google Certified Trainer to provide onsite and remote support. (Who: CR; When: from Aug'20)</li> <li>• Continue to deliver online learning via Google Classroom platform.</li> <li>• Ensure all teachers are setting work as 'Assignments' to facilitate tracking of engagement, individualised feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have a clear roles and responsibilities with regards to blended learning and development tasks whilst working from home.</li> <li>• Teacher PCs have suitable hardware to facilitate effective use of all the feature of Google Suite, including live/recorded lessons through Google Meet.</li> <li>• Barriers to digital learning removed for both pupils and staff. Increased (remote) pupil engagement. Staff CLPL needs addressed.</li> <li>• All staff aware of and compliant with SLC guidelines on the use of Google Meet with learners.</li> <li>• A consistent learner experience of online learning.</li> <li>• Improved engagement with online learning.</li> </ul>
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<p>families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> <li>Establish a baseline on the number of pupils and staff who have home access to ICT.</li> <li>Consider how to take account of pupil voice in their learning at home.</li> <li>Identify how you will convey all information to learners and to parents/carers and strategies to</li> </ul>	<p>and to enable pupils to track their own work through their 'To Do' list.</p> <ul style="list-style-type: none"> <li>Ensure all FHS/PTs are teachers within all of their subject Google Classroom to enable QA to take place.</li> <li>38 staff currently have loaned devices. Staff will be surveyed to assess their need versus pupil access.</li> <li>Our pupils identified as most vulnerable have been (continue to be) provided with loaned devices based on SLC criteria.</li> <li>Parents can request access to ICT via 'Request for Support' form.</li> <li>Establish what provision SLC/Scottish Government will provide, including broadband access.</li> <li>Establish a repair/replace policy (and funding). (Who: JH/CMcG; When: Mar'20 – ongoing)</li> <li>Pupil Council meetings will utilise Google Meet functionality to reduce the number of pupils physically in the meeting and enable pupils who are working at home to participate. (Who: CMcG; When: from Aug'20)</li> <li>Set-up and pilot of 'Guardian Emails' within Google Classroom. (Likely to be one stage initially) (Who: JH/Office; When: from Aug'20)</li> </ul>	<ul style="list-style-type: none"> <li>Access to IT is fair and equitable.</li> <li>Barriers to learning reduced for all learners.</li> <li>Clear processes and criteria in place for pupil and staff loaned devices, including procedure/funding for repair/replacement of devices.</li> <li>Pupil feedback heard and acted upon.</li> <li>Parents/carers provided with a weekly/daily (tbc) update of their child's assignments.</li> </ul>
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	<p>engage with them further on supporting learning at home.</p> <ul style="list-style-type: none"><li>• Consider how you will measure and track engagement with home learning</li></ul>	<ul style="list-style-type: none"><li>• Utilisation of existing BGE tracking spreadsheets, adapted to include column for engagement with home learning. (Who: CMcG; When: from Aug'20)</li></ul>	<ul style="list-style-type: none"><li>• Increased frequency of tracking (just this one measure?) to enable staff to react quicker with appropriate interventions.</li></ul>
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