

East Dunbartonshire Council

School Recovery Plan

Name of school: Westerton Primary

Head Teacher: Mrs Marie Donald



The Council's Phased Local Delivery Plan has informed the development of the School / Centre Recovery Plan. It takes account of the current guidance from Scottish Government and Public Health. It is important to recognise the need for flexibility as the situation, due to Covid, will necessitate changes and the provision will require to be flexible and will evolve.

These key principles inform planning at authority and school level:

Key Principles

- Health, safety and wellbeing of staff and children will be at the heart of decision making; taking into account the scientific and medical advice from Scottish Government and Health;
- Flexible approach to meet the changing context;
- Working in partnership with parents and staff to deliver learning and support for children and families;
- Continuing to work to ensure equity and excellence.

A number of measures will be in place informed by the risk assessment for each school. These are detailed in the school's Organisation and Operational Procedures. A Back to School Information Pack has been provided for pupils and parents.

Priorities for Session 2020/21

- Health and Wellbeing
 - Nurture
 - Transitions
 - Family engagement
- Raise attainment and achievement
 - learning loss;
 - indoor learning through enquiry and play;
 - outdoor learning through enquiry and play

- The blended digital learning model: In school and home learning provision. This provision will support the further development of digital learning and will support contingency planning should there be any disruption to learning due to the Covid virus. The full time in-school provision will be supported by home digital learning.

Priority 1	Health and Wellbeing – Nurture, transitions and family engagement		
Target	Actions	Timescales	Responsible
Actively promote staff health and wellbeing. Collegiate calendar planned to include time for staff wellbeing using the EDC Wellbeing Policy	Staff CLPL SAMH CCC – staff wellbeing Regular staff wellbeing check in's - recorded and appropriate action taken Staff mindfulness sessions	May 2020 in-service Ongoing all session	All staff DHT All staff K Shields
Counselling systems – monitor and evaluate the positive impact of the service on children's mental health and wellbeing	Liase with LifeLink on a regular basis. Monitor referral to Life Link counselling service Liaison with families on going	Ongoing all session	DHT SLT
Tracking of pupil wellbeing and progress will show that almost all CYP are supported and engaging in learning.	HWB survey P4-P7 Revisit HWB survey Piloting EDC survey P1-P3 Transitions Pupil check in's - vulnerable, ASN Check in with parents – vulnerable, ASN, all P1's	Aug Ongoing all session with focal points in September and May Ongoing all session	DHT SLT

Known and new data on children with ACES and potential HWB barriers to learning to be collated and monitored by SLT	Data gathered Multi agencies partnership working Completion of pupil wellbeing assessments	Ongoing all session	STL/all teaching staff
Children to become more confident in self assessing their HWB against the indicators	HWB SHANARRI activity around understanding of indicators HWB survey results analysis	Ongoing	SLT
Ensuring all children feel safe transitioning back to school, particularly those at key transition stages and those who are in our vulnerable/targeted groups	Planning to focus on mental health and wellbeing Phased start for P1's HWB survey P4-P7 and analysis New tracking to be trialled P1-P3	Ongoing with focal points at September and May	D Hart
Re-establishing routines and supporting health and wellbeing of children during this period of recovery	Communicating clear consistent information to parents, pupils and staff LIAM Anxiety management Delivery of anxiety workshops for pupils in P5-P7 with follow up calm plan HWB Curriculum Virtual HWB Assemblies Whole school PATHS CCC – P6 & P7 RHSP – P6 & P7	Ongoing all session	SLT

Looking at a plan for the P7 transition to Bocclair. Ensure contact is maintained with nurseries	Discussions with Bocclair to identify ways to ensure this takes place. Regular contact with nurseries	Ongoing through planned TSG and Cluster meetings	HT/DHT
Continue to maintain a nurturing environment.	Professional reading – ‘Inside I’m Hurting’ Revisit previous knowledge gained from Paul Dix - Behaviour blueprint Ensure nurture part of all policies All communication with stakeholders carried out with nurture in mind Virtual HBW assemblies EP input for staff on Nurture Principles Nurture communication to pupils, parents and wider community Nurture UK - Revisit the nurture principles frequently and include in planning and all communication	Ongoing all session Term 1	DHT & Miss Moore SLT/all staff
Engage parents with home learning activities, e.g. go for a walk make a meal, go outdoors.	Technology support given Monitor parents' engagement in home learning	Ongoing with a focus in Term 1	All staff

Success criteria	<ul style="list-style-type: none"> • Improve staff confidence • Positive transitions for all • Consistent approaches to nurture across the school • Shared understanding of the wellbeing indicators • Positive partnership working with parents, other professionals and staff • Barriers to learning addressed through analysis of HWB data
Resources	<ul style="list-style-type: none"> • Professional reading for all staff - (Nurture) Inside I'm Hurting by Louise Michelle Bomber £24x26 copies total £624 • Cover – 7 days' supply to release teaching staff (completion of Boxall profiles, analysis of data and HWB tracking with SLT. Total £1596 • SLA £15,997 <p>Total PEF: £18,217</p>
Professional learning	<ul style="list-style-type: none"> • Professional reading and sharing • Nurture principle training • CCC RHSP – P6 & p7 • SAMH • ACES • LIAM training • Nurture UK
Monitoring and evaluation	<ul style="list-style-type: none"> • Wellbeing Indicators <p>Children with any concerns will have time to discuss results of survey and next steps are identified to support</p> <ul style="list-style-type: none"> • Nurturing Approaches <p>All staff, new and old, will have a clear understanding of the Nurture Principles and the approaches/ strategies incorporated consistently into all classrooms</p> <ul style="list-style-type: none"> • Professional Reading <p>Professional discussion and sharing of ideas/strategies for use in class</p> <ul style="list-style-type: none"> • HWB Tracking

	Data analysis
Progress update	

Priority 2	Raise attainment and achievement, Indoor & outdoor learning learning loss, family engagement, indoor learning through enquiry and play, outdoor learning through enquiry and play		
Target	Actions	Timescales	Responsible
Identify gaps in learning	<p>Audit and measure engagement in a variety of learning across the blended model for all learners including equity of access.</p> <p>Individual/group assessments to measure learning loss and identify gaps in learning.</p> <p>Measures put in place to address disrupted learning, - support for learning groups. - Precision teaching groups.</p>	<p>Aug-Oct 2020</p> <p>Sept 2020, ongoing throughout the session</p> <p>Ongoing throughout the session with termly evaluations</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p>
Accurately assess learning loss in the area of Writing	Complete robust writing assessment criteria from previous session to enable assessment data to identify gaps and inform next steps SWST	<p>October-December 2020</p> <p>Ongoing assessments to measure closing of gaps.</p>	Writing working party

Accurately assess learning loss in the area of Reading	Complete robust reading assessment to enable gaps to be identified and next steps planned SWRT Termly reading assessments	September 2020 Ongoing assessments to measure closing of gaps.	Reading working party
Accurately assess learning loss in the area of Numeracy	Complete robust numeracy assessment to enable gaps to be identified and next steps planned White Rose – pilot in P3, P4/3 & P4	September 2020 Ongoing assessments to measure closing of gaps.	Numeracy working party Initially P3, P4/3 & P4
Wider Achievement tracking and target setting	Introduction of achievement journals Target setting by pupils Parental engagement with home learning tasks	October 2020 Ongoing throughout the session	SLT /all staff
Introduction to the development of outdoor learning, PEBL methods and play from P3-P7.	Use outdoor environment to enhance curriculum experiences. Look for opportunities for children to lead learning and develop their own ideas. Staff CLPL - availability of appropriate course and professional reading	Ongoing throughout the session	All staff

	Outdoor Learning champions appointed		J Macnab/K Deans
Success criteria	<ul style="list-style-type: none"> • Increase in staff confidence • Effective analysis of assessment data • Positive engagement with wider achievement journals by staff, pupils and parents • More opportunities for outdoor learning, PEBL methods and play incorporated into planning. 		
Resources	Wider Achievement Journals <ul style="list-style-type: none"> • Printing costs - £800 (approx.) Total PEF: £800		
Professional learning	<ul style="list-style-type: none"> • Professional reading • Outdoor learning – CLPL champions • Play progression into P3 • Moderation activities 		
Monitoring and evaluation	<ul style="list-style-type: none"> • Analysis of assessment data • Evaluation of effectiveness of interventions • Participation in use of achievement journals, including parental engagement • Outdoor learning, PEBL and play incorporated into planning 		
Progress update			

Priority 3	Digital learning model: In school and home learning provision. This provision will support the further development of digital learning and will support contingency planning should there be any disruption to learning due to the Covid virus. The full time in-school provision will be supported by home digital learning Family engagement.		
Target	Actions	Timescales	Responsible
Develop the skills and confidence of education staff in the appropriate and effective use of digital technology in teaching and learning.	<p>Audit learning approaches taken during lockdown, and use of digital technologies used for home learning, identifying areas of good practice and pupil/staff development needs.</p> <p>Audit of skills and confidence of all staff in the use of Glow and Teams to inform a professional learning programme.</p> <p>Time allocated for responsive staff training.</p> <p>Staff made aware of CLPL opportunities relating to digital learning.</p> <p>Promote membership of the EDC Digital Learning Community team. Access, and contribute to,</p>	Ongoing all session	

	the support and resources available through this Team.		
Develop the skills and confidence of pupils in the appropriate and effective use of digital technology in learning, life and work.	All learners provided with access to Glow and Teams.	August 2020	Class Teachers
	Learning resources and home learning activities to be issued and monitored via Teams and Seesaw.	September 2020 (ongoing)	Class Teachers
	Continued focus on digital literacy throughout the curriculum. Continued use of digital learning progression pathways with particular focus on the digital skills that will support the blended learning model (contingency planning).	Ongoing all session	All staff

Ensure support is in place for learning loss including the use of digital learning	Procurement of iPads and laptops for in-school use to support learning across the curriculum and to support the development of key digital skills	August-December	SLT/all staff
All staff will be confident in use of Seesaw as a tool for reporting and promoting parental engagement.	Time allocated for staff training	August-December	SLT/all staff
Enable family engagement to support learning through teams/YouTube.	<p>Share 'How To...' guides with parents to support their use of Teams and Glow at home.</p> <p>Use of Teams for homework.</p> <p>Family learning through homework grid, accessible through Teams.</p> <p>Meet the Teacher/Class and virtual class assemblies shared through YouTube</p>	Ongoing throughout session	SLT/all staff
Ensure equity through provision of IT equipment through digital inclusion programme.	Audit home access to IT equipment suitable to facilitate home learning through TEAMS	August/September 2020	SLT/all staff

	Identify children who require support to access digital learning at home.		
Increase use of twitter to share learning and promote family engagement.	All staff to be given access to school Twitter account. Support and guidance available to all staff from Digital Leader.	August/September 2020	SLT/all staff
Success criteria	<ul style="list-style-type: none"> • Increased staff confidence and skills • Increase pupil confidence and skills • Increase parental engagement in children's learning • Consistent approaches in digital learning across all stages 		
Resources	<ul style="list-style-type: none"> • Laptops • iPads approx. £6,300 <p>Total PEF: £6,300</p>		
Professional learning	<ul style="list-style-type: none"> • Workshops on use of seesaw • Training on the more advanced use of TEAMS 		
Monitoring and evaluation	<ul style="list-style-type: none"> • Analysis of parental engagement • Evaluation of consistency of approaches to digital learning • More consistent use of twitter across the school 		
Progress update			