



East Dunbartonshire Council
School / Centre Recovery Plan

Name of school/ Centre:

Head Teacher/ Manager: Catriona Smith

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 Well being, particularly nurture;
- Family engagement;
- Transitions;
- Continuing to ensure equity and excellence including educational continuity:
 - Learning loss;
 - Continuing to raise attainment and achievement;
 - 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	Health and Well being including Nurture		
Target	Actions	Timescales	Responsible
All children will feel welcome and safe back in the school environment.	All classes to establish Class Charter with clear expectations.	By end of August 2020	Class teachers
	A child friendly powerpoint explaining Health and Safety procedures shared with all children.	13 th August 2020	C Smith/ class teachers
	Use of Emotion Works recovery curriculum to enable the children to discuss, share and explore their feelings related to lockdown and returning to school.	10 week recovery programme starting in August. Cost £250 (using £164 carried forward from 2019-20 so actual cost from Pupil Equity is £86)	A Mathieson/ Class teachers
	Promote the counselling service available for 10+ year olds in our virtual assemblies.	Termly in assemblies	C Smith/ A Wilson/ A Mathieson
	From professional discussions with the teacher, identify a named adult for children who need time on a one-to-one basis.	By September 2020	C Smith/ A Wilson/ A Mathieson
Staff will feel equipped to discuss emotions with the children.	Staff will explore the use of Emotion Works Recovery Curriculum to support HWB in the class.	By September 2020 Review as a whole staff 27 th January	Class Teachers
	Additional resources to support emotions will be purchased.	September 2020	C Smith/ A Wilson/ A Mathieson
	Training on Connected and Compassionate Classrooms will be shared with all staff.	Collegiate Time 2 hours 27 th January 2021, 18 th February 2021,	A Wilson
	Staff wellbeing – drop in sessions, allocated member of SLT, opportunities for virtual professional discussions.	Ongoing	C Smith/ A Wilson/ A Mathieson
	For support staff- Supporting Learners-Coaching session. The focus is on staff	November, February, April (3 days)	A Mathieson/ Support Staff

	wellbeing, de-escalation and supporting pupil resilience		
All children will be tracked on the SHANARRI indicators	Children will undertake a self assessment against the SHANARRI indicators.	November 2020	C Smith/ A Wilson/ A Mathieson Class teachers
	Staff will be given time to analyse the results and have a discussion with identified children whose responses need further investigation.	November 2020- Time given from SLT to analyse and to meet with the children (approximately 2 hours).	Class Teachers
	Class teachers to share findings with their allocated SLT and make plan for next steps.	Tracking Meetings- November, March	C Smith/ A Wilson/ A Mathieson Class Teachers
	Investigate a Bearsden Primary Wider Achievements programme which could be linked to their Seesaw portfolios.	October 2020	A Mathieson
	Pupil Equity Fund to be used for identified children to access trips, residential etc. Promote this through newsletters and individual discussions with parents	Ongoing Allocate £500 to this.	C Smith
Success criteria	<ul style="list-style-type: none"> Children will report increased positive wellbeing through emotional check ins and surveys. There will be a measured decrease in anxiety and/or negative wellbeing through check ins, surveys and quality assurance approaches. 		
Resources	<ul style="list-style-type: none"> Emotion Works Recovery Curriculum £250 (PEF 2020-21 £86) Connected and Compassionate Classrooms Wellbeing books for Children- The Colour Monster, The Little Iceberg, The way I feel, Feelings and The boy, the mole, the fox and the horse. - £52.53 (School Fund) Help out with trips, residential etc approx. £500 (PEF) 		
Professional learning	<ul style="list-style-type: none"> Connected Compassionate Classrooms Emotion works 		
Monitoring and evaluation	Tracking meetings Staged Intervention meetings SLT class visits Learning Conversations		

	Peer class visits.
Progress update	

Priority	Family engagement including educational continuity		
Target	Actions	Timescales	Responsible
Engage with the whole parent body digitally on chosen platform.	From the parental survey carried out at the end of session in June, establish the most important aspects of online communication with parents.	August 2020	C Smith
	Connect all parents to our chosen platform. If not engaging SLT to contact individual parents to ascertain the difficulties. Use of a glow form to ascertain difficulties.	September 2020	C Smith/ A Mathieson/ A Wilson
	Write staff guidelines on the expected use of the platform to be shared with parents. Reinforce the safe use of platform, ensuring staff are adhering to guidelines for use.	October 2020	C Smith/ A Mathieson/ A Wilson/ Group of teaching staff
	Dependent on the difficulties identified by parents make adjustments to the home work (ie access to IT, paper copies, homework packs?). Investigate whether a bank of IT resources (ipads/ chromebooks) would need to be purchased to allow home learning for some families.	September 2020 Possible use of PEF, dependent on the need identified (£8000 approx)	C Smith/ A Mathieson/ A Wilson
	Make 'how to' videos to share with parents	By November 2020	A Mathieson
	SLT to do monthly newsletter on the platform.	Monthly, starting October 2020	C Smith/ A Mathieson/ A Wilson
	Identify opportunities throughout the year to virtually involve parents instead of the traditional ways	Business Meetings 1 st October, 18 th November	C Smith/ A Mathieson/ A Wilson
	Teachers to use Class Dojo to initially issue homework, then move to Seesaw.	August 2020 Digital Learning time in WTA	Class teachers

Home learning to be communicated through digital platform.	Training for staff on use of Seesaw/ Teams.	Term 1 (in school and through professional learning calendar) 12 th November, 9 th December, 21 st October 2020- Collegiate Hours Additional hours given to Digital Learning in WTA for Professional Learning	C Smith/ A Wilson/ A Mathieson/ Class teachers
	Purchase Sumdog and identify whether Bug Club or similar would allow for useful online tool for homework and blended/ home learning if required.	By end of October 2020 Sumdog £1410.50- PEF Bug Club £1099- PEF	C Smith/ A Mathieson/ A Wilson
	Feedback to be given online to children on homework.	Ongoing	Class Teachers
	Use online platform to do 'Meet the Teacher' and P1 parent workshops.	September 2020	Class teachers
	Termly a home learning grid to be provided on school website for Early, First, Second	Termly- Time given on Inset Day 3 October 9th	C Smith/ A Mathieson/ A Wilson/ class teachers
Reporting to parents to be more timely and meaningful.	From last session's consultation on reporting, start to give shortened reports more often throughout the session. Short reports given in November, January and April focusing on strengths in literacy and numeracy, and next steps. In June a summary report for the year will be issued. These could be done on Seesaw.	Termly reports (time from WTA)	Class teachers
	Seek Parental feedback on reports from October and make adjustments where required.	November 2020	C Smith/ A Mathieson/ A Wilson/ Class teachers
	Sharing learning on platform for children not able to come to school- Termly grid to be provided with activities and e-sgoil / West Partnership Online School to be explored in addition to this.	Inset Day 3 –October 2020 Ongoing throughout year. – additional hours given to Digital Learning	Class teachers C Smith/ A Wilson/ A Mathieson to explore e-sgoil/ WP Online School
Success criteria	<ul style="list-style-type: none"> Parental engagement with the online tool will be tracked and aim for 95% engagement online 		

	<ul style="list-style-type: none"> • All children will be engaging in homework in some format. • All stakeholders will be comfortable with the use of Seesaw.
Resources	<p>Seesaw licences- paid for by EDC Paper copies of homework packs as required Digital devices (as determined by need- Pupil Equity Funding approx. £8000) Sumdog- £1410.50 (PEF) Bug Club- £1099 (PEF)</p>
Professional learning	<p>Training on Seesaw (in house and professional learning calendar) Training for Bug Club (Pearson trainer- £ PEF)</p>
Monitoring and evaluation	<p>Parental survey Learning Conversations Online responses to homework through portfolios Tracking of attainment through Sumdog</p>
Progress update	

Priority	Continuing to ensure equity and excellence		
Target	Actions	Timescales	Responsible
<p style="text-align: center;">To determine where gaps are in children’s knowledge as a result of lockdown</p>	All teachers will carry out classroom assessments in literacy and numeracy to assess children’s learning.	By September weekend	Class teachers
	Identify groups of children for targeted intervention using flexibility in staffing.	October 2020	C Smith/ A Mathieson/ A Wilson in discussion with class teachers A Templeton (small group intervention)
	Use of Sumdog and Bug Club to support targeted intervention children. Also to ensure all children stay on track if learning remotely.	October 2020- end of session	All teachers
	Progression week to assess children’s learning, and identify changes to be made to the targeted support groups.	November 2020 and March 2021	C Smith/ A Mathieson/ A Wilson in discussion with class teachers
Success criteria	<ul style="list-style-type: none"> • All children will make gains in their starting Literacy and Numeracy scores. • Attainment levels at P4 and P7 will be at least 96%. 		
Resources	Bug Club Sumdog Maths Frame Study Ladder SEAL Flexibility in staffing to allow small group teaching interventions		
Professional learning	<ul style="list-style-type: none"> • Use of digital resources (see educational continuity priority) 		
Monitoring and evaluation	<ul style="list-style-type: none"> • Attainment of a level results • Tracking meetings • Class visits • Learning conversations 		

Progress update	
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PEF Spend- Allocation of £11,748

- Emotion Works Recovery Curriculum £250 (PEF 2020-21 £86)
- Digital devices (as determined by need- Pupil Equity Funding approx. £8300)
- Sumdog- £1410.50 (PEF)
- Bug Club- £1099 (PEF)
- Training for Bug Club (Pearson trainer- £350 PEF)
- Help out with trips, residential etc approx. £500 (PEF)

Total £11745.50