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**South Lanarkshire Council**

**Recovery Planning August 2021**



**Sanderson High School**

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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**  **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality | **Recovery Priority**  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. | **Key Recovery Tasks**  **(School specific)**  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. | **Desired Outcomes and Impact**  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.  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.  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.  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. | **Schools need to:**   * 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 will have gained skills as well as have needs. * 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 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. | **Key Recovery Tasks (school specific)**   * SMT to Identify pupils who require pre-school return interventions to support them to return to the school building and to access transport. Refer to health, social work and youth services to put in place person centred plans. * Transport arrangements/Managing school entrance and school grounds to ensure pupil and staff safety when pupils return en masse as a specific issue and a wider issue in terms of CHS pupils transportation as well. * Pupil centred survey to ascertain their thoughts, feelings, worries and challenges regarding returning to school based on the SLC Children and Young People’s Survey – sent out to Secondary Pupils of mainstream schools. * On return to school pupils will engage in a series of project to support their transition back to school. * Parents/guardians will be sent a link to the Salvesen Mindroom Centre, Back to School Toolkit to allow them to help prepare their child for the transition back to school. AHT and ML to coordinate this via the school social media platforms. * Pupils will be notified by letter from SLC to inform them of the recovery plan set out by SLC including the timetable for their child's return, allocated school days and transport arrangements. * Class groupings will be organised to maximise pupils HWB. Following a review of WST, SMT will use their knowledge of pupils social and educational needs to create classes. * PTs will provide pupils with visual timetables to help them to follow their new routine. * All staff will use observation and professional noticing skills to identify pupils who behaviour raises a cause for concern. Staff will use HWB concern system to inform SMT. * To support initial re-engagement with the school, staff will allow pupils a soft start to the day and provide many opportunities for pupils to share their feelings regarding lockdown experiences both positive and negative. Staff to use the school HWB concern system to pass on information to SMT. * Identify awareness of SLC Attachment Strategy among all staff * PL sessions to focus on Awareness Raising on SLC Attachment Strategy * Incorporate pupil friendly approaches into all subject areas eg consistency of staff approaches, encouragement and reassurance, support for transitions * Use the principles of the Attachment Strategy for Education Resources to inform whole school approaches to supporting pupils and providing a secure base for all. Introduce a soft start to all pupils to reengage with their peers. * Use part of INSET 1 or 2 to discuss the principles of the Attachment Strategy for Education Resources and how this can be used to support recovery. * All teachers to employ nurturing principles within base classes. * Nurture teachers to run intervention groups following the principals of Nurture group in the longer term. Boxall profile will be used pre and post intervention. WST and Positive behaviour monitoring system will be used to track achievement and attainment. * SMT to continue to refer pupils to and work with SW, NHS, CAMHS, EDPsyc, SALT, OT and Physio as required to meet the needs of learners. * Use social media platforms and email to inform parents about attachment strategy and the recovery curriculum. Share information via parent council. HT to address any concerns raised by Parent council. * SMT to continue to operate an open-door policy for staff to raise any person HWB concerns. * Continue to use teams as a platform for teachers to meet up and discuss concerns. * Use the chat room on teaching staff teams as a space for staff to document any concern that they may have. SMT to address concerns using a solution focused approach. * Continue to use Teams as a platform for staff meetings. All information regarding recovery planning to be discussed with staff and provide opportunity for a dialogue regarding any decisions taken. * Continue to use email as the main channel of communication for staff in school. * PTs to add staff HWB as a rolling item on CL agenda. | **Desired Outcomes and Impact**   * These interventions will lower pupil anxiety and aid their transition back into the school routine. * Additionally, it may highlight the need for earlier and improved forward planning through collaboration for senior pupils who may now need adult services to be involved earlier than previously identified; with the longer-term goal of supporting pupils into a positive and sustainable destination. * All staff familiar with SLC Attachment Strategy * SLC Attachment Strategy embedded in staff approaches * Opportunities for Pupil Voice increased. * Pupils will feel safe in school. This will lead to increased social interactions with staff and peers. Allow school routines to be slowly re-established and promote reengagement in education. * Reinforce the importance of attachment theory. Lead to greater staff understanding of pupils’ behaviour. This in turn will lead to a reduction in negative behaviours. Success with be measured through data analysis of the school positive behaviour strategy. * Improvements in positive behaviour will evidence impact of nurturing principles and attachment informed practice. * ADHT/AHT to analyse nurture data, WST and Positive behaviour system to measure success. * Monitor successful request for assistance and outcomes from JAT meetings. Share all relevant information with all stakeholders. * Feedback gathered from parents. * Staff H and WB monitored and feedback sought * This will allow PT to support staff and pass on any HWB concerns to AHT. |
| **Theme:** HWB CURRICULUM  **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.  Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.  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. | **Schools need to:**   * 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 the support of mental, emotional, social, and physical wellbeing * Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs. | * Establish a safe and secure base class for pupils to engage with HWB Curriculum * Timetable settled start to each day. Focus on Reconnection with Learning activities * Identify staff understanding of areas pupils will need support in – staff survey * Gather staff suggestions – online survey on priority areas to focus on (use Reflection points from Reconnection and Recovery Guide * Identify and share HWB specific resources / activities related to Reconnection with Learning ie Readiness to Learn – specific teaching in * emotional support * social skills * talking and listening skills * re-establishing daily routines * HWB / PSE programme focus on Mental Health * HWB / PSE Rationale reflects Experiences and Outcomes related to curriculum organiser for Mental, social, emotional and physical wellbeing * PSE curriculum updated to reflect Reconnection and Recovery Guide | * pupils will experience activities to support readiness to learn * all staff will be familiar and experienced in delivering approaches / activities – SMT, EP, share resources * teachers to engage with PRD / Home Learning to widen understanding of HWB and Reconnection with Learning * Inset day to reinforce possible activities * Pupil information shared by PT’s re pupil lockdown experiences and emotional support needs * Pupils able to access emotional support * Pupils relearn and engage in developing concentration levels and readiness to learn * PT’s deliver topics for Mental Health, resilience, Social and Emotional Skills * PT’s track and monitor progress using whole school tracking |

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| **Improvement Priority 2 - Planning for Equity** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  **2.4** Personalised Support   * Universal Support * Targeted Support * Removal of barriers to learning   **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  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. | **Key Recovery Tasks (School specific)**  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. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would look like and how it will be measured. |
| **Theme:** Re-identifying our attainment gap.  **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. | **Schools need to:**   * Consider the experiences learners have had during the school closure period, drawing on for example: * 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: * 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)   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.   * 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. | **Key Recovery Tasks (school specific)**     * Collate information of pupil engagement with GCR and submissions via GCR. This will indicate pupils for whom the gap has closed, remained static or widened. * PT to evaluate home school communications in relation to pupil's engagement with GCR. Is it an access or engagement issue? Are parents confident with their ICT skills. * Sharing of social skills demonstrated in the hub * Review of pupils' engagement with task via social media platforms. * Pupils provide with innovative digital solutions to improve communication and learning * Staff provided with SALT training to enable effective use of AAC devices. * A range of ongoing assessment tools will be used to undertake gap analysis: * Learners’ wellbeing will be assessed using observations, Leuven's scales and health and wellbeing indicators. Pupils identified as in need of further intervention will be referred to nurture group and a Boxall profile will be completed. * Attainment will be monitored using formative and summative assessment of classwork in line with CfE and NQ standards. * Engagement will be monitored by observational data and Leuven scale as appropriate. * Participation in home learning will be monitored via engagement in GCR and other home learning strategies. * All teachers to update the tracking and monitoring for session 2019-20. Using data collected prior and during the lockdown period. This will include whole school tracking and tracking for intervention data bases. This will give an overview of pupils' current position as of June. * All data will be analysed by SMT * Post lockdown data will be collected in Sept/Oct and SMT will revaluate pupils progress and future needs. * Staff will use the wellbeing concern system to identify pupils who are a cause for concern. | **Desired Outcomes and Impact**   * Identify pupil needs and plan interventions as required e.g. numeracy, literacy and HWB. * Identify families face challenges accessing ICT based resources. * Plan interventions to support families with any ICT concerns. * Identify social skills acquired through the hub. * Continue to use social media as a tool for engagement. * Establish that moving forward in our recovery we must impress upon parents the need to engage with online learning in order to close the attainment gap. * Monitor effectiveness of resources and devices to meet learners needs. . * Using a range of quantitative and qualitative measures we will identify any gap in learners understanding. It will provide a clear basis on which to focus our recovery interventions. * Following rigorous analysis of data in June 2020 pupils will be grouped appropriately into small classes according to their learning and HWB needs prior to the return in August. * Pupils will be assigned to intervention programs where this is deemed beneficial. * PTs will follow up all health and Wellbeing concerns and address issues. Pupils will be reviewed at JAT as required. |
| **Theme:** Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.  **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 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. | **Schools need to:**   * 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. * 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](https://educationendowmentfoundation.org.uk/covid-19-resources/) resources helpful when considering this. | * Work with S1-3pupils to develop an understanding of their feelings of lockdown, home schooling and how it impacted on them and their families. * PT to liaise with S1-3 parents to identify which pupils and families have struggled during lockdown and the reasons that this has been a challenging time. * Use wellbeing data and tracking and monitoring to identify any pupils who have fallen behind as a result of poverty. * Gather information from partner agencies inform PEF planning. * Use the principals of the Attachment Strategy for Education Resources to inform whole school approaches to supporting pupils and providing a secure base for all. Introduce a soft start to all pupils to reengage with their peers. * Use group work and discussion to promote social skills among pupils. Use all opportunities that present to make sure everyone is included in activities. * Break up sessions with time to allow pupils to engage socially while observing social distancing. * Continue to use the schools Positive behavioural reward system to praise, encourage and reward pupils. Recognise achievement through praise, encouragement. Continue to recognise achievement in a whole school way. Use Head Teacher Awards as appropriate. * Use restorative approaches to resolve conflict. * Use part of INSET 1 or 2 to discuss the principals of the Attachment Strategy for Education Resources and how this can be used to support recovery. * ADHT to use of Forms to gather information on areas that staff require CPD. Digital learning previously identified as an area of training need. RT to deliver video conferencing used to deliver ICT training to all staff * PL to continue. Various staff to deliver a program once CPD needs are identified. * Identify any gaps in partnership working. * Impact will be measured via data analysis of GCR engagement and submissions, WST, HWB concerns and baseline assessments used at beginning and end of all intervention programs. Evidence gathered will be subject to rigorously analysis by SMT. * PTs to identify pupils’ that do not have access to ICT devices. Pupils will be allocated a Chrome book for the duration required. * Familiarise all staff with the EEF Covid 19 suite of documents to support them in providing blended learning. * Use forward plans to plan blended learning. * Use the EEF Parents and Carers engaging in home learning check list for schools to ensure we are providing support to families. | * Use information gathered to inform any decisions around PEF funding during the recovery phase. * Pupils will feel safe in school. This will lead to increased social interactions with staff and peers. Allow school routines to be slowly re-established and promote reengagement in education. * Observation and pupil feedback to evidence increased social skills and positive interactions. * Behaviour system provides data regarding improvement in behaviour. * Use and record of conflict resolution scripts. * Reinforce the importance of attachment theory. Lead to greater staff understanding of pupils’ behaviour. This in turn will lead to a reduction in negative behaviours. Success with be measured through data analysis of the school positive behaviour strategy. * Staff given opportunity to lead learners using digital solutions. * All staff upskilled in the area of digital learning. Success will be measured by increased GCR engagement and submission of work. Analysis of staff self-evaluation. * ADHT to evaluate PL program. * Pupils attainment will be improved, and the poverty linked attainment gap will be reduced. |
| **Theme:** Tracking and monitoring impact of equity approaches.  **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. | **Schools need to:**   * 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. | * Equity approaches will be tracked by teachers delivering intervention groups. Baselines will be completed prior and post intervention. Teaching staff will be responsible for these assessments. PTs will have an overview of interventions. * Consent will be gained from parents and guardians prior to any interventions. Parents will receive an update on progress via reports, reviews and parents' evenings. * All pupil progress with be reviewed at natural points of tracking and monitoring as per the whole school calendar. | * Rigorous analysis of intervention data will be carried out by SMT to measure success. Information will be shared with staff to allow them to use the data to inform planning: alter plans and consider other strategies if little or no impact is noted. * Evidence gathered from T&M will be used for forward planning and reassessing the need for pupils to undertake further interventions. |
| **Theme:** Cost of the School Day  **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. | **Schools need to:**   * Revisit [Child Poverty Action Group Website](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) * Read [CPAG article](https://cpag.org.uk/file/4912/download?token=ytkETSll) 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. | * Parental feedback to CPAG survey has highlighted several poverty linked concerns raised by parents and pupils. Many families don't have access to laptops or printers. PTs to contact parents to identify pupils' who need chrome books. These have been delivered by SMT. * Physical resources such a paper, glue and pencils have been distributed to families identified as in need via SIMD data and knowledge of family circumstances. These resources have been distributed by SMT. * ST, JO’B and support team to continue to provide access to all pupil to a free healthy snack during interval. Pupil uptake to be tracked. * All pupils at SHS who are were in receipt of free school meals vouchers during closure will continue to receive this support during the recovery phase for the days that pupils are not in school. * PTs will continue to check in regularly with families. This will allow us to coordinate support as need arises. * ML and AHT will continue to use social media platforms and registration teachers will use home school communication diaries to inform families of universal support that they may be eligible for. * To ensure that all staff are aware of the CoSD and how it impacts families, all staff will be provided with an undated CoSD policy and current SIMD data. * School clothing grants available to families on low income to provide school uniform. AHT and ML to inform parents via school social media platforms. * AHT and ADHT will review the school calendar to ensure that the number of fundraising events does not place increased financial pressure on parents. | * Pupils will have access to GCR. Engagement will be tracked by teaching staff. * Pupils will have access to physical resources to allow them to engage in home learning. Success will be measured by engagement in learning and submission of work. * Analysis of pupil uptake to ensure that those in need are in receipt of breakfast. * Parental feedback will be gathered by PTs * PTs will track this information on SeeMis and ant concerns will be discussed at SMT. * COSD policy to be devised and distributed. |

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| **Improvement Priority 3 - Continuity of Learning** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  2.2 Curriculum   * Rationale and design * Development of the curriculum * Learning pathways * Skills for learning, life and work   2.3 Learning, teaching and assessment  assessment   * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  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.  Links are included where appropriate.  **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.** | **Key Recovery Tasks (School specific)**  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. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would like and how it will be measured. |
| **Theme:** Learning In School  **Rationale:**  *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*  *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.”* **The Recovery Curriculum, Think Piece**  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.  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.  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.  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.  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 . | **Schools need to:**   * 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.   <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>   * 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. * 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 to engage with them further on supporting learning in school. * Consider how to take account of parental views and pupil voice when developing the learning in your school. | **Key Recovery Tasks (school specific)**   * Risk assessments amended for working within context of Sanderson HS. * Curricular model agreed at SMT level, and at authority level. * Room allocation devised with reference to social distancing * Audit of spaces with facilities management. * One way system and safe protocols for use of resources devised * Whole school timetable devised, * Class groups organised based on ability, social relationships and HWB needs * Breadth and balance rationale devised- teachers allocated core and additional subjects ( preference to 2 subject areas per teacher to allow for staff teams to be developed, teachers to use their subject knowledge. * Rationale for CLD dept devised including curricular focus in line with the rest of the school. * AAC devises to assist delivery of curriculum in CLD dpt. * Devise pathways for SQA subjects- provide resources and mentorship for staff. * Continue to use well established PL opportunities to develop practice across home and school based learning * Develop whole school tracking system using B squared- can be accessed and evidence entered in any setting, enabling staff to undertake assessment and collate evidence from home. * Continue with pupil forum- digital format to allow pupils to input their views and feelings * Digital assemblies for all pupils to celebrate achievements and cover key HWB themes. * PTs to guide teachers in development of home/ school audit- which will inform lesson planning as activities will be split into home/ school- with focus on consolidation of skills post teaching. * Home learning sessions for parents- similar format to staff professional learning- responsive digital sessions to help parents support learning- focus on digital skills initially. * Digital parent council meetings * Parents of Sanderson FB page- run by parent council members with aim of providing support, and also bringing issues and concerns raised to parent council * Senior Phase: Our curriculum was specialising in meeting DSYW aims and those of BtC3 - How will we replace it? An alternative and forward-thinking plan of replacing those critical and fundamental wider experience opportunities that will in the short term (potentially) not be available to pupils and could affect engagement. For example, school – college links, work placements and the internal/external delivery of Education for Work. Therefore, we will need ways to replace these opportunities and experiences. * Audit of SQA and proposed pathways * Develop team to investigate and plan replacement activities which focus on DSFW. Plan using Career management skills and ‘I can statements. * Pupils will have access to learning activities which will meet their needs * planning for opportunities for personal achievement * To find ways, this may be digitally, for pupils to engage with external adult employment and support services. * Teaching staff will use AiFL approaches to assess pupils learning. Pupil engagement in will be monitored using the school's positive behaviour management system. Pupils progress will be monitored by ADHT. PTs will follow up any pupils who continue to engage in learning to establish if there are any significant barriers to learning. * Following the school closure many pupils will find the readjustment into the school routine very challenging. We propose to reintroduce pupil into school life gently and sympathetically to allow them time to reconnect with their peers and teachers and to adjust to a school that will initially feel very alien. * The principles of the Attachment Strategy for Education Resources to inform whole school approaches to supporting pupils and providing a secure base for all. Introduce a soft start to all pupils to reengage with their peers. * Use part of INSET 1 or 2 to discuss the principals of the Attachment Strategy for Education Resources and how this can be used to support recovery. | **Desired Outcomes and Impact**   * **Staff feel confident that health and safety is considered and know how to minimise risk and take responsibility for reducing risks within their own classrooms.** * **Staff are prepared for return to the school building.** * **Staff are confident in the planning and delivery of lessons.** * **Staff are aware of need to focus on reconnection and on supoorting pupil HWB** * **CLD pupils ( who will struggle with home based learning particularly) are considered and home activities are accessible and appropriate.** * **Staff develop new ways of working to ensure pupils have high quality learning experiences in and out of school- sharing of best practice and continued monitoring of engagement.**   **Tracking across school is consistent, easier to use and more meaningful, and can be updated when staff are working at home.**  **Pupils will develop skills in participation and advocacy. Their engagement and participation in this will be easily evidenced and can be tracked.**   * **Excellent practice for ASN learners- should lead to increased attainment.** * **Parents will feel more empowered to help pupils with work at home.** * **Parents will be better supported , develop friendships and feel more able to join in with parent council sessions.** * To alleviate pupil anxieties of missing out on opportunities they may have expected. * To manage pupil expectations of what their senior phase curriculum was going to consist of. * To provide new ways to build and hone transferable skills for life, learning and work - in-house initially. * To still be able to build knowledge and understanding of the workplace, and what employers may expect of them and what they should expect from employers and employment. * To be able to keep learning through Skills for Work courses or other vocationally relevant qualifications through simulated in-house experiences. * Still experience enterprising activities. * Continue to provide a range of activities which develop the four capacities * To attempt to the best of our ability to ensure that pupils are not further disadvantaged by missing out on these experiences. * Pupils will feel safe in school. This will lead to increased social interactions with staff and peers. Allow school routines to be slowly re-established and promote reengagement in education. * Reinforce the importance of attachment theory. Lead to greater staff understanding of pupils’ behaviour. This in turn will lead to a reduction in negative behaviours. Success with be measured through data analysis of the school positive behaviour strategy. |
| **Theme:** Learning At Home  **Rationale:**  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.  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.  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. | **Schools need to:**   * 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. * 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 | * Digital systems to support home learning identified * Identify home access to digital platforms for all pupils * Provide ICT equipment for pupils * Create opportunities for asynchronous learning * Support parents / carers in accessing online learning * Specific sensory resources for Complex Learners provided as packs for families * A baseline of staff knowledge of digital systems established * Staff confidence in using systems is planned for and implemented * Develop consistency of systems and meaningful home learning * Ensure increased engagement for all pupils in home learning          * Embed successful learning and teaching strategies to ensure effective feedback and peer support * Develop skills and policy relating to safe use of video conferencing. * Long term support in digital access for pupils, parents / carers will be planned and meaningful * Successful Blended Learning is planned for long term * In school teaching time will be planned and delivered to enhance home learning | * All pupils will have access to digital learning at home * SMT monitor pupils’ ability to access online learning – monitor engagement, PT’s contact families * Pupils will initially choose optional times for learning and from a range of activities * Help Sheets produced and shared with families through school Facebook, Twitter, directly email to parents * Asynchronous meeting times for pupil / family check ins with teachers are timetabled * All teaching staff will provide online learning for their subject areas * Agreement of chosen systems - Google Classrooms for pupils, Teams for staff / pupil communication * Surveys and online meetings to identify levels of teacher skills / confidence in systems * Continuity of Learning working group established * National and SLC supports shared with staff * PL session focus on developing staff confidence and building skills * Synchronous staff meetings and PL sessions are scheduled * Teachers will use information as part of PDR * Professional Learning focus on supporting access for all pupils – AAC, Complex Learning, Physical difficulties, ASD specific resources, access to online tools eg Text to Speech * PT’s continue to contact families, examples of pupil learning / participation is showcased * Increase use of pupil posts – create more opportunities to ensure activities build in ways for pupils to engage directly with teacher and peers eg questioning / peer comments * Increase use of video conferencing to increase engagement with learners. * Plan learning opportunities for pupils to peer work – where appropriate pair pupils on a task * Parent Council Meetings schedules online to support home learning * Further support to families through Home Learning section on school social platforms * Online training / meetings for parents / carers focussing on digital skills * Forward Planning to reflect planning for Home Learning activities * Incorporate Home Learning activities / online learning activities into CfE and National Course planning * Combine asynchronous and synchronous learning |