

East Dunbartonshire Council

School / Centre Recovery Plan

Name of school/ Centre: Twechar PS

Head Teacher/ Manager: Martyn Glancy



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	Promote the Health and Wellbeing of children, parents/ carers and staff		
Target	Actions	Timescales	Responsible
Following extended period of working from home, ensure that staff feel safe and secure returning to school	<ul style="list-style-type: none"> Risk assessment training ensuring the engagement and consultation with staff including union reps to ensure RA is relevant, implemented and understood. Ensure that there are clear accessible channels for communication for staff-noticeboards, Teams – so that staff are fully informed about Covid updates and other recovery info. Set collegiate WTA in consultation with staff ensuring time for identified priorities 	<p>RA training August inset day 1 (And ongoing – RA to be a dynamic document.)</p> <p>Sept 20</p>	HT
Supporting the HWB of all children during the recovery period	<ul style="list-style-type: none"> Learning will be adjusted to provide time for HWB activities – lockdown experiences, establishing new routines eg staggered breaks, entries and exits, lunchtimes, playground zones, physical distancing, hygiene routines. Implementation of a daily wellbeing check-in to capture pupil's feelings and tailor support accordingly. 	<p>Term 1</p> <p>Term 1&2</p>	<p>Class teachers in planning, teaching and learning.</p> <p>Sarah Ainsley – Outdoor Education lead.</p> <p>Pupil Support Group PT Linda Stewart - CCC lead ,</p>

	<ul style="list-style-type: none"> • Developing Outdoor learning - professional learning and involving parents. • Outdoor learning experiences will be integrated into curricular opportunities. • Tracking the wellbeing of pupils following Including every Learner policy and Compassionate Connected Classroom • Emotional Literacy will be explicitly taught – PATHS, Nurture approach. • Pivotal Education – restorative conversations. New PPB statement to be agreed and shared. • Family Learning Assistant to work with identified pupils to build relationships. • Family Learning Assistant to begin to communicate and build relationships with identified families. • Family Learning Assistant to work with identified families to support curricular areas with a focus on HWB including signposting to services as required. 	<p>Ongoing, as required, identified through PSG</p> <p>Term 2</p> <p>Term 3</p> <p>Term 4</p>	<p>Pivotal Education – Laura Mackay - lead</p> <p>HT/PT</p>
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	<ul style="list-style-type: none"> Counselling Service will be promoted and referrals will be made for targeted learners. 		
Communication with Parents/ carers will demonstrate clear consistent messages	<ul style="list-style-type: none"> Regular updates of advice and information in-line with SG/ EDC guidance via Groupcall and parent Facebook. Implementation of a twitter account to maximise communication opportunities 	Monthly newsletters in addition to SG / EDC updates	HT
Developing a consistent Connected Compassionate Community at Twechar Primary	<ul style="list-style-type: none"> Develop staff wellbeing using the CCC resource to focus on strategies to support wellbeing at this current time. Develop the attachment and attunement module. Identifying how attachment can impact on our learners and the wider school. Developing skills and knowledge to support learners through attunement processes and identifying strategies that enable attunement to take place. 	<p>Inset day – February</p> <p>Inset Day - May</p>	SMT
.Success criteria	<p>Staff feel safe and secure about their return to school. Staff are fully informed and involved in dynamic RAs Staff are developing their knowledge and understanding of attachment and attunement and their practice reflects this growth. Teaching and learning reflects the experiences of learners and supports their wellbeing through the recovery period. Learners feel supported through nurturing approaches and targeted learners, identified through PSG, are supported by school Counselling service.</p>		

	Parents are well-informed about the procedures for safe return to school and are supportive in following guidance.
Resources	Whole school approach to Nurture, CCC, PATHS, School counselling service. Outdoor Education – Learning through the landscape, pallets , tyres etc.
Professional learning	Outdoor Education – lead -Sarah Ainsley Pivotal Education – Restorative conversations – lead- Laura MacKay CCC- measuring wellbeing – lead PT – Linda Stewart.
Monitoring and evaluation	Collegiate meetings to monitor Recovery Plan progress
Progress update	

Priority	Family engagement		
Target	Actions	Timescales	Responsible
Consultation with families re digital access- equity for all in the event of home learning	<ul style="list-style-type: none"> Complete and return EDC spreadsheet on devices and wifi access at home 	Sept 20	HT
Professional learning for new Seesaw platform to enhance home learning opportunities	<ul style="list-style-type: none"> Staff to attend CPD sessions Communication and information for parents through regular newsletters to provide updates. Use of Twitter to further engage families and ensure parents are continually updated. Enhance use of Microsoft Teams to ensure blended learning model can be implemented if required. Staff training to ensure skills and knowledge to use TEAMS to engage and support learners. Provide parents with user guides to ensure that access to Microsoft Teams is supported as required. 	Sept - Dec – see WTA	All teachers SMT
Provision of devices to ensure equity of opportunity for all learners at home	<ul style="list-style-type: none"> Purchase appropriate additional devices following ICT consultation and EDC device allocation - PEF 	Oct - Dec	HT

Success criteria	Blended approach or home learning is able to run effectively and support learners and families. Learners, practitioners and parents are familiar with the Seesaw platform.		
Resources	EDC purchase of licences for Seesaw platform. WTA collegiate dates. PEF funding £10 000 for device purchase.		
Professional learning	Digital Learning Community (Teams) IT school lead - Elaine Hepburn		
Monitoring and evaluation	Regular evaluation as part of the collegiate calendar – progress through the Recovery Plan. (WTA)		
Progress update			

Priority	Transitions		
Target	Actions	Timescales	Responsible
Whole school approach to Nurture	<ul style="list-style-type: none"> As part of GIRFEC and the recovery phase, professional learning across the establishment on Attunement. Practitioners will use the Attunement profile to reflect on their own/ peer attunement style in the playroom/ classroom and to further develop aspects of how nurturing and attuned their relationships are with children. 	February 21	SMT
Continuing to engage parents using Early Years learning journals in P1	<ul style="list-style-type: none"> Early years teachers to continue to communicate with P1 Parents using the Early Years journals successfully established in nursery. 	August-December 20	Morag Smith
Continuing to engage parents using Seesaw	<ul style="list-style-type: none"> Teachers to communicate with Parents using Seesaw to provide updates to parents regarding pupil progress. 	September 2020	All teachers
Success criteria	Practitioners have examined and reflected on their practice using the document “Applying nurture as a whole school approach” Established communication with parents from Early Years is built upon and supports transition.		
Resources	Inset day Feb – ½ day		
Professional learning	Collegiate calendar / development time for personal reading and reflection. Collegiate time to develop use of Seesaw		
Monitoring and evaluation			
Progress update			

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Priority	Continuing to ensure equity, excellence and educational continuity:		
Target	Actions	Timescales	Responsible
Raising Attainment in Literacy	Year 2 implementation of Talk for writing pedagogy. Shared planning and moderation in personal, imaginative and non-fiction writing	June 21 Term 1 – personal Term 2 – imaginative Term 3 – non -fiction	SMT Literacy Champion – Fiona Longstaff
Disrupted Learning	<ul style="list-style-type: none"> Identifying/ assessing learners who have experienced learning loss due to closure of schools using attainment data and tracking meetings. Develop the use of reading assessments (PM Benchmarking) to accurately assess impact of intervention on learners. Implement Rapid Reading programme throughout the school to support the development of reading skills disrupted as identified through assessment and professional dialogue. Implement a robust assessment programme using Maths Recovery to identify gaps in learning for pupils in number work. 	Terms 1&2	PT – Linda Stewart Sarah Ainsley Gemma Mulgrew, Elaine Hepburn.

	<ul style="list-style-type: none"> Using Maths Recovery approaches, implement a clear and concise programme of support to meet the identified needs of learners to address disrupted learning. Addressing gaps in literacy and numeracy by working with small groups and individuals Implement a new format for Tracking progress across the school to ensure robust processes to meet the needs of all learners. 		
Success criteria	<p>Engagement in writing continues to grow, reluctant writers are enthusiastic about story planning, story maps , actions and innovating model texts using “magpie-d” ideas.</p> <p>Learners are exposed to high quality books/ stories and use these ideas in their own writing as modelled by teachers.</p> <p>Children who have experienced learning loss are given support and reinforcement in core literacy and numeracy skills.</p>		
Resources	<p>Talk for Writing teacher manuals</p> <p>New novels / storybooks - book fair commission and staff and curriculum budget £500</p> <p>On- line training as this becomes available</p>		
Professional learning	<p>CPD (curriculum development) as part of the collegiate calendar (WTA)</p>		
Monitoring and evaluation	<p>Assessment of learners’ writing, monitoring by SMT and moderation of achievement of a level.</p> <p>Implementation of assessment processes in reading and numeracy to identify the impact of disrupted learning.</p> <p>Tracking of learners’ progress.</p>		
Progress update			

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