South Lanarkshire Council

Recovery Standards and Quality Report June 2021

Strathaven Academy

Standards and Quality Report Session 20/21

Our School

Strathaven Academy is a non-denominational secondary school situated in the South Lanarkshire town of Strathaven. The school is part of the Strathaven Learning Community, comprising Strathaven Academy and 6 partner primaries: Wester Overton, Kirklandpark, Chapelton, Glassford, Sandford and Gilmourton.

The current building was opened in 2009 and occupies the same site as the original building.

The school roll has increased steadily over the past several years and in 2020-21 is approximately 999. The staffing complement stands at 69.7 FTE teaching staff, including the Headteacher, 4 Depute Head Teachers, 8 Faculty Heads and 6 Principal Teachers of Pastoral Support.

Why we are here:

All young people who leave Strathaven Academy do so with a sense of confidence, purpose and optimism and with qualifications and accreditation that reflects their achievement and attainment. They move on to positive destinations and participate in the world beyond school in a positive and meaningful way, demonstrating the attributes and capabilities of the 4 capacities encapsulating the purpose of the curriculum.

What we do:

In order to support that transition, their learning is structured, directed and validated and their positive engagement with opportunities for attainment and achievement lead to success. Their development and growth is positively influenced and nurtured by the culture, ethos and opportunities that exist in the school community.

How we do it:

This is achieved by a skilled team working together to deliver experiences and activities which support effective learning in the context of Curriculum for Excellence in a safe, caring environment which fosters a culture of belonging and of aspiration, where everyone's rights are respected.

Our learning community values:
- Responsible
- Respectful
- Resilient

"Together We Thrive"

Key Successes/Challenges and Achievements Session 2020/21

This report details many of our successes and achievements over the session. It also highlights some of the challenges we faced and signposts the actions necessary to secure key improvements in the future. We are particularly proud of the resilience displayed by our young people, their families, all staff, partners and friends of Strathaven Academy.

Remote Learning Jan-March 2021

High-quality learning, teaching and assessment continued throughout the second lockdown. Feedback from all stakeholders following the first lockdown, informed our in-house staff CLPL programme at the start of the new session.   All teachers attended CLPL sessions, led by colleagues, sharing new digital pedagogies during the November 2020 Inset day. This led to significantly improved systems, procedures and approaches throughout Jan-March 2021. Google Classroom is now embedded as our online learning platform along with other digital tools. Pupil questionnaires indicated that 98% of young people were using Google Classroom. Around 300 young people completed a SLC questionnaire about remote learning and responses were extremely positive overall. Tracking and monitoring systems reported very high levels of pupil engagement and the extended Pupil Support Team followed up where this was not the case. Extensive support was provided for a targeted group of young people and their families and this was also well received.

Health and wellbeing, communication and maintaining high levels of learner engagement were three of the main challenges during this period. A clear whole school focus and priority on health and wellbeing, a revised communication strategy and staff going over and above on a daily basis ensured that these challenges were addressed collectively.

Next session the school community will continue to reflect on our many successes and this will inform what we need to do next. Together we will review our approaches with all stakeholders to develop a collaborative and relentless approach to school improvement.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve.   As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.

	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	**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	**Key Recovery Tasks (school specific)** Initial wellbeing assessment to identify current position and identify future supports (pastoral check-ins, monitoring attendance and PASS survey (BGE)). Creation of wellbeing areas and spaces eg. Library. Identify pupils who are not attending due to COVID. Liaise with family, specialist support teacher and SLC Inclusion. Establish system to record, track and support young people with a COVID related absence.	**Desired Outcomes and Impact** Meet the needs of all young people to improve their health and wellbeing by creating a positive and safe learning environment (attendance; attainment; exclusion; engagement; participation). Maximise pupil attendance and support absent pupils to participate in remote learning (attendance; COVID absence spreadsheet – Teams; Return to school surveys; record of sessions with specialist support teacher).

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. | 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 | Pupil centred approach to establish and maintain a safe school environment and positive ethos eg. Wellbeing World – focus on physical and mental wellbeing, Wellbeing Wednesdays (Tutor Time), S3 & S6 HWB electives.

Targeted approach for vulnerable pupils eg. Nurture and wellbeing groups.

All staff presentation SLC Attachment Strategy (Part 1).

Roll out of PPRUDB policy.

Staff opportunities for development through PL@SA in-house CLPL progamme and SLC provision.

Ongoing work with psychological services, CAMHS, Social Work, NHS, school counselling service and other partners.

Revised communication strategy implemented to improve parental engagement eg. School App, school website,Twitter and SMHW.

Regular and timeous sharing of key information with all stakeholders eg. Return to School Guide and videos.

Focus on Staff HWB during February INSET.

Staff fitness sessions to continue online. Compassionate leadership | Young people are aware of the importance of good health and wellbeing, self-care and know where to access support (attendance at Wellbeing World; pupil feedback; pupil participation).

Young people receive universal/ targeted support to ensure their needs are met (levels of participation; pupil feedback; staff feedback; parent/carer feedback).

Staff have an understanding of Attachment Strategy and can utilise their knowledge to build on existing relationships with pupils and colleagues (behaviour tracking; pupil feedback; staff feedback; parent/carer feedback).

Increased partnership working to improve outcomes for young people (JAT; multi-agency meetings; RFA; counselling referral data).

Clear communication channels enabling timeous access to information (attendance at online events; online platform user data; feedback from Parent Council/PTA).

Staff feel valued and supported across the whole school. Staff are aware of the support network available to them (Maximising |

	which allow staff to be included and consulted.	and promotion of self-care. Signposting of SLC resources and support services that are available for staff.	Attendance data; feedback from Professional Association meetings; feedback from link departments).
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.	Return to school transition supported by clear guidance, expectations and procedures to re-establish relationships and routines. Delivery of revised PSE programme, incorporating new See Me resource 'What's on your mind?' to strengthen wellbeing and develop resilience. Monitor and track young people's progress through 1-2-1 conversations with PT PS and regular communication between extended PS Team and the school community. Use a range of learner voice opportunities to gather views and inform practice eg. pupil surveys, pupil focus groups, S6 HWB Ambassadors, regular engagement with the Pupil Leadership Team.	Recovery curriculum reflects the school's context ensuring young people feel safe, are engaged in their learning and supported with all aspects of their health and wellbeing (attendance; behaviour monitoring; referrals to external support agencies). Young people develop their resilience and show increased motivation (SEEMIS tracking and monitoring including effort; behaviour; homework). The wellbeing of young people is taken into consideration when planning for recovery, taking cognises of pupil voice to inform decision making.

Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
Priority to ensure all pupils felt safe and supported. Focus was on high quality day-to-day relationships, atmosphere in classrooms, engagement of pupils, and that their health and wellbeing was supported, as well as attainment and achievement. Pupils and their families received detailed guidance about practical arrangements prior to the return and during an extended registration period. Information was provided in written and video formats and made available through the numerous communication platforms used by parents and pupils. The extended Pupil Support team (PTs Pupil Support, Support for Learning and Equity and Support Assistants) provided pastoral care and worked closely with pupils and their families to address barriers to learning. Contact with external agencies was mostly virtual rather than face-to-face. Initial wellbeing assessment to identify the current position and identify future supports were carried out via pastoral check-ins, monitoring attendance and the PASS survey (BGE). Data was used to inform HWB approaches, universal and targeted. The new See Me: 'What's on your mind?' resource was used in PSE to help pupils develop positive mental wellbeing and build	**PASS data – September 2020** |	Feelings about school	Learner Self Regard	Preparedness for Learning	General Work Ethic	Confidence in Learning
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S1	84%	68%	87%	78%	70%
S2	77%	64%	82%	76%	67%
S3	71%	64%	79%	72%	66% | * Mean percentages based on 100% postitive **Attendance** | Average attendance (Aug-Dec 2020)	Average attendance (April-May 2021)
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S1 96%	S1 95%
S2 94%	S2 94%
S3 94%	S3 95%
S4 93%	S4 90%
S5 93%	S5 92%
S6 95%	S6 94%		Review universal and targeted HWB approaches, including PSE curriculum, nurture, HWB groups etc. Support parents of ASD pupils by delivering National Autism Society *Teen Life* programme. Two staff trained by August 2021. Establish tracking and monitoring system for HWB to replace PASS survey. Review attendance procedures, including Red Alert system.

resilience. Targeted supports included the introduction of the School Counselling Service (3.5 days per week), Nurture, small HWB groups, Wellbeing Wednesdays through Tutor Time and online evening Wellbeing World sessions focusing on fitness and relaxation. Almost all young people coped well from August until December (reflected in attendance, effort, behaviour tracking). A few young people required additional support due to periods of COVID related absence(s), specific ASN (mainly ASD), behaviour or mental health concerns (mainly anxiety). Almost all staff undertook SLC Attachment Strategy (part 1) CLPL in November 2020.	Covid related absences: • 3774 openings • 371 pupils, 31 of whom had two or more periods of absence • 542 openings were parents/carers isolating pupils against advice	 Progress roll out of SLC Attachment Strategy. CLPL part 2: 13/08/21
The School Counselling Service began in October 2021. Funding was used to November-March to employ a counsellor 2 days per week. In April this was increased to 3.5 days. As per SLC guidleines, pupils receive 6 sessions. 30 pupils have been seen to date and there is a waiting list. Pupils can be referred by their PS teacher or self-refer. The introduction of this service has enabled us to provide targeted support and has reduced the number of RFAs to CAMHS.	**School Counselling Service: number of pupils accessing Nov 2020 – June 2021** <table><tr><td>S1</td><td>1</td></tr><tr><td>S2</td><td>10</td></tr><tr><td>S3</td><td>4</td></tr><tr><td>S4</td><td>5</td></tr><tr><td>S5</td><td>9</td></tr><tr><td>S6</td><td>1</td></tr></table>	Increase School Counselling provision from 3.5 to 5 days per week from August 2021 onwards. Promote guidance on self-referral process through PSE and other school communication platforms.
30 S3 pupils participated in the *The Blues Programme* facilitated by Action for Children. This was a targeted early intervention group programme aimed at supporting young people with symptoms of low mood and negative thoughts. It is aimed at 13-19-year olds and is based on CBT principles. Trained Instructors delivered the six-week programme consisting of interactive group sessions and related homework tasks. Wellbeing needs were assessed in the target year group (S3) using a questionnaire, with those young people scoring above the threshold, invited to participate.	*Course evaluation and impact evidence report will be available once the programme has finished.*	Look at universal support for young people with low mood/anxiety. Work with YFCL/Educational Psychologist to deliver targeted approaches.

Staff and pupils were involved in the writing and launch of the updated Lifelines Lanarkshire.

All staff have high expectations of behaviour and this is promoted through our school values: Responsible, Respectful, Resilient. Merits, demerits and referrals are recorded on Seemis and allow us to track pupils, celebrate success and support pupils as required. Data reflects that S1/5/6 have had a settled and positive year, but S2/3/4 have had a significant number more demerits and referrals. There is a small number in each year group whose behaviour has been challenging. Supports and sanctions include: monitoring cards, detention, parental meetings, multi-agency support, exclusion, BASPs and individual Risk Assessments.

Positive feedback was received from staff across the authority and from external agencies about the contribution made by Strathaven Academy.

Merits/Demerits/Referrals

	Merits		**Demerits**		**Referrals**	
	Aug-Dec 2020	Apr-May 2021	Aug-Dec 2020	Apr-May 2021	Aug-Dec 2020	Apr-May 2021
S1	352	33	79	21	2	12
S2	214	86	558	86	101	22
S3	150	9	250	54	68	23
S4	100	0	282	8	123	7
S5	8	0	27	1	10	0
S6	3	0	7	2	8	0

Exclusions

	Exclusion Openings (as of 09.06.21)
S1	0
S2	21
S3	10
S4	6
S5	0
S6	0

Lesson plans/ PowerPoints.

The PSE curriculum was modified to support recovery. MESP was prioritised and the See Me: What's on your mind?' resource was used to strengthen wellbeing and develop resilience. There was also a focus on the importance of physical activity, healthy

Key staff will undertake CLPL on using Lifelines Lanarkshire next session. Guidelines to be put into practice for staff dealing with self-harm/suicide concerns.

Review PPB policy to incoporate UNCRC, inclusion & equalities.

Whole staff CLPL on PPRUDB.

Training of key staff on BASPs & restorative practice.

Establish new 'hub' to provide intensive support for vulnerable pupils who are not in class. Focus on HWB and learning, as well as an alternative to exclusion.

Engagement with YFCL – focus on anger management.

Evaluate new PSE materials.

Implement Scottish Government recommendations from the

diet and sleep to support pupils to establish a healthy lifestyle and routine following lockdown.		PSE review before March 2022.
Learner voice was used to gather opinions and influence decisions. This related to practical arrangements such as wearing masks, wearing jackets in class, wet weather arrangements etc.	Pupil surveys, pupil focus groups, engagement with S6 HWB Ambassadors and the Pupil Leadership Team	Promote use of Togetherall. Explore benefits of training staff to become referers. Re-establish regular Pupil Council meetings and House Competitions
Staff HWB was supported through check-ins with line managers. Information was shared signposting staff of supports available through SLC eg. counselling, PAM Assist and Physicare. Flexible arrangements were used to support staff facing challenges due to Covid eg. children having to isolate. Staff were supported to work at home where possible. Online staff fitness classes ran twice a week and some staff particiated in Wellbeing World. Plans for the staff health and wellbeing event for February Inset day had to be postponed.	Very low number of staff absences. Almost no long term staff absences.	HWB committee to carry out staff survey and plan for HWB event for Nov 2021 or Feb 2022 inset.

	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 the poverty-related 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	**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	**Key Recovery Tasks (school specific)** PTs Equity to contact parent/carers of identified families (FME, SIMD & other vulnerable young people). Intelligent use of key data to identify any gaps and plan targeted approaches to improve outcomes	**Desired Outcomes and Impact** Identified pupils will receive targeted support, where required, to address barriers to learning/equity related issues (Engagement data; PASS survey; SNSA data;

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.	• Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of:
	  - Learners' wellbeing
	  - Attainment
	  - Engagement
	  - Participation
	
	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.
		eg. PASS survey, GL and IDL assessments.
		Carry out whole school IT survey and distribute SLC Chromebooks where required to support digital/home learning.
		
		Individual support for families from PT Equity/ PT PS/ PT SfL to improve digital literacy skills eg. using Google Classroom.
		
		Careful deployment of ASN and support staff to identify needs and provide targeted support. A clear focus on new S1 pupils, utilising transition information.
		
		Ongoing monitoring of five key measures (attendance; engagement; participation; attainment; exclusions).
			parental feedback; pupil voice; transition information).
			
			All young people have access to a digital device/ connectivity.
			
			ASN staff provide in-class support and through 1-2-1/extraction groups.
			
			Improved levels of five key measures for targeted group.

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	**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.	Implement revised strategy to close the poverty-related attainment gap through staff recruitment, revised Acting PT Equity remits and plan for the delivery of targeted approaches. Ongoing consultation and participation with stakeholders to inform and direct equity approaches. Raising awareness of equity through presentation to all staff,	Increased range of interventions and new resources delivered by staff from across the school.

SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.	• 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 resources helpful when considering this.	PL@SA programme and Equity newsletters. Bespoke CLPL for relevant staff to enhance equity provision. Ensure approaches to in-school and home learning meet the needs of all learners. Enhanced provision for most vulnerable pupils eg. use of specialist support teacher.	Increases equity related leadership opportunities for staff. Effective use of specialist support teacher and Google Classroom to deliver remote learning for vulnerable pupils.
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.	Plan and develop methodologies to deliver evidence based interventions and assess their impact. Support staff to access leadership opportunities and deliver new initiatives to aid educational recovery. Rigorous monitoring and tracking of key data to inform planned approaches.	Rigorous and regular tracking and monitoring to capture and improve equity approaches. Track impact of each approach to support the recovery process. Flexibility to respond to the emerging needs of young people.
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.	**Schools need to:** • Revisit Child Poverty Action Group Website • Read CPAG article 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.	Launch CoSD policy and promote via online platforms. Utilise PEF to financially support our most vulnerable families.	Raised awareness of our CoSD policy. Needs of our young people and their families are supported financially, reducing barriers to learning.

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.	• 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.		Local intelligence used to provide necessary resources to young people and their families.

Improvement Priority 2 -   Equity

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What did we actually achieve?	How do we know?	What do we need to do next?
In order to re-establish the poverty related attainment gap and ascertain a baseline to work from, PTs Equity contacted all parents of targeted group by phone and email. PTs Equity also met one-to-one with each pupil. The information gathered was used alongside other measures to plan accordingly for each targeted pupil. As such, each young person has an individualised pupil profile which is rich in data and outlines clear steps and measures appropriate to that young person's needs. At the start of session 2020-21 we had 57 pupils in the targeted cohort (8 pupils SIMD 1-2, 48 pupils who are FME, and 1 who is both). Following a second lockdown, from April 2021, we now have 61 pupils (9 pupils SIMD 1-2, 51 pupils who are FME, and 1 who is both). Although these pupils make up our targeted cohort, we do extend provision of additional support out to other pupils in SIMD 3-10/Not FME who we know to be affected by poverty.	Out of our targeted cohort of 57 S1-S3 pupils, 57 parents/carers were contacted by telephone. 56 responsed. 1 didn't and was therefore followed up by email. Comments from parents/carers were supportive. e.g. *"It's great the school are making these calls".* *"Thank you for all that you are doing to support my child".* *"it's really useful to get the opportunity to discuss these things".* *"You're a godsend. I honestly don't know what we would do without you".* Out of the 57 parents/carers contacted and the 57 pupils spoken to as a follow-up, the following information was highlighted: • 19 felt they would benefit from support in literacy. • 12 felt they would benefit from support in numeracy. • 22 felt they would benefit from support in HWB. • 20 were highlighted to SfL for additional input (and received this). Pupils received in-class support, support with building confidence in maths as well as support to improve spelling. Others received dyslexia testing and diagnosis'.	Identify S1-S3 equity cohort. Make contact with all new S1 pupils/parents. Check-ins/target setting with all S2-3. Establish any barriers and look for appropriate targeted supportive interventions.

- 20 highlighted issues were able to be addressed and resolved quickly which otherwise may not have been brought to light had it not been for this communication.

Data from PASS was analysed to identify appropriate HWB-based targeted for our targeted group and information shared with relevant staff and other stakeholders. This information was also used to plan appropriate HWB groups and place pupils accordingly. From the data it was evident that we should prioritise supporting pupils with managing emotions, dealing with stress and body issues, managing relationships and building resilience. As such, we have run groups throughout this session for Nurture, F.A.I.R, general mental wellbeing as well as hosting pastoral care drop-in sessions during school closures. All of these have been very well received by stakeholders. All pupils in the targeted cohort also received HWB as one of their S3 electives. This allowed pupils to develop an increased awareness and understanding of the three main areas of HWB (physical activity, nutrition and mental health) as well as practise a variety of coping strategies. Additionally, we established an online 'Wellbeing World' which allows pupils to access digital support via signposting, person delivered fitness and person delivered relaxation once per week. Through this we have established a regular group of pupils, their families and staff who build good habits and have a safe space to do so. Furthermore, food boxes containing ingredients and recipes have been delivered to families as a trial. As such, the trial group are being encouraged to cook together as a family and can access healthy meals. Based on the success of the trial, we will roll this out further in Session 2021-22.

In conjunction with parents/carers, literacy support has been offered through 'Closing the Vocabulary Gap', Reciprocal Reading, Lexia Power-up trial and one-to-one SfL provision. Pupils have either been targeted via small groups, on an individual basis, through classroom-based support or

	S1	S2	S3
Feelings About School	71%	57%	53%
Learner Self Regard	42%	39%	60%
Preparedeness for Learning	71%	53%	60%
General Work Ethic	62%	51%	61%
Confidence in Learning	61%	53%	61%
Attitudes to Teachers	62%	57%	41%
Atitudes to Attendance	61%	54%	44%
Response to Curriculum	49%	38%	62%
Perceived Learning Capability	57%	47%	54%

*Targeted group's standardised score based on 100% positive.

Colour indicates the percentile rank benchmarked against national norms. Green=high satisfaction

Establish tracking and monitoring system for HWB to replace PASS survey. Look at Glasgow Resilience pack.

Continuation and development of key initiatives:
- Nurture
- FAIR
- HWB groups
- Wellbeing World
- Home cooking
- Closing the vocabulary gap
- Power-Up-Lexia

New initiatives:
- Music participation (Samba Band)
- Parental Engagement
- Reading for enjoyment
- Numeracy confidence
- Support hub
- In class approaches
- Lego club
- Anger management group

online/telephone. This support has been regular and all targeted provision was based upon data collected from IDL assessments, classroom teacher feedback, tracking and monitoring reports, SNSAs and pupil/parental requests. Consequently, our targeted pupils have been able to work at their appropriate level with the appropriate level of support to ensure they continue to be motivated and challenged.

ICT survey data was used to make sure the appropriate pupils were supported with digital access, the development of skills such as familiarisation of Google Suites, and online learning. Digital literacy was at the forefront of planning for online learning during this session. Families and pupils received one-to-one in person support for google classroom tutorials. This was complimented by regular telephone and online support provided by PTs Equity, SfL and Pupil Support as well as subject specific support from class teachers. For some learners, paper learning packs were created to supplement online work and these were delivered to pupils at their homes. Overall, our approaches removed digital barriers to learning for most of our young people. A small number of pupils still did not engage with online learning despite intensive offers of support (e.g. one-to-one tuition, hub provision, etc.) and regular contact with families. However, this was due to mitigating factors such as ill-health.

	S1	S2	S3
FAIR	6	0	0
Mental Wellbeing	6	0	0
S3 Elective	0	0	16
Food Boxes Trial	0	3	0
Nurture	1	1	0
Blues Programme	0	0	5
School Counsellor	0	0	3

 * Number of pupils
** These groups are stil ongoing so final data has not yet been collected in terms of impact.

	S1	S2	S3
Recipr-ocal Reading	3	2	0
'Power-Up'	6	7	0
In-class Support	4	3	3
1:1 Support	8	8	4
Online Support	8	13	0

- 2 members of staff have been trained in 'Closing the Vocabulary Gap'.
- 2 members of staff have been trained in 'Fresh Start'

* These groups are still ongoing so final data has not yet been collected in terms of impact.

Continue to have regular and meanignful communication with parents/carers. Look for ways to improve Parental Engagement eg. Literacy/Numeracy support groups, Digital Literacy Skills, Teen Life programme.

Work with SfL department and Literacy and Numeracy committees to promote reading for enjoyment and improve literacy and numeracy skills of lowest ability through targeted interventions.

Termly tracking was carried out to monitor attendance, latecoming and behaviour. This allows the extended Pupil Support team to alert senior managers to any potential issues or patterns, discuss with pupils and their parents/carers and put steps in place to support pupils in an individualised way. Through this we have improved attendance, latecoming and behaviour for some of our young people but this remains an area for improvement.

For the small number of pupils receiving latecomings, demerits and referrals, these young people have been placed on monitoring cards and have received support via appropriate behaviour sanctions.

Qualitative data indicates that:

- almost all pupils and parents/carers found 1:1 support beneficial in improving literacy.
- 70% of pupils asked are finding that 'Power-up' is helping to improve their literacy.
- 40% of pupils invited attended the online literacy support. All who attended found it helpful.
- 80% of those invited attended one-to-one in school support during school closures. Almost all pupils and all parents/carers commented that it had been very helpful.

- Chromebooks were given out to those who had no ICT provision and then to those with inadequate ICT provision.
- 31 Chromebooks were distributed before the Christmas holidays to pupils who were not in receipt of FSM but had equity issues.

	S1	S2	S3
No ICT provision (PEF)	3	6	4
SLC Chromebooks Distributed (PEF)	8	8	5

August-December 2020

	S1	S2	S3
Attendance	91%	89%	90%
Latecoming	0.5	2.97	2.5
Demerits	0	2.95	0.44
Referrals	0	0.88	0.16

Review ICT survey and ensure all pupils have access to appropriate digital device at home. Continue to develop digital literacy skills.

The highest attendance for this period for S1-S3 was 100% whereas the lowest for each year group was 63% (S1), 55% (S2) and 63% (S3).

April – May 2021

	S1	S2	S3
Attendance	89%	88%	90%
Latecoming	1.39	3.47	4.125
Demerits	0.09	0.71	0.5
Referrals	0.04	0.3	0.06

The highest attendance for this period for S1-S3 was 100% whereas the lowest for each year group was 27% (S1), 32% (S2) and 59% (S3).

	Exclusion Openings (as of 09.06.21)	
	SIMD 1-2 + FME	SIMD 3- 10 + no FME
S1	0	0
S2	11	10
S3	0	10

Feedback from QIO at SLC has been very positive

"Brilliant – that's all amazing stuff. Well done – it's really hard to make these kinds of changes."

"First of all – what an amazing amount of work you have done on this – I'm genuinely impressed. The information on the website is excellent – I love the page with all the contact numbers for people to get help from different agencies etc."

"I think what you are doing is AWESOME and you are definitely on the right road with this ".

Review attendance/latecoming procedures and set key targets for pupils.

Establish new 'hub' to provide intensive support for vulnerable pupils who are not in class. Focus on HWB and learning, as well as an alternative to exclusion.

This session has seen us further establish positive CoSD practices. Our school CoSD policy was launched as was our CoSD section on the school website. This contains signposting to other agencies, up-to-date information about financial issues and a request form to receive support. Parents/carers, staff and pupils were notified of CoSD developments therefore, people know how to access support. Some of our CoSD targets for this session were established through parental and pupil voice. Therefore, the changes implemented have been well received. Through PEF, targeted pupils now have appropriate winter clothing, classroom materials and PE kit. We are now in the process of establishing a uniform recycling area. From our Winter Clothing Allowance (£391 from SLC funding + an additional £200 from donations), sports leggings, sports joggers, black jumpers, gloves, socks and tights were purchased in a variety of sizes and distributed to appropriate pupils. Jackets were also donated by stakeholders and given out.	**CoSD - School Surveys responses** Parents/carers: 139 out of 540 parents/carers asked submitted a response (25.74%) Pupils: 47 out of 60 pupils asked submitted a response (78.33%) Staff: 4 out of 9 faculties/teams submitted a response (44.44%). *"A recycled uniform event/area would be a good idea."* *"Recycled uniform area would be useful."* *"Uniform recycling a good idea."* *"Like the concept of uniform clothes bank."* *"Pay for learning resources and maybe some items of clothing."* *"Make it more known that they are there to help."* *"They (school) help fund things."* *"I think the school would be supportive if anyone needed help".* *"Bank of uniform items held in school.* *"I know there are funds available to assist pupils in taking part in trips."* *"I think it is very important that staff in the local authority and schools are aware of the initiative. I know that Strathaven Academy do many things to minimise assumptions about the school population's home circumstances and assist individual pupils and their families in times of hardship."* 7/9 faculties/teams submitted at least one suggestion/request for funding for an equity-based intervention/project. Those faculties who did not submit a request engaged in professional dialogue with PTs Equity to establish the best approaches within their subject to close the poverty-related attainment gap and they were supported to include Equity in their Faculty Improvement Planning.	Review CoSD policy and continue to look for opportunities to support young people and their families financially to reduce any barriers to learning. Faciliate uniform recycling store. Purchase stationary, resources and equipment required for pupils from low income households eg. scientific calculators, PE kit, HE costs etc.

Through our already well estabished systems of communication, including the use of our school Twitter, Website and School App, we have been able to achieve ongoing consultation and participation with stakeholders to inform and direct equity approaches. Staff have made suggestions for equity interventions specific to their subject/area of expertise and taken part in/led the implementation of those which were progressed.

Parents/carers of targeted pupils have been positive in their responses to school surveys regarding equity approaches through the use of Google Forms, telephone conversations and email communications. Pupil voice has also been positive.

For example, a FH speaking of a Literacy Based Intervention (Reading for Enjoyment) said, *"Children who read widely and often do better at school, find school easier, will access more education than children who do not. Recent studies show that the impact of RfP between the ages of 10 and 16 is around 4 times greater than that of having a parent with a degree and regardless of socio-economic status.*

PISA surveys show that strengthening reading ability and enjoyment can 'mitigate 30% of attainment gap." This intervention is in its early stages therefore quantitative data is not yet available, however, through feedback from targeted pupils it is clear that a positive impact on attitude towards reading has already changed.

A further suggestion on a targeted intervention from a member of staff was a 'Home by Home Ec' initiative. This follows a similar principal to the *Hello Fresh/Gousto* etc. food boxes for cooking at home with the idea that targeted pupils and their families will enjoy cooking together and eating fresh, healthy meals. This is in its trial stages and has been well received. Initial email communication and Google Form feedback shows that parents/carers were *"more than happy to take part in this" (Parent)* and *"we have enjoyed making meals together that we haven't tried before and can't wait for the next one" (Pupil). "It has made us think about food in a healthy way". (Parent).*

What would you like to see more of?

2 responses

Option	Value
Vegetarian dishes	0 (0%)
Vegan dishes	0 (0%)
Healthy options	2 (100%)
Meat dishes	1 (50%)
Dairy or gluten free dishes	0 (0%)
Something else (mention in comments at the end)	0 (0%)

We have been able to raise awareness of equity through:

- Presentation by PTs Equity to all staff - an online prerecorded voice-over PowerPoint during Inset Days
- Our in-house PL@SA programme - offering multiple drop-in sessions for all staff to learn more about Equity and a PT Equity led a CLPL event for all student teachers and NQT's on the subject of Equity
- Equity Newsletters with information for all staff on Equity Interventions that have taken place, the impact of these, how data has been used to inform decisions, how PEF funds have been allocated and next steps.
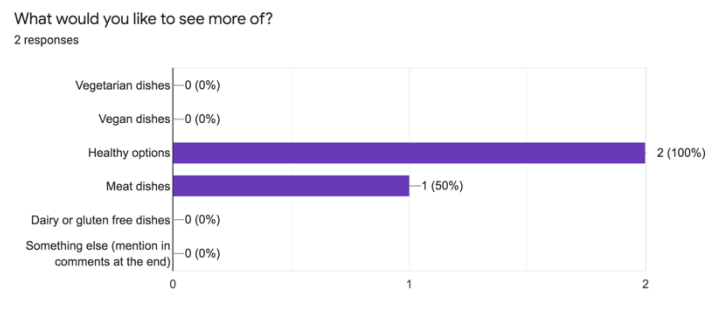
All student teachers and NQTs attended the CLPL session on Equity and feedback such as, "*Thank you for opening my mind to Equity – I now have a good understanding of some ways I can explore addressing this in my classroom*" shows it had a positive impact. "*I now think about Equity in all my lessons, which has impacted on the assumptions I had previously made and changed my reactions and responses to certain eventualities since attending this CLPL. I have also seen an increase in engagement*". This is an example of how raising awareness of Equity and improving teacher efficacy, has impacted positively on all pupils.

The drop-in sessions were well received – staff from each faculty in the school attended and 7/9 faculties were represented with further ideas for interventions. This demonstrates that staff value Equity.

The Newsletters were shared with all staff and comments included, "*I enjoyed reading the Newsletter and it raised my awareness of Equity*"; "*I now feel I want to learn more about Equity and how I can improve my own teaching in the classroom to support it*".

Bespoke CLPL for relevant staff was facilitated to enhance equity provision. In addition to those already mentioned in this report, PTs Equity have attended many Local Authority CLPL and Open University Courses amongst others. Staff delivering targeted interventions have been well trained and have passed on their learning to others.	Through feedback from PTs Equity, it is clear that regular CLPL has enabled them to have a deeper and wider understanding of Equity and how we can support our targeted young learners. Having trained relevant staff in delivering interventions including 'Closing the Vocabulary Gap', 'Fresh Start Literacy' and 'Catch-up Numeracy', as stated previously, these interventions have been able to be implemented.	

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*	**Schools need to:** • Consider your current position in terms of staffing and pupil numbers. Use Local	**Key Recovery Tasks (school specific)** Following updated advice from Scottish Government all young	**Desired Outcomes and Impact** A safe return to face-to-face learning for all young people.

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*	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/	people to return to face-to-face learning in August 2020. No requirement for 2m SD.	Creative use of the timetable to effectively deliver the curriculum.
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	• 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.	Phased introduction of practical subjects in line with emerging SG guidance. Online platforms utilised to support staff communication, collaboration and planning. Provide clear guidance and advice to all staff to ensure a focus on health and wellbeing, consolidation and formative assessment.	Young people can safely access all curricular areas. Physical areas are adapted to support delivery of the curriculum eg. PE & Music. Staff have an accessible, user friendly system that provides a central point of information sharing. Staff implement effective learning, teaching and assessment processes as per guidance.

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 .	• 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.	Ensure all staff have current subject specific SQA guidance to enable them to gather appropriate assessment evidence. Faculty Heads to work with link DHT to create assessment plans. Use online platforms to deliver PL@SA programme. Faculty Heads to create a contingency plan for remote and blended learning. Revised communications strategy to be implemented. Use of Year Group Google Classrooms, School App, school website, online assemblies and other digital platforms. Gather pupil and parent/carer views/feedback via Google forms to inform learning approaches.	A primary focus on health and wellbeing with a measured approach to assessment processes. PL@SA programme is responsive to the needs of staff and young people. Implementation of faculty plans to ensure the effective delivery of the curriculum in school, using and enhancing digital learning. All members of the school community have access to timely and relevant information. The views of stakeholders are used to inform future planning.
Theme: Learning At Home **Rationale:**	**Schools need to:** • Consider how you will facilitate home learning given the staffing you have available	Create and share a 'Remote Learning Guide' to convey	All members of the school community have a shared

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.

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

expectations, practices and helpful information. Utilise video media to support implementation.

Flexible working arrangements to be considered as required.

Provide staff with additional IT resources to facilitated remote learning.

Upskill staff during the November INSET to further develop skills and confidence in digital pedagogies.

Further develop the consistent use of Google Classroom and other digital tools to enhance learning at home.

Carry out whole school IT survey and distribute SLC Chromebooks where required to support digital/home learning.

Carry out Google Meet pastoral 'check-ins', pupil questionnaires and focus groups.

Share 'Remote Learning Guide' with all stakeholders via online platforms.

Direct communication with pupils and parents/carers from PT Equity/PT PS/PT SfL.

understanding of remote learning.

Staff supported to carry out their duties as necessary.

All staff have access to digital equipment to effectively deliver remote learning.

Increased confidence and levels of IT skills of staff to develop and deliver a range of digital pedagogies.

Consistent use of Google Classroom, developing strategies to provide an effective digital learning environment.

All young people and staff have access to a digital device/ connectivity.

Young people's views are used to improve home learning.

All members of the school community have access to information and strategies to support remote learning.

Improved levels of remote learning and enhanced

		Create and implement a system using Google Sheets to track and monitor pupil engagement.	partnership working with families.

Improvement Priority 3 - Continuity of Learning

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
Google Classroom established as our digital learning platform with applications used to support and enhance learning and teaching, including Google Meet, Jamboard and Mote.	• SLT Quality Assurance of Google Classrooms for their year group(s) • Pupil questionnaires- 98% reported using Google Classroom.	Review the use of Google Classroom and digital pedagogies to enhance face-to-face and online learning and teaching.
CLPL delivered to all staff through PL@SA event on the November Inset day and through Google Classroom during school closures. Staff delivered CLPL sessions to share new digital pedagogies and build our collective capacity. Staff have developed new skills and confidence to support online learning.	• Staff survey feedback - 100% of respondents found the CLPL useful and 90% stated that they would use the strategies in their own practice. • Pupil questionnaires- almost all learners in BGE reported that digital pedagogies from CLPL were used by their teachers.	Continue to develop digital pedagogies through CLPL and encourage staff to share their practice and build capacity through PL@SA programme.
Communication strategy enhanced through the use of year group Google Classrooms to share information with pupils and deliver virtual assemblies/ information videos to support documentation e.g SQA information and health and safety information. School website has	• DHTs all have active year group Google Classrooms. • App users-1559 downloads, Twitter-1439 followers, School website - ~30% increase in usage.	Strategic review of communication strategy and parental engagement to improve

a dedicated section for COVID-19 with information for pupils and parents/carers including videos to support clear communication.

Guidance to support remote learning, blended learning and return to full time face-to-face learning was produced, updated and shared to communicate key information on a regular basis. This helped to ensure clear messaging concerning health and safety, continuity of learning and expectations about learning, teaching and assessment.

Tracking and reporting procedures were updated to reflect school closure and the ACM 2021. All young people received an additional report this session in light of no formal parent consultation evenings. The new BGE Progress & Achievement (P&A) tracking and reporting system was implemented.

Learning, teaching, assessment and curriculum content were adapted to support pupils in BGE, and appropriate amendments were made to the Senior Phase based on SQA guidance. SNSAs/GL Reading Assessments and formative assessments were used in the BGE to identify gaps in learning. Assessment calendars for National Qualifications ensured evidence was gathered timeously and a programme of benchmarking and key assessments supported the ACM 2021.

- Parent/carer questionnaire- 81% parents/carers reported that they had helpful communication from the school about arrangements for remote learning.

- Documentation on school website, year group Google Classrooms.
- Parent questionnaire - the majority of parents/carers who completed the survey were satisfied with the quality of remote learning activities provided.

- All pupils received three reports: two tracking and one full.

BGE Tracking Data

S1					
Progress in Learning			**Skills and Knowledge**		
Tracking period	Oct 20	May 21	Tracking period	Oct 20	May 21
Very good	89%	84%	Developing in all	82%	77%
Good	9%	13%	Developing in most	14%	19%
Satisfactory	1.5%	3%	Degree of support	3.5%	3%
Cause for Concern	0.5%	0.5%	Significant support	0.5%	1%

S2					
Progress in Learning			**Skills and Knowledge**		
Tracking period	Oct 20	May 21	Tracking period	Oct 20	May 21
Very good	67%	63%	Developing in all	63%	59%
Good	22%	27%	Developing in most	27%	31%
Satisfactory	9%	8%	Degree of support	8%	8%
Cause for Concern	1%	2%	Significant support	2%	2%

S3					
Progress in Learning			**Skills and Knowledge**		
Tracking period	Oct 20	May 21	Tracking period	Oct 20	May 21
Very good	65%	66%	Developing in all	58%	62%
Good	28%	24%	Developing in most	32%	26%
Satisfactory	6%	9%	Degree of support	8%	10%
Cause for Concern	1%	1%	Significant support	2%	2%

communication with all stakeholders.

Strategic review of BGE reporting with a particular focus on strengths and next steps comments, use of tracking data and interventions.

Continue to review learning, teaching, assessment and curriculum content as part of the recovery process in line with guidance from Education Scotland and SQA.

Senior Phase Tracking Data

Year group	Measure	Prelim Results Jan 2020	SQA Results Aug 2020	WG Nov 2020	WG May 2021
S4	5+@5	39	70	84	68
S5	1+@6	71	82	78	76
S5	3+@6	44	69	59	56
S5	5@6	25	45	23	21
S6	1+@7	35	38	39	36

Pupil voice was sampled throughout the sessions using Google forms and virtual focus groups. Parents/carers were also asked for feedback using Google forms. The Parent Council provided a forum for discussion regarding our provision for remote learning. Information from pupils and parents/carers was used to inform the continuous improvement of our remote learning provision.

- SLC questionnaire- Mar 2021 87 S1-S3 pupils and 213 S4-S6 pupils completed a survey for SLC about remote learning.
- Pupil questionnaires- Feb 2021 67% of S1-S3 pupils completed a survey related to remote learning.
- Parent/carer questionnaires- 120 parents completed a remote leraning survey in Feb 2021.

Continue to utilise online platforms for stakeholder engagement and review our approaches to consulatation with stakeholders to develop a collaborative approach to school improvement.

All staff engaged in the SLC moderation process to support the ACM. This collaborative approach supported staff to help ensure a shared understanding of assessment standards and support our robust moderation process as part of the wider quality assurance process around the qualifications this year.

Review moderation processes to ensure continuation of the good practice established this session. Re-establish the work of the Strathaven & East Kilbride BGE Collaborative.