



BLACKRIDGE PRIMARY SCHOOL AND EARLY YEARS CHILDCARE

RECOVERY PHASE SCHOOL IMPROVEMENT PLAN

2020 / 2021

RECOVERY LEADING TO A RE-EXPLORED CURRICULUM THROUGH AGILE LEARNING

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Continuation of Phased Implementation of 1140 hours ELC
Covid-19 Recovery Plans and guidance

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?
National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Realising the Ambition
Child Protection Procedures
GTCS standards and professional update
Covid-19 Recovery Plans and guidance



BLACKRIDGE PRIMARY AND EYC VISION, VALUES AND AIMS

A Back Together Vision, Values and Aims was drawn up with all staff, parents and learners contributing to ensure everyone had ownership of these.

VISION - LEARN TOGETHER, ACHIEVE TOGETHER, CELEBRATE TOGETHER

Our vision is to create an inclusive school community where learners fully participate, succeed and are proud of their achievements.

BACK TOGETHER VALUES



Safe

Respect

Happy

AIMS

We have re-exploring the four 'capacities' of the Curriculum for Excellence to define our Curriculum Aims. Blackridge Primary and ELC aim to support and challenge our learners to be or to become:

- **SUCCESSFUL LEARNERS** – Learners are supported and challenged to reach their maximum potential including wider achievements
- **CONFIDENT INDIVIDUALS** – Learners are supported to have self-respect, ambition and the courage to Dream Big.
- **RESPONSIBLE CITIZENS** – Learners are supported to treat others well and behave in ethical ways
- **EFFECTIVE CONTRIBUTORS** – Learners are supported to have enterprising attitudes, a positive approach to life and to play an effective part in the local, national and world around them.

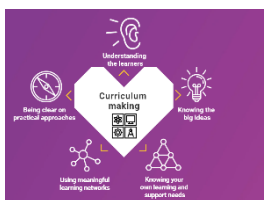


BLACKRIDGE PRIMARY AND EYC RECOVERY PHASE CURRICULUM RATIONALE – LEADING TO A RE-EXPLORED CURRICULUM THROUGH AGILE LEARNING

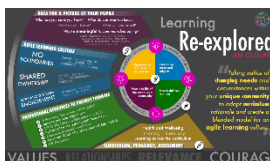


There were no structured Blackridge Curriculum or Positive Relationship Policy in place.

The Positive Relationship Policy was drawn up with all staff in June 2020 and in response to the Back Together Vision and Values.



Staff used Realising the Ambition, Education Scotland Curriculum Refresh materials and the West Lothian Recovery Model to draw up the Blackridge Curriculum and Recovery Phase Curriculum Plan.



The Year 1 of the Three Year Blackridge Curriculum Cycle was chosen as it had a focus on H&W and topics that lent themselves to independent research for Home Learning. Year1 also included Play and Outdoor Learners which were two of our Drivers. A link has been made with Beechbrae to introduce a Wellbeing Woodland Wednesday session.

BLACKRIDGE RECOVERY PHASE DRIVERS

- **Positive Relationships**
- **Back Together Values – Safe Respect Happy**
- **Refreshed Vision – Learn Together, Achieve Together, Celebrate Together**
- **Health and Wellbeing (WL HWB/Emotion Works/Play/Jigsaw)**
- **Literacy (WL Literacy)**
- **Numeracy (WL Numeracy)**
- **Outdoor Learning (Frobels/Forest Schools/Wellbeing Woodland Wednesday)**
- **Skills for Learning, Life and Work through STEM- RCCR focus 2020-2021**

Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

a) Background

Blackridge Primary School is a non-denominational school which serves the community of Blackridge, West Lothian and sits within the Armadale Cluster. The Armadale Cluster has the joint 4th highest income deprived rate and joint 2nd highest employment deprived rate – being 1% and 2% above the respective West Lothian averages. Armadale's cluster has the 5th highest (mid-table) % share of West Lothian Universal Credit/JSA claimants, slightly below the average for the county. At 12.8%, the cluster has the 4th highest share of all West Lothian lone parents within its cluster. West Lothian Anti-Poverty Strategy Poverty profile identifies that 21% of learners living in Armadale and Blackridge are living in poverty. The school building and adjoining community wing provides adequate accommodation for 7 classes and a 30:30 Nursery class. The combined Nursery and school roll is currently 200. The school has an excellent relationship with the Cluster Schools, local community, and the local church. Our SIMD rank is 20 out of 67 WL schools with the majority of learners living in decile 2, 4 and 5. Free Meal Entitlement of 21% from ELC to P7. The Head Teacher was appointed April 2020 during school closure due to Covid 19. There is an Acting Principal Teacher who has been in post since August 2019.

b) Data

From data analysis in June 2019 it was noted that overall, attainment in literacy and numeracy was satisfactory. By the end of P1, most of the learners attain the appropriate CfE levels in listening, talking and reading. In writing most of the learners have achieved early level by the end of P1. By the end of P4 the majority of learners have achieved the appropriate curriculum for excellence level in listening and talking, reading, writing and numeracy. By the end of P7 most learners have achieved the appropriate curriculum for excellence level in listening and talking and the majority in reading, writing and numeracy.

Analysis of the data in Dec 2019 showed a decline in all subject across the school. Due to changes in leadership and Covid 19 this was not evaluated. During Autumn 2020 there had been a high level of staff absence. It was noted that supporting monitoring of a level by teaching staff had not been actioned due to Covid 19 and was identified as an action to carry into 2020-2021.

c) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

A number of our identified learners experience gaps due to lack of parental literacy/numeracy, ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified learners who experience barriers in literacy and numeracy, as well as all identified learners requiring support to maintain high levels of attendance. Attachment difficulties have had a significant impact on the attainment of a small number of learners in a few classes as well as poor self-esteem, lack of motivation or ambition and poor personal relationships. On average 25% of learners across school are "not on track" (Teacher Professional Judgement) for literacy and numeracy attainment. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus and concentration continue to be contributing factors for our learners. Approximately 5% of learners in school have a diagnosis of Autism Spectrum Disorder (ASD). Attainment for these learners is significantly behind those of the rest of the school. Here the barriers to learning are more complex however there is scope for improving the experience within a highly differentiated and tailored curriculum.

d) Summary/overview of proposal & non-negotiable outcomes

The key focus for 2020-2021 when school returns after being closed due to Covid 19 will be to ensure there are Positive Relationships across the whole school. This will be a focus for adults/children and children/children. We will explore our Back Together Values – Safe Respect Happy through our Refreshed Vision – Learn Together, Achieve Together, Celebrate Together. The Recovery Curriculum will focus on Health and Wellbeing (WL HWB/Emotion Works/Play/Jigsaw/ Wellbeing Woodland Wednesday), Literacy (WL Literacy) and Numeracy (WL Numeracy). We will also introduce two new drivers. These being Outdoor Learning (Frobel/Forest Schools/www) and Skills for Learning, Life and Work through STEM- (RCCR focus).

Blackridge Primary and ELC - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all learners and young people's wellbeing:</p> <p>All learners feel safe in school and can identify a trusted adult they are confident to talk to.</p> <p>All learners have the knowledge and understanding to self-report on the wellbeing indicators and feel sure that their trusted adult will act on their responses.</p> <p>All staff have access to resources and CLPL to support the physical, wellbeing and mental health and wellbeing of the learners in their care.</p> <p>Staff CPD</p> <ul style="list-style-type: none"> • Getting it Right for Every child • Realising the Ambition • WLC Resilience (LAC pack) • Wellbeing Works • Jigsaw • One trusted adult • Nurturing Schools documentation and CLPL • Play Based Learning in the Primary School • Forest School Practice 	<p>Universal:</p> <p>Classrooms to be set up to follow social distance guidelines maintained within a child friendly environment.</p> <p>All staff involved in re-writing the Positive Relationship Policy and implementing this on return to school. Play will be a key driver within the Recovery Curriculum and daily a class reward. CPD</p> <p>All staff involved in drawing up the Recovery Curriculum. This has a focus on HWB through WL Model/Emotion Works/Play/ Jigsaw. Two other key drivers to support HWB will be Play and Outdoor Learning. CPD</p> <p>Baseline assessments from HWB indicator through pupil self-reporting will support all staff in identifying learners who require targeted HWB support. CPD</p> <p>SLT to collate Leuven Scale for each pupil.</p> <p>Wellbeing Check-In set up for every learner.</p> <p>Family Learning Wellbeing Sway to share ideas for home/school.</p> <p>Introduce Woodland Wellbeing Wednesday across the school and add into Blackridge Three Year Curriculum.</p> <p>Update current WL wellbeing into the Pupil Profiles.</p> <p>Targeted:</p> <p>Nurture Room re-instated in school to provide targeted support.</p> <p>SMT to weekly review Learner's Interventions and adapt as required through targeted support. Use resources identified in HWB placement and refer to partner agencies if required.</p> <p>Liaise with Educational Psychological services/IWB Service and resources to support.</p>	<p>June 2020 and as required</p> <p>June 2020</p> <p>June 2020</p> <p>Aug 2020 and embed</p> <p>Aug-June 2021</p> <p>Aug 2020</p> <p>Oct 2020</p> <p>Aug 2020</p> <p>Oct 2020</p> <p>Aug 2020 and embed</p> <p>Aug 2020 and embed</p>	<p>HGIOS 2.1 HGIOS 3.1</p> <p>SLT to monitor WL HWB tracker data and use to identify learners individual needs and targeted support required.</p> <p>SLT to collate Leuven Scale and add to class trackers sheets to show progress.</p> <p>HWB trackers show upward trajectory.</p> <p>P5-P7 Questionnaire on safe/respect/happy grading each term (A/M/S/R)</p> <p>SLT to M&E a Wellbeing Session and Positive Relationship Policy implementation in all classes termly.(Include Pupil Voice)</p> <p>Woodland Wellbeing Wednesday and Wellbeing Check-In's established across the school.</p> <p>Positive feedback from parents on Family Learning Wellbeing Sway.</p> <p>Pupil/Staff/Parents Questionnaires on Values and Vision at end each term.</p> <p>Parent's responding to wellbeing section in profile.</p> <p>Boxall Profiles Aug/Jan/June</p> <p>SMT review HWB trackers</p>

<p>ELC Improvement in all learners and young people's wellbeing:</p> <p>All learners feel safe in school and have a trusted adult they are happy to be comforted by.</p> <p>All learners are supported to make a daily Wellbeing Check-In and develop strategies to cope with every day and new situations.</p> <p>All learners are supported to develop their understanding in ways to express themselves and respond to their feelings</p> <p>All learners will feel supported in their wellbeing and understanding of the indicators alongside the principles of nurturing school, my framework and 'My Creative Journey'.</p> <p>All learners positively free flow in their play through adults modelling.</p> <p>Staff CPD</p> <ul style="list-style-type: none"> • Getting it Right for Every child • Realising the Ambition • WLC Resilience (LAC pack) • Wellbeing Cog • One trusted adult • Nurturing schools documentation and CLPL • Starting from the Child • Bringing the Froebel Approach to EY Practice • Play Based Learning in the Primary School 	<p>ELC Universal</p> <p>ELC setting to reflect Froebel Key Principles with free flow play and building on rich, first hand experiences. (Less is More through Rotation) CPD</p> <p>ELC staff to constantly review the environment and the impact on learning. Froebel CPD weekly during Autumn Term. CPD</p> <p>All learners supported in a daily Wellbeing Check In and staff develop ways to support learners to express, understand and respond to their feelings.</p> <p>Audrey to conduct a full audit of Personal Plans to ensure every child has a plan in place. Audrey to support staff to draw up plans for their key children.</p> <p>Ensure the needs of every child is met by empowering key adult is attending their learners' CPM meeting and in keeping Learners Journals and Reports up to date. (iPads)</p> <p>EYO to provide ongoing CPD through weekly individual targeted modelling for ELC staff.</p> <p>Planned transition for learners into the new ELC buildings.</p> <p>Targeted</p> <p>To develop wider inclusion within the PEEP programme working alongside Beechbrae.</p> <p>SMT to weekly review Learner's Interventions and adapt as required through targeted support. Use resources identified in HWB placement and refer to partner agencies if required.</p>	<p>ELC</p> <p>June 2020 and embed</p> <p>Aug 2020 and embed</p> <p>Aug 2020</p> <p>Oct 2020</p> <p>Oct 2020 and embed</p> <p>Oct 2020 and embed</p> <p>Jan 2021</p> <p>Jan 2021</p> <p>Aug 2020 and embed</p>	<p>ELC</p> <p>HGIOS 2.1 HGIOS 3.1</p> <p>SLT and Audrey to M&E environment.</p> <p>Staff meeting minutes and CPD show staff training development.</p> <p>Wellbeing Check-In's established across the school.</p> <p>SLT to collate Leuven Scale.</p> <p>All children have a Personal Plan in place.</p> <p>SLT to M&E a Wellbeing Session and Positive Relationship Policy implementation in all classes termly.(Include Pupil Voice) Floorbooks/ Learners Journals and Reports show development.</p> <p>EYO CPD support shows impact in individual staff practice.</p> <p>All children transition smoothly.</p> <p>PEEP programme meeting targeted parents.</p> <p>SLT M&E targeted learners Interventions and impact noted.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Raising attainment for all, particularly in literacy</p>	<p>Universal:</p>		
<p>All learners will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning. This will be through a Small Test of Change approach in P4 with Reciprocal Reading and embedding PM writing through regular CAT sessions.</p>	<p>Implement Refreshed Three Year Cycle Curriculum with focus on the Drivers for Literacy CPD</p>	<p>Aug 2020</p>	<p>HGIOS 3.2</p> <p>SLT has a clear baseline for S&L/ Reading and Writing.</p>
	<p>Refreshed and revised WLC progression pathways used to plan for progression in learning for all learners CPD</p>	<p>Oct 2020 and embed</p>	<p>Individual/group gaps in learning are identified, and appropriate individual targets set.</p>
	<p>Draw up Communication Friendly School Policy.</p>	<p>Aug 2020</p>	<p>SLT have a clear system to closely monitor progress and review interventions. All staff have a clear understanding of progress within their class.</p>
	<p>LISTENING Introduce WL listening and talking targets</p>	<p>Sept 2020</p>	<p>The majority (75% or above) of learners in quintile 1 are on track with their learning in writing (baseline TBC) in all year groups.</p>
	<p>READING Introduce Reciprocal Reading Use the WL reading targets to assess, set next steps and planning Develop a Reading Culture across school. Develop the use of Bug Club across school</p>	<p>Sept 2020 and embed</p>	<p>Overall quintile 1 attendance rate is 95% or over (baseline TBC).</p>
	<p>WRITING Modelling writing for our learners CPD Use ICT to promote writing across the 4 context Grammar/Punctuation/Spelling WL Genre Targets to promote feedback and next steps.</p>	<p>Oct 2020</p>	
	<p>Use Profile Writing from Oct/to March</p>	<p>Oct 2020</p>	
	<p>Learners use child friendly targets to self-assess and for next steps.</p>	<p>Oct 2020</p>	
	<p>Embed PM Writing P1 to use Foundation for Writing Autumn/Spring</p>	<p>Oct 2020</p>	
<p>Staff CPD</p> <ul style="list-style-type: none"> • WLC Literacy • Communication Friendly Policy • Reciprocal Reading • PM Writing 	<p>Moderation and Planning Non Neg High Five Targets (Read/Write/Maths/Health/Wellbeing) Assessment is ongoing with targeted and universal support Moderation between classes using the moderation cycle</p>	<p>Oct 2020</p>	
	<p>Targeted</p>		
	<p>Support writing at P4-P7 including SLF, PSW and PEF interventions including the 5 minute box, word boost, daily reading, teaching learners to listen PSW Pupil progress Meeting CPD</p>	<p>Oct 2020</p>	

<p>Raising attainment for all, particularly in numeracy:</p> <p>All learners will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning. This will be through regular CAT session to fully implement the WL Trackers and pathways.</p> <p>Learner's experience appropriate learning experiences based on accurate assessment evidence with a priority given to engagement data and observational assessment information.</p> <p>Next steps in learning and identified and addressed through assessments appropriate to the needs of the class, group and individual in order to plan for next steps in learning.</p> <p>Most learners are achieving national expectations in writing through appropriately levelled, well-paced, and progressive learning experiences.</p> <p>Staff CPD</p> <ul style="list-style-type: none"> • WLC Numeracy • Leckie and Leckie Handbook 	<p>Universal</p> <p>Building on available data (including CfE levels) outline proposed actions to address the additional 'gaps' that have emerged and how you plan to continue progression in learning.</p> <p>Implement updated WLTrackers and Pathways CPD.</p> <p>Prioritise number and number processes on schools returning.</p> <p>Introduce Leckie and Leckie Boards in all classes.</p> <p>Upskill P2/3 in line with national dip at this stage.</p> <p>Recap on Number Talks.</p> <p>Moderation and Planning Non Neg High Five Targets (Read/Write/Maths/Health/Wellbeing) Assessment is ongoing with targeted and universal support Moderation between classes using the moderation cycle</p> <p>Targeted</p> <p>Support Non-Negotiables in classes through PSW interventions.</p> <p>Introduce Pupil Progress Meeting CPD</p>	<p>Aug 2020</p> <p>Aug 2020</p> <p>Autumn 2020</p> <p>Aug 2020</p> <p>Oct 2020</p> <p>Jan 2021</p> <p>Jan 2021</p> <p>Jan 2021</p> <p>Oct 2020</p> <p>Oct 2020</p>	<p>HGIOS 3.2</p> <p>SLT has a clear baseline for Numeracy.</p> <p>Individual/group gaps in learning are identified, and appropriate individual targets set.</p> <p>SLT have a clear system to closely monitor progress and review interventions. All staff have a clear understanding of progress within their class.</p> <p>The majority (75% or above) of learners in quintile 1 are on track with their learning in writing (baseline TBC) in all year groups.</p> <p>Overall quintile 1 attendance rate is 95% or over (baseline TBC).</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>ELC</p> <p>To ensure all learners experience a high quality early learning and childcare experience through high quality interactions which ensures progression and links across literacy, numeracy, H&WB and the wider experiences of learners</p> <p>All learners will benefit from focussed work between practitioners and parents/ carers to develop and improve learners' literacy skills from the earliest stages, building early vocabulary skills.</p> <p>Staff CPD</p> <ul style="list-style-type: none"> • Getting it Right for Every child • Realising the Ambition • Wellbeing Cog • One trusted adult • Nurturing schools documentation and CLPL • Starting from the Child • Bringing the Froebel Approach to EY Practice • Play Based Learning in the Primary School • Every Day a Story 	<p>ELC</p> <p>Universal</p> <p>Every Day a Story Day Pledge – Focus within story area and then across other areas (Big Buttons/Staff reading story on iPad)</p> <p>Audrey to review planning with SLT and then plan to embed Consultative Planning through empowering all ELC staff being involved in the process with a key focus on the schools drivers HWB/ Play/ Outdoors CPD</p> <p>Embed PEF Speech and Language (SLT) action plan focussing on literacy interventions; Teaching learners to Listen/ principles, Box Clever and Word Boost. .</p> <p>Develop staff understanding of the feature of rich first-hand experience within play CPD</p> <p>Review planning to ensure clarity and focus in assessments and linked to numeracy and mathematics key aspect of learning identified in the consultative plan.</p>	<p>Aug 2020</p> <p>Sept 2020</p> <p>Sept 2020</p> <p>Aug 2020 and embed</p> <p>Oct 2020</p>	<p>ELC</p> <p>HGIOS 3.2 SLT M&E Every Day a Story activities.</p> <p>SLT and Audrey to M&E planning and impact on learning</p> <p>PEF S&L Feedback shows progress with staff confidence and responses from targeted learners.</p> <p>Floorbooks/ Learners Journals and Reports show development.</p> <p>SLT has a clear baseline.</p> <p>Individual/group gaps in learning are identified, and appropriate individual targets set.</p> <p>The majority (75% or above) of learners in quintile 1 are on track with their learning in writing (baseline TBC) in all year groups.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Closing the attainment gap between the most and least advantaged learners:</p> <p>Through targeted interventions 85% of our young people in Quintile 1 are achieving First Level in Literacy and Numeracy by the end of P4</p> <p>Increase and sustain attendance for young people in Quintile 1 to above 93%.</p> <p>Through targeted interventions, identified learners to increase achievement of literacy and numeracy levels in line with local and national targets.</p> <p>All learners are engaged in home learning activities.</p> <p>All learners have access to digital technologies to support engagement in home learning activities.</p> <p>All learners have access to equipment, resources and supports to support engagement in home learning activities.</p> <p>ELC</p> <p>Staff CPD</p> <ul style="list-style-type: none"> Nurture Principles 	<p>Universal</p> <p>Support wellbeing needs and introduce Wellbeing Woodland Wednesday and Nurture Room.</p> <p>Implement PEF Speech and Language (SLT) focussing on literacy and numeracy interventions with identified groups/stages.</p> <p>PSWS to deliver intervention strategies through providing increased opportunities for identified learners</p> <p>Review and refresh Curriculum long term planning to align with refreshed rationale, and drivers. BLACKRIDGE RECOVERY PHASE DRIVERS</p> <ul style="list-style-type: none"> Positive Relationships Back Together Values – Safe Respect Happy Refreshed Vision – Learn Together, Achieve Together, Celebrate Together Health and Wellbeing (WL HWB/Emotion Works/Play/Jigsaw) Literacy (WL Literacy) Numeracy (WL Numeracy) Outdoor Learning (Frobels/Forest Schools/Wellbeing Woodland Wednesday) Skills for Learning, Life and Work through STEM- RCCR focus <p>Targeted: Nurture Room re-instated in school to provide targeted support.</p> <p>SMT to weekly review Learner’s Interventions and adapt as required through targeted support. Use resources identified in HWB placement and refer to partner agencies if required.</p> <p>ELC</p> <p>Universal</p> <p>Review and refresh Curriculum long term planning to align with refreshed rationale, and drivers.</p> <p>Embed PEF Speech and Language (SLT) action plan focussing on literacy interventions; Teaching learners to Listen/ principles, Box Clever and Word Boost.</p>	<p>Aug 2020</p> <p>Sept 2020</p> <p>Oct 2020</p> <p>Aug 2020 and ongoing</p> <p>Oct 2020</p> <p>Aug 2020</p> <p>Aug 2020 and ongoing</p>	<p>HGIOS 2.1 HGIOS 3.1 HGIOS 3.2</p> <p>SLT to monitor WL HWB tracker data and use to identify learners individual needs and targeted support required.</p> <p>SLT to collate Leuven Scale and add to class trackers sheets to show progress.</p> <p>HWB trackers show upward trajectory.</p> <p>P5-P7 Questionnaire on safe/respect/happy grading each term (A/M/S/R)</p> <p>SLT to M&E a Wellbeing Session and Positive Relationship Policy implementation in all classes termly.(Include Pupil Voice)</p> <p>Woodland Wellbeing Wednesday and Wellbeing Check-In’s established across the school.</p> <p>Pupil/Staff/Parents Questionnaires on Values and Vision at end each term.</p> <p>Parent’s responding to wellbeing section in profile.</p> <p>Boxall Profiles Aug/Jan/June</p> <p>SMT review HWB trackers HGIOS 3.2</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<p>Universal</p>		
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<p>Review and refresh Curriculum long term planning to align with refreshed rationale, and drivers. BLACKRIDGE RECOVERY PHASE DRIVERS</p> <ul style="list-style-type: none"> •Positive Relationships •Back Together Values – Safe Respect Happy •Refreshed Vision – Learn Together, Achieve Together, Celebrate Together •Health and Wellbeing (WL HWB/Emotion Works/Play/Jigsaw) •Literacy (WL Literacy) •Numeracy (WL Numeracy) •Outdoor Learning (Frobel/Forest Schools/Wellbeing Woodland Wednesday) •Skills for Learning, Life and Work through STEM- RCCR focus 	<p>Aug 2020</p>	<p>HGIOS 3.3 Three Year Curriculum Plan reflects the drivers and the uniqueness of Blackridge Primary.</p>
<p>Learners experience a curriculum linked to the key drivers which are relevant to the community in this recovery phase.</p>	<p>Run a whole school Career Week.</p>	<p>Jan 2021</p>	<p>Planning relates to the curriculum drivers and identifies relevant contexts for learning.</p>
<p>Learners are develops their skills for learning, life and work through an IDL approach.</p>	<p>Add Skills Academy into RCCT planning.</p>	<p>Nov 2020</p>	<p>Learners in learning conversations can talk about what they are learning, why it is relevant and how they have been involved in planning their learning.</p>
<p>ELC</p>	<p>Monitor 1+2 provision across school and draw up an action plan to support staff (French/Spanish)</p>	<p>Aug 2020 and ongoing</p>	
<p>Learners at early level develop resilience in their learning through problem solving and real life contexts linking with skills for life, learning and work.</p>	<p>Universal</p> <p>ELC setting to reflect Froebel Key Principles with free flow play and building on rich, first hand experiences. (Less is More through Rotation) CPD</p>	<p>Aug 2020</p>	
<p>Opportunities for learning indoors and outdoors. Working with schools and colleges to develop employability skills in ELC workforce in line with 1140 expansion</p>	<p>ELC staff to constantly review the environment and the impact on learning. Froebel CPD weekly during Autumn Term. CPD Develop staff understanding of the feature of rich first-hand experience within play CPD</p>	<p>Aug 2020 and ongoing</p>	
<p>Staff CPD No Outsiders Here</p>	<p>Review planning to ensure clarity and focus in assessments and linked to numeracy and mathematics key aspect of learning identified in the consultative plan.</p>	<p>Oct 2020</p>	