



Loch Primary School and Nursery Class – Standards and Quality Report 2020-2021



A Guide for Parents/Carers

The purpose of the Standard and Quality report is to evaluate the work of the School and Nursery over the past session. The report is written at the end of the session and contains information on pupil assessment results. It also reports on our strengths in developing our improvement priorities and our next steps in future developments.

2020-2021 School Improvement Priorities:

1. To promote the positive health and wellbeing of children and young people, parents/carers and staff.
2. To ensure equity for all.
3. To ensure the continuity of learning for all.

Priority 1: Health and Wellbeing

- A new Vision, Values and Aims has been created by all stakeholders which encompasses our Nurture vision for the school. This was launched during school assemblies and pupils have been encouraged to participate in poster competitions to design a poster for each value, raising awareness and encouraging this language to be used throughout the school.
- Staff have attended 'Attachment Strategy' training sessions, ensuring all staff are aware of the SLC strategy and how we can embed this in to our daily practice.
- Nurture Groups are fully established in class bubbles. 3 additional members of staff have completed their 3-day accredited training this session which has allowed for an increase in the number of groups that can be run. We now have 8 members of staff fully trained.
- There is an increase in pupil awareness of the 'Six Principles of Nurture' due to the launch of 'Loch Primary School's Six Principles of Nurture'.
- A successful 'Nurture Focus Week' was carried out in October to launch our 'Loch Nurture Principles'. Each day had a different theme: 'Mindful Monday', 'Talk About It Tuesday', 'Wellbeing Wednesday', 'Thoughtful Thursday' and 'Fitness Friday'. This allowed the children to participate in a range of fun, nurturing activities, promoting their understanding of the Principles as well as enhancing their health and wellbeing.
- In line with our SAC priorities, we continue to use our Pupil Equity Funding to support pupil and parent/carer needs through involvement from Place2Be and Barnardo's.
- Pupil Voice is promoted in Loch PS and Nursery Class to encourage pupils to be involved in decision making processes about their learning and events happening within the school.
- We have continued to strive to ensure parents/carers remain involved in their child's education, despite them being unable to come in to the school. We have achieved this through telephone appointments, virtual meetings, virtual concerts, check-in calls, regular communication, use of our app, parent/carer surveys and monthly virtual Parent Council meetings.
- Pupil progress within Health and Wellbeing in Nursery has been tracked using the SLC Tracking and Monitoring running records/spreadsheet, highlighting strengths and areas to be addressed. Staff then used this information to support pupil needs.
- 'Google Classroom' page was introduced this session for Nursery children - this allowed staff to continue to check-in on the children and their wellbeing. Due to the success of this page, Google Classroom has continued to be used throughout the session to share learning from home and Nursery.

Priority 2: Equity

- This session, time has been spent in all classes working with and assessing the children's learning to identify where their learning is in terms of Literacy and Numeracy. Assessments took the form of P1 Baseline Assessments, Schonell Spelling Age Assessments, Burt Reading Age Assessments and MALT Numeracy Assessments along with ongoing assessments in these areas. This information then informed the next steps in teachers' planning to ensure any 'gaps' were addressed and to ensure progression in children's learning.
- In preparation, should another lockdown occur, we prepared 'just incase' remote learning packs and issued these to pupils prior to Christmas to ensure that if remote learning took place, all pupils had the resources and stationery required to allow them to participate in their home learning. We also provided a supply of additional jotters/pencils/pens at the local shop for pupils to pick up if/when required. We undertook a parent/carer survey to find out about our pupils' access to ICT and wifi and we allocated chromebooks where required.
- SAC/PEF funds have been used to reduce the poverty-related attainment gap and to reduce potential barriers to learning. This has included:
 - *Our allocated Barnardo's and Place2Be workers working with identified children and families to provide support including counselling, 1-1 sessions, resilience building and direct support to families to enhance home-school links.
 - *Additional staffing, funded through SAC/PEF, has enabled targeted support to be provided in Literacy, Numeracy and HWB, including releasing trained staff to run Nurture Group sessions, providing weekly writing support to identified pupils in Primary 2/3, Primary 4/5, Primary 6 and Primary 7 and targeted support in Literacy and Numeracy from our Early Years Worker to identified pupils in Primary 1.
 - *A main focus has been on the development of Literacy (implementation of 'Talk for Writing' across the whole school and bookbanding/novels being used to offer challenge and enjoyment), Numeracy (use of Big Maths, Active Learn and active resources to enhance pupils' understanding in Maths and Mental Maths strategies) and Health and Wellbeing (ensuring a whole school nurturing approach).
- Our Cost of the School Day Position Statement was reviewed this session with our key priorities and actions listed under the headings - uniform, travel, learning/home learning, friendships, school trips, eating at school, school events and school clubs. This ensured that we kept the 'cost' of items at the forefront of our minds and ensured we removed any potential barriers of cost for families. We also looked for ways to reduce costs by taking our own school photographs (instead of a photographer who was unable to come in to the building) and selling these for a much more reduced price.
- The cost of Nursery snack has been taken away this session for our Nursery children, removing this worry/barrier.



Priority 3: Continuity of Learning

Learning in School

- We have strived to ensure our school and Nursery remains as 'normal' as possible for our pupils where they can continue to learn, have fun and enjoy school/Nursery events with their peers.
- All classes were set out to allow for risks to be minimised as much as possible and all pupils were provided with their own resource pack to avoid the sharing of resources. All Class Teachers continued to ensure the classrooms were welcoming, inviting and safe for all.
- Our Nursery has been set up to ensure all our teams have their own 'pod' to allow for social distancing between teams. This has helped to enhance children's relationships with their keyworker and their peers in their team due to the time spent together in a safe space.
- Health and Wellbeing has been at the forefront of all of our planning and all staff have strived to ensure we have provided our pupils with a nurturing environment which embeds the 'Six Principles of Nurture' where pupils feel safe, welcomed and ready to learn.
- The main priorities for this year have been Literacy, Numeracy and Health and Wellbeing. We have embedded a range of resources/programmes to enhance motivation, encourage engagement and improve attainment. This has included embedding 'Talk for Writing', 'bookbanding/class novels', 'Big Maths' and 'Active Learn' into daily practice across all stages to ensure continuity and progression.
- Moderation has taken place this session to review pupils' work and to encourage professional dialogue to support teacher professional judgements.
- An assessment calendar was produced this session to ensure continuity across the school and to make sure all required assessments were completed to monitor progress.
- Pupil progress has been tracked and monitored throughout the session using our whole school tracking and monitoring spreadsheet. This recorded assessment results, teacher professional judgements and pupil achievements. This allowed us to identify where pupils were in their learning, any gaps and next steps.
- Nursery progress has been tracked and monitored in the areas of Literacy, Numeracy and HWB using the SLC tracking sheets and spreadsheet. Due to keyworkers spending more time with their team, this has enhanced their knowledge and understanding of their children's interests, needs and abilities.
- Staff have participated in a range of professional learning opportunities to support remote learning and ensure the continuity of learning. This has included curriculum, Place2Be, ICT and Nurture Accreditation training. This has allowed staff to put their learning in to practice to ensure effective teaching and learning for all pupils.

Learning at Home

- SLT and Class Teachers worked together to create a 'Continuity of Learning' Policy/Procedure should the event of remote learning occur. This was adapted when necessary during remote learning in response to guidance from Scottish Government/SLC, eg introducing live Google Meet Sessions.
- Staff confidence in their use of Google Classrooms greatly increased this session due to continued use of the resource for homework purposes and attending virtual training events to develop understanding of online resources.
- For remote learning, all pupils were provided with a home learning pack of stationery and jotters along with a 'Readiness to Learn From Home' guidance sheet to enable parents/carers to support their child to learn from home. All identified pupils were also supported with ICT (chromebook/wifi) devices.
- All pupils were asked to register online by 10:00am to monitor pupil engagement. The Head Teacher and Principal Teacher maintained contact with families throughout lockdown, monitoring engagement and carrying out weekly phone calls where required in order to encourage attendance and engagement.
- Live lessons/check-in sessions were introduced during remote learning to support pupil learning. This received positive feedback from parents/carers in supporting pupils' wellbeing and learning.
- Regular communication was maintained with parents/carers during remote learning through phone calls, emails, our school app, school website and Twitter page. We used Twitter to continue to share good news, learning and pupil achievements.
- Achievements such as 'Star of the Week' and 'Head Teacher Awards' were continued to be presented during remote learning and posted to pupils to recognise hard work and engagement.
- We continue to ensure Google Classrooms is offered to pupils who are isolating to allow for learning to continue to progress at home.
- Nursery Google Classroom was introduced this session to encourage greater engagement from our Nursery pupils. This provided our children with weekly activities and challenges they could complete with their families, thus enhancing family learning. Staff also pre-recorded videos (songs, storytelling, scavenger hunts, food preparation etc) to enhance engagement. Clear guidance and support was given to parents/carers to support engagement.

Key Successes of 2020-2021

- Our school response to remote learning to ensure progression and continuity of learning.
- Positive relationships between all stakeholders.
- Nurturing ethos is clear within the school. Nurture and wellbeing remained at the forefront of everyone's mind and remained a priority throughout the session.
- Our app now reaches out to most parents/carers allowing regular updates to be shared, information to be gathered, letters to be sent and returned electronically and regular consultation to take place.
- We ensured key school events still went ahead, albeit in a different format, eg virtual concerts, Sports Day, transition events.
- Nursery positive relationships evident between pupils and their keyworkers due to formation of pods.
- Improved engagement from pupils compared to first lockdown.
- Positive working relationships continued with partners including Barnardo's, Place2Be, Specialist Support Team etc to ensure children's needs were met at all times.
- Excellent and clear communication between all staff, pupils and parents/carers.
- The Head Teacher participated in a successful professional discussion with HMIE, discussing our school, our remote learning offer, the successes and challenges we faced and our next steps. The inspector was impressed by our offer and our school response to remote learning.

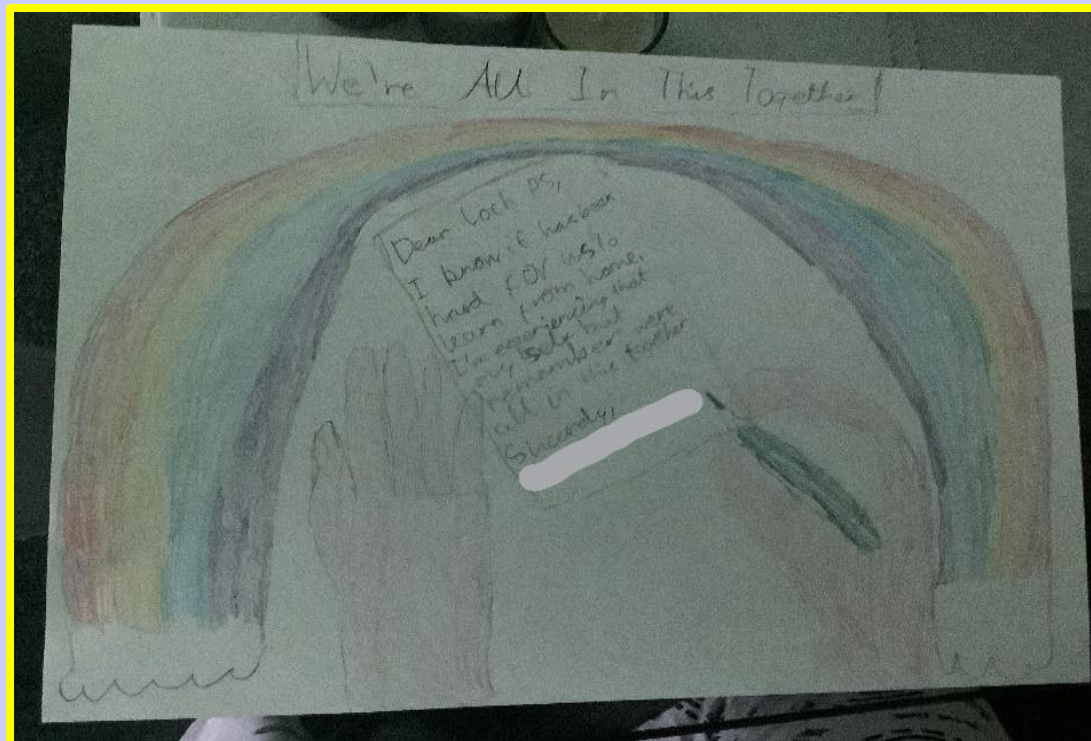
Next steps – Priorities for 2021-2022

- To continue to drive forward improvement, raising attainment in Literacy and Numeracy, ensuring progression, continuity of learning and offering targeted interventions to support pupils' needs.
- To support all pupils' health and wellbeing, working towards achieving our 'National Nurturing Schools Award', working in partnership with external agencies, embedding the SLC Attachment Strategy and continuing to review the whole school HWB programme.
- To review our curriculum rationale, ensuring this is relevant and addresses the needs of our pupils.
- To develop our Play-Based Learning and STEM work, incorporating into planning across all stages to promote challenge, enjoyment and attainment.
- To promote excellent attendance, punctuality and engagement for all pupils.
- To continue to promote effective partnership working with parents/carers through regular communication and consultation.
- To ensure all stakeholders are involved in the decision-making process for PEF/SAC to assist in our work to close the poverty-related attainment gap.

In order to raise awareness of our school Vision and Values, our pupils were encouraged to take part in a poster competition during remote learning to design a TEAM LOCH poster:

Pupils and staff were also encouraged to create a video about what 'TEAM LOCH' means to them. This was collated in to a school TEAM LOCH video -

<https://photos.google.com/share/AF1QipPhqybq1Y8DKuH7H5bMr-1GPVnjVD565653CSDKNJaxzzkMTJCSEQCHIFPmjr7Qw?key=cDZ4dWZ2NXhkalVrdFRoUmFIY19BOFISRjFXyUln>



At the heart of Loch PS and Nursery Class, especially during lockdown, was the message that 'we are all in this together'. This was echoed by a poster created by one of our pupils.