

BALGREEN PRIMARY SCHOOL

Renewal Planning

Teaching, Learning & Assessment
Equalities, Equity and Inclusion
Resilience, Health and Wellbeing

Teaching, Learning & Assessment

Teaching and Learning Renewal Plan:

Renewal Aspect 1		Overall Responsibility	HT
Outcomes	<p><u>Short-Term</u></p> <p>The school has a clear BGE curriculum rationale for adaptation and renewal including a focus on digital and outdoor learning. All staff are developing the relevant digital skills to deliver learning, teaching and assessment via an online platform. All learners engage with a blended learning model.</p> <p><u>Medium-Term</u></p> <p>The school has additional digital resource to meet their needs for blended learning. All learners are developing the skills to access learning via digital when learning at home. All teaching staff are developing the skills and knowledge to plan and deliver high quality learning, teaching and assessment for a blend of face-to-face and remote learning. All learners make expected progress in their learning.</p>		

<p>NIF Priorities:-</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people 			<p>QIs/Themes</p> <p>QI 1.1 Analysis and evaluation of intelligence and data</p> <p>QI 1.3 Strategic planning for continuous improvement</p> <p>QI 2.2 Rationale and design</p> <p>QI 2.2 Learning pathways</p> <p>QI 2.3 Learning and engagement</p> <p>QI 2.3 Quality of teaching</p> <p>QI 2.3 Effective use of assessment</p> <p>QI 2.3 Planning, tracking and monitoring</p> <p>QI 2.4 Universal support</p> <p>QI 2.4 Targeted support</p> <p>QI 2.5 Engaging families in learning</p> <p>QI 3.2 Attainment in literacy and numeracy</p> <p>QI 3.2 Overall quality of learners' achievement</p>	
Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> • Carry out Digital Access Audit to assess strengths and needs in relation to learning and teaching. 	<ul style="list-style-type: none"> • Stakeholders complete relevant audit 	<ul style="list-style-type: none"> • Digital Access Audit • Visualisers to support peer assessment/feedback • Purchase additional laptops to support whole class learning and teaching 	<ul style="list-style-type: none"> • October 2020 	<ul style="list-style-type: none"> • Initial Digital Access Survey carried out April 2020 but only 38% of families completed it April 2020 • Repeat Survey Sept/October 2020. Current uptake 96%. • 24 Laptops ordered Oct 2020

<ul style="list-style-type: none"> • Undertake school Teams training to support learning and teaching in the event of a blended learning model being required, or when staff and classes need to self-isolate • Establish Outdoor Learning capacity, extended as an aspect of a Blended Learning Model 	<ul style="list-style-type: none"> • DHT1 and two class teachers lead Teams CPD to support learning and teaching • Julia Kerr (teacher from Edinburgh Leisure) delivering Outdoor Learning P1-7 0.6FTE supporting John Muir Discovery award P5/6 and Explorer Award P7. P1-4 working towards RSPB award 	<ul style="list-style-type: none"> • Purchase additional laptops to support whole class set use of Teams • Purchase additional iPads to support blended learning • One hour session in Sept plus follow up session Oct INSET day • Resources to support Outdoor Learning (tarps, ropes, bug viewers, tools, torches, pulleys, magnifying glasses, waterproofs for staff/pupils) • Install fence around wooded area to rear of school that is part of school estate 	<ul style="list-style-type: none"> • Sept 2020/ 26th Oct • Aug-Dec 2020 	<ul style="list-style-type: none"> • Additional 20 iPads ordered Oct 2020 • Visualisers purchased by Parent Council Sept 2020 • Outdoor learning timetable in place from 31st August • Fence installed Sept 2020 to create safe and secure wooded area for pupils
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<ul style="list-style-type: none"> • With the school community, collaboratively create a refreshed curriculum rationale, relevant to Covid-19 adaptation and renewal. • Full time PE specialist delivering high quality experiences around football/hockey on our Astroturf P3-7. P1-2 teachers delivering PE themselves. • Development officer racquet sports delivering workshops to pupils P3-7 Sept-Oct 	<ul style="list-style-type: none"> • All stakeholders • SMT support teacher planning Aug-Oct and Oct-Dec focusing on curriculum of reconnection • Assess pupil engagement within PE, focusing on cognitive skills/physical competencies/physical fitness and personal qualities 	<ul style="list-style-type: none"> • Link to BGE Curriculum Rationale Guidance • Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4? • Link to Edinburgh Phase 2 Outdoor Learning Vision and Rationale 	<ul style="list-style-type: none"> • Sept 2020 	<ul style="list-style-type: none"> • Class termly plans focus on literacy, numeracy and HWB • Review pupil progress in PE and create programmes of work to meet needs of individual pupils/classes • Tennis sessions with racquet development officer well received by all teachers. Waiting on formal feedback from sessions.
<ul style="list-style-type: none"> • Apply the school's curriculum rationale to plan Teaching and Learning approaches for a blended learning model, faced-to-face (in-school), digital and outdoor learning. • Create Blended Learning Strategy for Balgreen Primary School 	<ul style="list-style-type: none"> • Teaching staff to complete Teams training focusing on assessment, feedback and supporting pupil progress • Teaching staff to access Edinburgh Learns Home learning grids for those individual pupils having to self-isolate • Share resources for Online learning Edinburgh Learns resources with staff 	<ul style="list-style-type: none"> • Edinburgh Learns guidance supporting online learning • Purchase additional hardware to support blended learning 	<ul style="list-style-type: none"> • Nov 2020 	<ul style="list-style-type: none"> • CAT session in Nov to share Edinburgh Learns resources to support blended learning

<ul style="list-style-type: none"> • Ensure all learners can access learning and teaching remotely (technology, skills to access learning etc.) – use Digital Access audit information to identify priority actions. • Distribute Teams logins, practise logging in at home/in school • Undertake training to ensure we are maximising use of recently purchased visualisers 	<ul style="list-style-type: none"> • Relevant staff in school (Home Learning Lead/Digital Learning Lead/Digital Learning Coordinator) • Pupils trained in accessing Teams in school, then at home. • Pupils taught how to upload work onto Teams 	<ul style="list-style-type: none"> • Home Learning Lead / Digital Learning Lead / Digital Learning Coordinator • Office 365 and other relevant digital tools 	<ul style="list-style-type: none"> • Oct 2020 	<ul style="list-style-type: none"> • Teaching staff undertook session Sept and Oct to support effective use of Teams • INSET day in October
<ul style="list-style-type: none"> • Access/deliver appropriate professional learning for staff to ensure all can use relevant digital platforms and tools 	<ul style="list-style-type: none"> • All staff • Coordinated/supported by Home Learning Lead/Digital Learning Lead/ Digital Learning Coordinator 	<ul style="list-style-type: none"> • Link to EdinburghLearns@Home Digital Professional Learning 	<ul style="list-style-type: none"> • Sept/Oct 2020 	<ul style="list-style-type: none"> • Teaching staff engaged well in CPD led by colleagues
<ul style="list-style-type: none"> • Plan outdoor learning opportunities to meet (and enhance) the needs of the curriculum and social distancing. Access/deliver appropriate professional learning and resources to support this. 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Outdoor learning resources purchased (see previous box) • RSPB framework • John Muir award framework • 0.6FTE teacher delivering Outdoor learning to P1-7 • Sets of waterproofs for pupils and staff 	<ul style="list-style-type: none"> • Aug-Dec 2020 	<ul style="list-style-type: none"> • Parent council donated funds towards resources • School committed resources to support framework awards • Fence erected around woodland allowed it to become safer and secure for pupil use

<ul style="list-style-type: none"> • Classes P1-4 undertaking RSPB award through their Outdoor Learning • P5 and 6 undertaking activities in class and outdoors to support John Muir Discovery award • P7 undertaking activities in class/outdoors to support Explorer John Muir award • Maintain School Twitter account sharing successes in learning • Create content for new website 		<ul style="list-style-type: none"> • P1 staff attended outdoor learning CPD in September • SMT and Key staff trained in updating new site 		<ul style="list-style-type: none"> • Contact Forestry regarding branches in one tree that need assessed
<ul style="list-style-type: none"> • SfL 0.6 Numeracy intervention will support pupils P3-5 Aug-Dec, targeting pupils not on track on SEEMIS. 	<ul style="list-style-type: none"> • Angela Anderson 	<ul style="list-style-type: none"> • SEAL assessments • BEAM resources • Active Heinemann resources • White Rose Maths Beat that Challenges 	<ul style="list-style-type: none"> • Aug-Dec P3-5 • Jan-May P6-7 	<ul style="list-style-type: none"> • Review SNSA data • On-going assessments • Compare SEAL assessments at start/end of intervention
<ul style="list-style-type: none"> • EYP creating high quality literacy/numeracy experiences delivered through play for pupils in P1 	<ul style="list-style-type: none"> • Sarah Stickland 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Aug-April 2021 	<ul style="list-style-type: none"> • Monitor attendance in P1 • Monitor Leuven scale of engagement for target pupils in Quintile 1 and 2
<ul style="list-style-type: none"> • Operate Nurture Base (Treehouse) staffed by PSA and PSO. Aug-Oct spend time working in classes, carrying out observations, liaising with colleagues and working 	<ul style="list-style-type: none"> • PSO Amanda Marshall • PSA Amy Carr 	<ul style="list-style-type: none"> • Strengths and difficulties questionnaire • New assessments created after LIAM training • Boxall profiling 	<ul style="list-style-type: none"> • Aug-April 2021 	<ul style="list-style-type: none"> • Track attendance of pupils attending • Track exclusion rate •

1:1 with pupils who have struggled to return to school after lockdown.				
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Equalities, Equity & Inclusion

Equity and Inclusion Renewal Plan

Renewal Aspect 2	Equalities, Equity and Inclusion	Overall Responsibility	HT
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners. Ensure that the planning of effective interventions and approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows : 		

NIF Priority :- <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 			QIs/Themes <p> QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement </p>	
Tasks	By Whom	Resources	Time	Progress & Impact
Roll forward data on EDICT Update SIMD scores using new data 1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty related attainment gap post-COVID-19 through reviewing EDICT data at planning and attainment meetings	<ul style="list-style-type: none"> SMT Class teachers 	<ul style="list-style-type: none"> Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20). Begin assessment of pupils SWST, SWRT, White Rose Maths assessment materials, SEAL assessments and Heinemann Active Maths assessments to ascertain where pupils are in their learning 	<ul style="list-style-type: none"> Termly planning and attainment meetings SMT planning and attainment meetings 	<ul style="list-style-type: none"> Staff using soft data to update pupils on track/not on track

<p>1b. Increase in attainment in numeracy of P2 Quintile 1 and 2 pupils through SfL maths intervention Increase in attainment in numeracy of P3 pupils in Quintile 1 and 2 through SfL maths intervention Increase in attainment in numeracy of P4 pupils in Quintile 1 through SfL maths intervention Increase in attainment in literacy of pupils in Quintiles 1 and 2 through high quality learning experiences, input from SfL teacher and programmes of work supported by PSAs</p>		<ul style="list-style-type: none"> Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (EDICT) Professional dialogue with staff using the baseline data to inform the measurable targets. SNSA assessments P1/P4/P7 GL Literacy/Numeracy assessments of P2/P3/P5/P6 Mar 2021 Input from maths SfL teacher sessions working P2-4 Aug-Dec and P5-7 Jan-May 2021 	<ul style="list-style-type: none"> March-May 2021 March-May 2021 Aug-Dec 2020 Aug-Dec 2020 Aug-Dec 2020 Aug-Dec 2020 	<p>All changed due to second lockdown/operation of Hub school Jan-March 2021</p>
<p>2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.</p>	<ul style="list-style-type: none"> SMT SfL staff 	<ul style="list-style-type: none"> School Data from Digital Access Audit Deploy laptops/iPads as and when needed 	<ul style="list-style-type: none"> Oct 2020 	<ul style="list-style-type: none">
<p>3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.</p>	<ul style="list-style-type: none"> SMT MLN meetings 	<ul style="list-style-type: none"> Staff to continue to provide fortnightly food parcels for families in need Digital access audit Knowledge of those without internet access/unable to access sustained internet access 	<ul style="list-style-type: none"> On-going since June 2020 	<ul style="list-style-type: none">

<p>4. Planning the financial management of resources to support equity.</p>	<ul style="list-style-type: none"> • BM • HT • SMT 	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Monthly finance meetings with BM/SMT to monitor and manage DSM 	<ul style="list-style-type: none"> • Monthly finance meetings • Finance returns • Weekly SMT meetings 	<ul style="list-style-type: none"> •
<p>5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.</p> <p>Nurture base- prioritising pupils in Quintiles 1 and 2, plus others identified through MLN meetings/observations by nurture staff/referrals from parents.</p> <p>Pupils in Quintiles 1 and 2 (and those in need out with these quintiles) offered supported placements at Breakfast Club and Squirrel Club.</p> <p>Continued provision of food parcels donated by staff to families in need.</p> <p>Monitor attendance of pupils under 85% by EWO, cross referencing those in Quintiles 1 and 2.</p>	<ul style="list-style-type: none"> • SMT • Place2Be • MLN group 	<ul style="list-style-type: none"> • Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • School to track and monitor progress, engagement and barriers to learning for care experienced pupils and identify supports for them and their families through CPMs, face to face meetings and LAAC reviews. • Meeting Learners’ Needs meetings • Treehouse (Nurture Base) • EWO monthly meetings 	<ul style="list-style-type: none"> • LAAC reviews • Use EDICT to track and monitor pupil progress • HT and Care experienced coordinator to meet every 6 weeks • Meeting Learners’ Needs meetings every 6 weeks 	<ul style="list-style-type: none"> •
<p>6a. Build upon existing family learning programmes- adapt to a COVID context</p>	<ul style="list-style-type: none"> • Lesley Edgar 	<ul style="list-style-type: none"> • Restart the Families Connect block that was begun Feb 2020 • Staff to undertake Families Connect Remote learning training • Plan for two further blocks this session led by DHT2 	<ul style="list-style-type: none"> • Oct 2020 	<ul style="list-style-type: none"> •

6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.	<ul style="list-style-type: none"> SMT 	<ul style="list-style-type: none"> Identify resources to support families via Place2Be Audit impact 	<ul style="list-style-type: none"> Nov 2020 	
<p>7. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.</p> <p>Ensure communications is sent out in a variety of languages to try and reach out to all of our families.</p> <p>Input from the Equalities pupil group to improve and inform how we work with all of our minority groups.</p> <p>Liaise with EAL for examples of good practice in COVID times in engaging and supporting EAL families.</p>	<ul style="list-style-type: none"> HT MLN group Admin team SfL staff 	<ul style="list-style-type: none"> CEC 1 in 5 Top Tips for Schools CEC Raising Awareness of Child Poverty document Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) Meeting Learners’ Needs meetings Sign post families in need to partner services eg. Salvation Army, Kids Love Clothes, local churches, Fresh Start etc. Liaise with Place2Be service to understand any barriers we may not be aware of within our community 	<ul style="list-style-type: none"> MLN meetings every six weeks Admin meetings to identify other families in need Fortnightly food parcels collected and delivered by staff 	<ul style="list-style-type: none"> MLN meetings held in Sept/Oct and March due to lockdown
<p>8. Include regular tracking dialogue meetings with all relevant staff.</p> <p>Meet with SfL Literacy and Numeracy staff.</p> <p>Termly planning and attainment meetings with teaching staff/SMT.</p>	<ul style="list-style-type: none"> SMT Class teachers 	<ul style="list-style-type: none"> WTA 20-21: Negotiating Committee to agree Assessment Calendar Annual calendar 	<ul style="list-style-type: none"> Termly planning and attainment meetings MLN meeting every six weeks Support meetings with 	<ul style="list-style-type: none"> WTA to be agreed on May 5th 21 Approval of WTA from EIS rep
9. Inclusion	<ul style="list-style-type: none"> SfL staff with support 	<ul style="list-style-type: none"> Through discussion with class teachers, SMT to update class ASL profiles 	<ul style="list-style-type: none"> MLN meeting 	<ul style="list-style-type: none">

<p>9a. Identify learners with specific learning difficulties who require Individualised Educational Programmes or CSPs; review and update targets.</p> <p>Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning.</p> <p>9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.</p>	<p>from ASL Service colleagues as required</p>	<ul style="list-style-type: none"> • Pupils discussed at MLN meetings and appropriate interventions identified • Maths SfL groups begun to address gaps • Literacy SfL groups begun to address gaps • CPMs prioritising pupils at Pathway 3 • Referral of pupil to CMRG P7-S1 • Reconnect with partner services, operating within COVID guidance • BGE Tracking tool- EDICT • Refer new Stage 1 Stages of English learners to EAL for assessment/strategies meeting <ul style="list-style-type: none"> • IEP reviews built into annual calendar 	<ul style="list-style-type: none"> • Planning and attainment meeting • Initiate meetings with EAL/SfL coordinator/ Ed Psych 	
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Resilience, Health and Wellbeing

Health, Wellbeing & Resilience Renewal Plan Renewal Aspect 3	Health, Wellbeing & Resilience	Overall Responsibility	HT
Outcomes	<p>Short term</p> <p>Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB</p> <p>Staff feel supported in relation to their own health and wellbeing</p> <p>Staff are provided with CLPL to build on current knowledge regarding the importance of relationships in aiding renewal</p> <p>Systems are put in place to ensure children’s rights and participation are the heart of school life</p> <p>All staff understand the 6 nurture principles and have planned how these can be used to support learners</p> <p>The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context</p> <p>Medium term</p> <p>Relationships have been reconnected across the school community</p> <p>All learners feel listened to, reassured and supported (acknowledging their experiences)</p> <p>The nurture principles underpin the learning environment</p> <p>All learners feel more resilient</p>		

NIF Priorities: <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing 			QIs/Themes 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion	
Tasks	By Whom	Resources	Time	Progress & Impact
<p>Develop plans to support staff HWB;</p> <p>Identify time and space for staff to debrief regarding their own HWB through weekly meetings, open door policy and role of Place2Think resource</p> <p>Provide CLPL to support staff HWB, to support their own HWB (Moving on presentations/Hive of Wellbeing resources/ Mindfulness sessions).</p> <p>Staff working from home where possible for RCCT/Inset days.</p>	<p>All staff lead by SLT</p> <p>HWB group</p>	<p>Working time agreement</p> <p>INSET day August</p> <p>Session 1 'Moving on, coming together: focus on our wellbeing'</p> <p>Session 2 'Moving on, coming together: focus on our children, young people and families' wellbeing</p> <p>Building Resilience Programme</p> <p>Weekly assemblies responding to needs of pupils and staff</p> <p>Outdoor learning sessions for P1-7 pupils supported by Julia Kerr, teacher from Edinburgh Leisure.</p> <p>Tennis workshops supported by Racquet Development officer Sep-Oct for P3-7.</p>	<ul style="list-style-type: none"> June/August 2020 <p>August INSET day</p> <p>Assembly programme</p> <p>Weekly sessions for classes</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>

<p>Access CLPL from Edinburgh Learns to enable staff to feel more confident in supporting their learners.</p> <p>Purchase and install a bike shelter for staff who cycle to work each day.</p> <p>Share the 4 key messages regarding recovery and HWB to ensure a consistent approach and use these in discussions in planning and attainment meetings</p> <ul style="list-style-type: none"> • Reconnect relationships • Acknowledge experiences • Create a nurturing environment • Support our learners to build resilience 		<p>PE specialist guidance</p> <p>Restart Nurture base working within class bubbles</p> <p>Weekly briefings for teaching staff/support staff to reflect on guidance, procedures and systems in place at Balgreen</p> <p>Mindfulness sessions for classes and staff provided remotely</p>	<p>Oct-June 2021</p> <p>Weekly meetings Aug-Oct</p>	<p>Completed</p> <p>Online nurture groups operated throughout lockdown Jan-Mar 21</p> <p>Mindfulness sessions trialled in P3 and P6 Feb-Mar 21</p>
<p>Audit to assess strengths and needs in relation to health and wellbeing</p> <p>Use reflection questions to RAG current position with staff, learners and the wider community.</p> <p>Re-establish relationships with partners. Work within parameters of COVID guidance.</p> <p>Identify pupils/families in need of support from Place2Be/Nurture</p>	<p>All staff, learners, parents, partners</p>	<p>Renewal Plan - HWB Rationale and Guidance</p> <p>Supporting learners - resources</p> <p>Self-evaluation during covid Part 1</p> <p>Self-evaluation during covid Part 2</p> <p>A5 HWB booklet</p> <p>HWB Framework</p> <p>Families Connect programme</p> <p>City of Edinburgh Resilience programme</p>	<ul style="list-style-type: none"> • Oct • Oct 2020 • Aug 2020 • Sept 2020 	<ul style="list-style-type: none"> •

<p>Teams chats with parents/carers/partner services</p> <p>Acknowledge experiences</p> <p>Increase awareness of varying experiences of all during lockdown</p> <p>Identify supports needed short term/long term for stakeholders</p> <p>Identify role for Place2Be/Nurture Base</p> <p>Create a nurturing environment</p> <p>Principles of nurture posters throughout school</p> <p>Role of Nurture base in supporting pupils in class bubbles Aug-Oct, assessing pupils who have new needs post lockdown and planning interventions Oct-June</p> <p>Training for new staff</p> <p>Core equalities training for all staff</p> <p>Support our learners to build resilience</p> <p>Building resilience programme restarted</p> <p>Resilience Programme headings posted throughout the school</p>			<ul style="list-style-type: none"> • CPMs on responsive basis as well as longer term planned meetings • On-going • Sept 2020 • Sept 2020 • Aug 2020 	
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<p>Outdoor learning</p> <p>PE/ physical activity focusing on cognitive skills, physical competencies, personal qualities and physical fitness.</p> <p>LAAC meetings</p>				
<p>Plan staff development opportunities to support necessary learning in relation to key priorities</p>	<ul style="list-style-type: none"> • Staff • Partners 	<ul style="list-style-type: none"> • WTA • Place2Be • CLPL opportunities- Edinburgh Learns/ HWB hub • 	<ul style="list-style-type: none"> • Term one and ongoing 	<ul style="list-style-type: none"> •
<p>Identify additional personalised support approaches which may be required by different stakeholders- Parents/carers, pupils, staff and partner services now we are back in school.</p> <p>Role of CPMs in identifying challenges for families (historical and new challenges post lockdown)</p> <p>Continue fortnightly food parcels for families.</p>	<ul style="list-style-type: none"> • Pupil support/SFL/SLT • ASL services • Educational Psychologist • Partner agencies 	<ul style="list-style-type: none"> • ASL Nurture Guidance • Supporting the Care Experienced During Covid • Edin Learns Inclusion Hub • Treehouse (Nurture Base) • Place2Be • SfL interventions (literacy and numeracy) 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> •