



Falkirk Council

Children's Services

Standards and Quality Report **2020-21**



'Learn to Live, Live to Learn'

Kindness



Honesty



Respect



DIGITAL SCHOOLS
AWARDS SCOTLAND

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2020/21. Ordinarily the SQR documents the outcomes and impact of improvement actions over the course of four terms of the academic session.

Due to the closure of educational establishments in March 2020, then again in January 2021, planned improvement work was revised in term 1 and term 4 of the school session to take account of these closures. Improvement work was centred appropriately and successfully around: the provision of remote learning for children and young people; organisation and delivery of emergency childcare for keyworkers; and, the provision of pastoral support for vulnerable children and families.

Importantly, staff at all levels continued to undertake and participate in a range of professional learning and development to support both: the identified priorities of the improvement plan; and, digital learning and teaching during the two periods of remote learning closure.

The unprecedented intervention of the closure of schools and nurseries reduced the time available to progress improvement work as planned, therefore, the priorities identified in the improvement plan for session 2020-2021 remain relevant and will continue to be progressed in session 2021-2022. In line with Falkirk Council Children's Services priorities, focus areas for our next improvement plan will also include raising attainment and achievement and curriculum development.

Taking all of this into account, this report provides a helpful summary for parents/carers and other stakeholders of successes and achievements across another exceptional academic session from August 2020 - June 2021

Section 1

Context of the School/ELC Setting

Kinnaird Primary School is a non-denominational school situated in Kinnaird Village, Larbert. The percentage of children entitled to free school meals is around 8% which is well below the local authority and national average.

Kinnaird is the largest primary school in Falkirk Council and includes 25 mainstream classes and 10 classes in our Thistle Wing/Thistle Wing Annexe for children with severe and complex additional support needs. The school has a total pupil roll of 733 children.

The roll of the school has grown significantly since the school formally opened in 2008 and this growth is expected to continue into 2022. The school building has undergone construction to support the increasing roll with the P1 area opening in August 2019 providing space for four additional classrooms. The open plan layout has supported the development of a play-based curriculum within P1. The new Early Years Campus also opened in August 2019 and from August 2020 operated independently from the school as 'Kinnaird Waters Early Learning and Childcare Centre'. Further development is planned for the main school building, with an expected completion date of Summer 2022.

Across the school we benefit from high levels of parental support in children's learning. We have an active and supportive Parent Council and PTA. The Parent Council play an important role in helping us improve the school and increase parental engagement (including parental engagement questionnaires) in the life of our school.

Although we are the largest primary school in Falkirk Council it is not the size of our school which defines us, but our school ethos and the commitment of our whole school community to working in partnership to ensure the best possible outcomes for all our children.

On the front page you will see our motto 'Learn to Live, Live to Learn', for which there is a school song. Also visible are our three values

Honesty, Kindness and Respect

Our children attain at high levels as shown by the Teacher Judgement Survey 2021

Teacher Judgement Curriculum for Excellence 2020/21 (Mainstream only)				
	Reading	Writing	Talking/ Listening	Numeracy
Early Level				
Primary 1	87%	87%	100%	94%
First Level				
Primary 4	89%	80%	95%	86%
Second Level				
Primary 7	87%	86%	96%	87%

We are grateful to all our supporters, whether in a professional capacity or volunteers; the school would be a lesser environment without their support and we hope that this continues into session 2021/22 and beyond.

Section 2

Review of progress for 2020 - 21

Priority M1: Remote Learning

NIF Priority - Improvement in attainment, particularly in Literacy and Numeracy NIF Driver - Teacher Professionalism - Parental Engagement	FC Service and School Improvement Priority - Workforce Professionalism - Parental Engagement - Participation and Engagement - Skills and Attributes Development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion	Has this work been supported by PEF? Yes/no No

Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?

Progress

We had a successful remote learning period from January-March due to clear guidance shared with all teaching staff. Expectations were clear and support was provided to ensure teachers became familiar with new digital software.

Impact/Evidence

We received positive feedback from staff, parents and pupils regarding our period of remote learning and the package of support we provided. Live contact with pupils during remote learning was extremely positive, this also allowed for a health and wellbeing check in to take place daily. The Playground channel was open during school times which facilitated children being able to interact with each other in a social way, teachers were able to manage and keep track of these interactions. Teachers carefully monitored engagement and reported to line managers to highlight any concerns over children with low engagement. The class teacher and member of SLT worked together to provide support for individual families, starting with a phone call. Following remote learning children are settling back into in-school and learning is going well.

Next Steps: What are you going to do now?

- Create a checklist for expectations of isolation learning if needed.
- Live lesson in the morning with register, 2 assignments (one linked to live lesson and other an independent task that the pupils can engaged with using limited resources e.g. no PowerPoint expectation)
- Discuss with wider staff about type of learning taught during isolation period (prior or new learning) and deadline of assignments – 3pm or next day? Poll to be created online for this.
- Siblings needing to isolate – general stage grid
- Create bank of resources at each stage which can be used at short notice if class needs to isolate

Review of progress for 2020 - 21

Priority M2: Literacy	
NIF Priority - Improvement in attainment, particularly in Literacy and Numeracy NIF Driver - Assessment of Children's progress	FC Service and School Improvement Priority - Assessment of Children's Progress - Performance Information - Raising Attainment and Achievement
HGIOS?4/HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5) 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Has this work been supported by PEF? yes/no No
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Reading Progress Even although no reading books were able to be sent home, reading was encouraged at home using online resources. The First Minister's Reading Challenge passports were also handed out and their use encouraged in class. Physical reading books were used in-school for groups and individuals with appropriate quarantine procedures in place. Teachers highlighted the importance of use of unfamiliar and unknown texts to build upon comprehension skills. Resource cupboard are currently being reorganised and relabelled. All reading resources are being catalogued (Story World, Literacy World, Novels and Big Books) to help teachers to be fully aware of the reading resources available to them. Impact/Evidence There was an encouraging use of Bug Club as main online resource. Teachers also made use of this resource in class where possible. BorrowBox was used widely in school and at home to further support the engagement in reading. Accessing resources from Library Services had a positive impact reported by staff, especially their dyslexia friendly books. Moving forwards the Reading Focus Group will work at P4 and P6 with targeted interventions. Progress On return to school following the period of remote learning GL assessments and SNSA were used to assess children's progress. Gaps were identified at different stages, and this was data has been used during transition for 2021/2022. Impact/Evidence In Primary 1 and 2 they focused on phonological awareness. Due to our current cohort of Primary 2 having missed so much of their schooling we are consider ways to support their phonological awareness and reading the uses of Read, Write, Inc will be implemented to support this. In Primary 3 there is a discrepancy between literacy skills (comprehension/grammar) and spelling. Teachers have made more use of Single Spelling Word Lists, continued to work on phonological awareness and allowed more time for practise and over learning. In Primary 4 there was a weakness of comprehension	

(retrieval), grammar and punctuation. There was also a clear discrepancy between boys and girls. Primary 4 children became the focus of the Reading Focus Group. This has highlighted the need more comprehension resources in school. Results have shown that Primary 5 and 6 have strong reading comprehension skills. However, highlighted weaknesses with sentence structure, sentence construction and grammar. Our next steps are to focus on short burst writing and using grammar progression. Teachers will model thinking aloud (critical literacy) and use evidence from text. There will be a focus on technical skills.

Progress

A series of training was produced for new staff within Sway documents explaining the Talk for Writing programme. Videos have been made available to show good examples of short burst writing lessons. The aim is to build on these within next session. We will continue to have a bigger focus on developing the technical skills. Staff will be signposting staff to T4W Facebook page. We will have a lead teacher at each stage for next session.

Impact/Evidence

Having reviewed West Lothian Resource it highlighted that Secondary schools have more focus on Non Fiction writing, however primary is heavily based on fiction. Therefore, our yearly overview for writing has been adapted to provide more focus on Non Fiction writing. We are reducing to two T4W blocks each year. Each stage can choose from 3 options. All non-fiction genres should be covered throughout the year. Timings of these are flexible to link in with topics etc. except for the two moderation pieces per year where each stage will do the same non-fiction genre. This will allow for moderation activities to take place. West Lothian target sheets have been adapted for success criteria, to use for moderation purposes. They included our Always Toolkit within these sheets as well. Sue Palmer books are now in PDF format within staff shared area to allow easy access for all staff to these resources.

Next Steps: What are you going to do now?

- Develop Literacy framework – beginning with Reading, then Writing
- Identify gaps in resourcing with a focus on supporting good practice
- Make use of GL assessment data (2021/22) and SNSA (2020/2021) to compare with this session and identify gaps for a focus moving forward (at all levels – individual pupils, classes, year groups, whole school).
- Focus on development of use of Read, Write, Inc. to support phonological awareness in early years – early intervention for P1-3 (led by Pauline and Sharon?)
- Identify Literacy lead teacher for each stage to be peer support and key link person to develop Literacy pedagogy across the school.
- Engage parents in supporting their children with Literacy at home (either in person through workshops in school, or creating sways/videos that can be accessed at home)

Priority M3: Numeracy	
NIF Priority - Improvement in attainment, particularly in Literacy and Numeracy NIF Driver - Assessment of Children's progress	FC Service and School Improvement Priority - Workforce Professionalism - Parental Engagement - Participation and Engagement - Skills and Attributes Development
HGIOS?4/HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5) 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	Has this work been supported by PEF? yes/no Yes
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Progress GL assessment data was extremely useful in identifying progress during the past year and how to close any gaps. We analysed this information and shared with each stage what the focus of their Learning and Teaching should be for the year. We created common language and layout posters linked to the four operations which are to be printed and displayed in each classroom. This will address staff concerns around inconsistency in layout and teaching methods, throughout the school. We also identified the need for posters for P1 and P2 and will create these prior to next term. The SNSA and GL data indicated that pupils struggled to retain information if it hadn't been covered in class for a while. We decided to trial the New Wave mental maths daily challenges in order to address this in P3-7 and see a place for these during two terms of each year. In order to continue with our Maths Recovery approach we have staff attending training in term 4 which will be shared with the whole teaching body at the start of the new term as below. Impact/Evidence Following feedback from parents of their experiences during lockdown we have created a Thing Link with how to videos for parents. This will demonstrate our teaching methods and layout in line with our newly created posters.	
Next Steps: What are you going to do now? - Share Thing Link and how to videos with parents (Term 1) - Parents open even- How to help my child with Numeracy. - Whole staff session on Maths recovery in the classroom, strategies, planners and small in class interventions.	

- Continue to use updated Maths Assessment Grid to inform teacher judgement and review its effectiveness.
- Use GL data to compare progress from Nov 2020 to Sept 2021 and evaluate, stage and whole school gaps and interventions required.
- Focus on Early Intervention in P1-3. Identify a lead Maths Recovery coordinator to support and deliver targeted interventions within the early years. Also Numeracy lead at each stage.
- Numeracy CPD input for new staff as part of induction programme.

Review of progress for 2020 - 21	
Priority M4: Promoting Positive Behaviour Framework	
NIF Priority - Improvement in children and young people's health and wellbeing NIF Driver - School Improvement	FC Service and School Improvement Priority - Setting Improvement - Participation and engagement - Raising Attainment and achievement - Wellbeing, Equality and Inclusion - Skills and Attributes Development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 1.2 Leadership of learning 1.3 Leadership of change 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	Has this work been supported by PEF? yes/no No
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Progress We have established a group made up of colleagues from across different stages of the school to work collegiately to develop and implement a new positive behaviour framework that has had a positive impact within the school. There is a shared understanding of what our values are. The school community has ownership of our school values. The P7 house captains have taken ownership of the sharing of this, through virtual videos that have been shared with all classes to help to fully implement the framework. Posters to help with this have been distributed around the school, showing the aims and values clearly. The positive behaviour framework was initially shared with our Parent Council and a pupil focus group. The pupil focus group shared and explained the new framework to all pupils via an assembly with the rest of the school. Impact/Evidence The introduction of the 'Dojo' shop was overall a positive experience, with only a few next steps identified. The framework provides clear information about the high expectations that we have of all children in order to fulfil the four capacities. Using the 'This is Kinnaird' motto embeds this. The Dojo reward system encourages children to go above and beyond this. We are confident that the consistency of this system from year group to year group will support with transition going into next session, as expectations are clear from all staff and for all pupils.	
Next Steps: What are you going to do now?	

- We have used term 4 as a trial period for the introduction of the new framework. We will review this process- getting feedback before the end of **this** session from other staff, pupils and parents regarding the framework and making changes and tweaks as necessary for next session (2021-2022).
- We will review how to total and record children's cash and change.
- We will continue to review the fairness of the ways in which children receive Dojo points- to ensure that there is inclusion for all. Aim to only award three children each week with £20, £10 and £5.
- We will look for further clarity regarding the individual children who may not engage with this framework and next steps for this. We will also look to clarify the different stages of the framework (contacting parents etc). This will be a focus for next session (2021-2022).

Review of progress for 2020 - 21	
Priority M5: Play and Outdoor Learning	
NIF Priority • Closing the attainment gap between the most and least disadvantaged children • Improvement in children and young people's health and wellbeing NIF Driver • Teacher professionalism • School improvement	FC Service and School Improvement Priority • Workforce professionalism • Setting improvement • Professional learning • Resources • Wellbeing, Equality and Inclusion
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement • 3.3 Increasing creativity and employability	Has this work been supported by PEF? yes/no No
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
<u>Play</u> Progress New rules and routines have been established successfully to help teachers and pupils adhere to COVID guidelines, in terms of play equipment. The Recovery Group, Primary 1 and 2 teachers worked together to create and submit a large order for new play and learning resources. A new Risk/Benefit Assessment has been created for the outdoor sand pit in the Primary 1 playground. Primary 1 teachers identified that they are confident in delivering play and provocation experiences for their pupils within Literacy and Numeracy however, they felt there were improvement to be made in IDL to introduce more play and provocation. The team worked together to create a plan which has been piloted this session. Impact/Evidence Teachers reported that children understand and have been following new guidelines. Teachers have made, and continue to make, good use of documentation provided by Falkirk Council to support this (Organising Play and Learning During COVID-19 Recovery). Play resources have been appropriately cleaned and quarantined between use. The Risk/Benefit Assessment was used by teachers and includes pupil voice. Teachers have reported that pupils have felt included and important. Teacher have also reported that pupils are independently reviewing the risk assessment and are fully aware of the risks involved. The new IDL plan was piloted with great success. Teachers enjoyed working collaboratively with each other. They reported using this IDL plan has really helped them to focus on and identify appropriate play and provocation experiences for	

children during IDL lessons. They reported that pupils have really enjoyed this new approach and have been more engaged in IDL lessons.



Outdoor Learning

Progress

In a video meeting, Jane Jackson (Outdoor Learning Specialist Teacher) shared a wealth of knowledge, advice and support which was shared with all teaching staff during a CAT session. The Recovery Group and SfLA worked together to create and submit a large order for Outdoor Learning equipment and outdoor play toys. An Outdoor Learning survey was created and shared with all teaching staff to gather their view on Outdoor Learning at Kinnaird and it will also to help us identify any barriers to Outdoor Learning. The results of this survey will be collated and used to help identify any future next steps in this area. A bank of generic risk assessments have been created to help support and encourage Outdoor Learning experiences at Kinnaird.

Impact/Evidence

All classes took part in Outdoor Classroom Day and accessed our school playground and garden. Some classes also made use of a local greenspace to further extend their Outdoor Learning experience. Risk Assessments are being using and teachers are including pupils in this process giving children more ownership and responsibility. All Primary 7 pupils took part in and Outdoor Learning day and they also had an Activity

Week which involved numerous outdoor activities. A group of 8 children in Primary 5 completed 7 Forest School sessions with Under the Trees.

OUTDOOR CLASSROOM DAY

- WE USED OUR PRIOR KNOWLEDGE OF DATA HANDLING TO CONSTRUCT DIFFERENT TYPES OF GRAPHS.



ACTIVITY WEEK – FALKIRK WHEEL!





KPS_Primary7B @KPS_... · 20/05/2021 ...

Today we worked as a class on risk assessments for our outdoor learning. We explored our local area to consider how we can use this in our learning and we were lucky enough to see a cygnet hatching!!!

#OutdoorClassroomDay

@KPS_McNairney @outdoorfalkirk



Outdoor Learning Risk Assessment with Pupil Input

Class:

Trip Location:

Date of Trip:



Aspect of trip/hazard	Risk	Control Measure	Picture	Pupil's Input
Crossing the road between school and the venue.	Group members could be involved in road traffic accident.	Staff are familiar with the route. Staff to walk on outside of pavement. Pupils to be reminded about road safety and crossing procedures before leaving school and as we walk.		
At the venue Glass on the ground. Litter left by others using the park/area. Animal faeces on the ground.	Group members could be injured or infected by hazardous materials. Group members could damage their clothing. Group members could slip and become injured.	Adequate staff ratio. Staff have prior knowledge of venue. Adults will safely remove any hazardous items. All pupils will be reminded to check where they are walking for animal faeces.		

Next Steps: What are you going to do now?

Play

- Ensure 'Discovery Time' planners are used consistently across P1 – P2 and introduced in P3.
- Explore the introduction of Play and Provocation IDL plan in P2 and P3.
- Create a Play Framework for KPS.

Outdoor Learning

- Encourage the use of generic risk assessments for Outdoor Learning Walks and Lessons.

- Distribute and make use of new outdoor play equipment.
- Create whole school rota for Outdoor Learning Kits.
- Conduct another survey on teacher confidence and views of Outdoor Learning in Term 2.

Review of progress for 2020 - 21	
Priority M6: Health and Wellbeing	
NIF Priority - Improvement in children and young people's health and wellbeing NIF Driver - Teacher professionalism - School improvement	FC Service and School Improvement Priority - Workforce professionalism - Setting improvement - Participation and Engagement - Resources - Raising attainment and achievement - Wellbeing, Equality and Inclusion - Skills and attributes development
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	Has this work been supported by PEF? yes/no Yes
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
Progress Bounce Back, a Resilience Programme, was brought into the school a couple of years ago. All classes used the 'Looking on the Bright Side' Unit when we returned in August. The programme fitted very well with Emotion Works, a new resource to help coming back into school following a lockdown. Staff were trained in August to begin this programme during the first full week back in school lasting until the Christmas holidays. The programme leant itself to lots of discussion and was also very visual through the use of cogs which linked together. It enabled pupils to share experiences that class teachers may not have known about such as anxiety. The school has introduced the Relationships, Sexual Health and Parenthood programme in Term 4. All parents have been directed to the website to access the programme in advance of using in the class. It is a very straightforward programme for teachers to use, honest and straightforward, nothing is hidden or secret. The wellbeing wheel was used in every class twice before Christmas and once since then too. Active Schools kept in contact with schools during and post pandemic and have encouraged participation in the Twelve Days of Fitmas and more recently the Falkirk Championships. Fischy Music was used well in school for assemblies and during lockdown. Our Fischy Music subscription has just been renewed. There have been couple of session for staff by Charlie Appelstein this year focusing on Positive Behaviour Management strategies and the need to look after our own health and wellbeing. Yearly Overviews have been created for each stage to help support teachers in the delivery of Health and Wellbeing lessons. The Yealy Overviews also highlight common topics covered across the programme used in school.	



	August Focus	Term 1	Term 2	Term 3
Bounce Back	- Core Values (Unit 1) - Honesty - Not cheating - Being fair - Being responsible - Relationships (Unit 4) - Feeling shy and lonely - Getting to know others - What do children like about others? - It's important to listen well when others talk - Being noticed	- Emotions (Unit 5) - Everyone has feelings - Changing bad mood into good mood - Feelings happen inside our bodies - Mixed feelings - People bouncing back (Unit 2) - Everyone has unhappy times - Change happens a lot - Growing up and bouncing back - Losing someone/pet you love - Family changes 'We Can Bounce Back' song - No Bullying (Unit 8) - What is bullying? - How it feels to be bullied - Put-downs can lead to bullying	- The Bright Side (Unit 6) - Looking on the bright side - Positive thinking - Humour (Unit 7) - Humour is healthy - Giggle Gym - That's nonsense! - What makes you laugh?	- Courage (Unit 3) - Understanding fear - Fear and courage are different for different people - What is courage? - STAR Success (Unit 9) - Being a STAR! - Stick with it and don't give up - Thank for yourself: how are you clever? - Thank for yourself: what kind of person are you trying to be? - As I grow I get better
RSHP	- Friends and Friendship - Helping others - Playing together, Being kind - Our Families	- Unique, similar and different - When I feel Sad or upset - Asking Questions, Making Choices, Saying Yes/Saying No	- People who help and look after me - Looking after plants and animals (try to complete alongside Mini Beasts topic) - Pregnancy and looking after a baby	- My Body - My body belongs to me - Personal Space and Privacy
SHANARRI	Introduction to SHANARRI, Includes	Safe/Responsible, Healthy/Responsible, Safe/Responsible	Nurtured, Healthy	Achieving, Safe/Responsible/Healthy, Nurtured/Includes

General H&WB	School Values –	Emotion Works	Children's Mental Health	Transition into P2
- Lessons - Resources - National Awareness Days/Weeks	- Honesty, Kindness, Respect - Behaviour Framework/School Rules	- Borderline framework safety (3rd Nov) - Road Safety Week (Nov) - Substance Misuse - Anti-Bullying Week (Nov)	- Children's Mental Health Week (Feb) - Internet Safety (Feb) - Random Acts of Kindness Week (Feb)	World Health Day (Apr)

Impact/Evidence

Staff felt the use of Bounce Back helped with the overall ethos across the school. Teachers commented that they still use the language of the Emotion Works cogs and have the visual cogs displayed on classroom walls still. Teachers felt this could be useful at the start of any new session. Staff and pupils have reported very favourably on the new RSHP programme. Use of the Wellbeing wheels enabled class teachers to identify any individuals who were struggling with their emotions and required additional support. Staff have commented how useful and valuable Charlie Appelstein's courses were.

Next Steps: What are you going to do now?

- We will continue to use Bounce Back across the school. Classes will be directed as to which unit to use and an order will be decided by each stage to ensure continuity across stages in the school.
- We will continue to use the language of Emotion Works across the whole school and continue to have the cogs displayed in classes. We will be considering whether to use them in the playground too by playground staff.
- The RSHP will be used across the school. A progression will be produced for P1-7 to ensure each stage is covering the units required. Parents will be kept informed of which section the classes will be working on through the year.
- We will not take out another subscription with Fischy Music unless we go into another lockdown – we will continue to use the music in assemblies and in class also.
- Active Schools will be able to return to school and we will be able to begin having clubs again before school starts, at lunchtime and after school. This link is very important and valuable.
- Share Yearly Overviews with teachers and implement their use.

Review of progress for 2020 - 21

Priority TW1: Outdoor Learning

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing

NIF Driver

- Teacher professionalism

School improvement

FC Service and School Improvement Priority

- Workforce professionalism
- Setting improvement
- Professional learning
- Resources
- Wellbeing, Equality and Inclusion

HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5)

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Has this work been supported by PEF? yes/no

Yes

Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?

To develop and share understanding of outdoor learning.

To explore and develop outdoor areas and resources.

Progress

Covid mitigations and arrangements made staff more aware of the challenges of delivering outdoor learning within the confines of the outdoor areas at the Thistle Wing and Annexe. Discussions highlighted the differences in staff interpretation and understanding of outdoor learning for our pupils. Over the session class and department dialogue has helped develop a greater shared understanding of outdoor learning, especially among support staff.

In our Covid Recover Plan, fencing was identified as essential to ensure safety, especially at the Annexe, however no fencing has yet been erected and staff have had to adapt their plans accordingly.

Maglocks were fitted on classroom doors which had access to the outdoor areas to ensure a safe indoor and outdoor learning environment for all. This allowed for timetabled use of outdoor spaces so that activities could be tailored to meet the very different needs of pupils.

At the Wing the Community Payback Team supported a deep clean of the Wing playground and carried out some general maintenance, making the area more attractive. A small gardening area was established and is timetabled for use by all classes.

At the Annexe additional outdoor space has been used in the previous front car park to ensure adequate safe space for all children to access outdoor learning. There were plans

to create a fenced, soft surface area but as yet this has not been actioned. Having this extra outdoor space has enabled pupils to engage in more gross motor play and this experience will be enhanced when the planned work is completed. A wheelchair swing has been purchased and will be installed in the summer holiday.

Outdoor resources appropriate to age and stage and storage have been purchased and staff plan to create specific areas in the playground.

Once it was deemed safe to do so, pupils have again been accessing learning activities in the surrounding area including the nearby woods and parks and our minibus has enabled pupils to access other learning experiences in other parts of Falkirk.

Impact/Evidence

Staff have observed improved and increased communication from children in outdoor contexts e.g. asking for OL time (not just playtime), asking for specific OL activities, use of Makaton signing, use of symbols to make requests, Makaton and verbal requesting “more” and “again”. Staff are encouraging children to use communication in a wider range of contexts with new staff becoming more confident in doing so. Motivating resources have encouraged more interaction with adults and peers and parallel play skills are emerging for some pupils. Previously inactive children have been motivated to be more active through access to different resources and outdoor areas and there have been less incidents of challenging behaviour when children are outdoors more often.

Evidence of the above is shared regularly with parents/carers through Seesaw, Twitter and in dialogue with parents and other professionals.

Next Steps: What are you going to do now?

- Outdoor Learning Recovery Group plan to produce a short document on “What does OL look like in TWA” for all staff for Aug’21. This will be especially useful for new staff.
- SLT to consult Education Management about timescales for development of the car park playground at the Annexe.
- Outdoor Learning Recovery Group to contact Community Payback Team to see if they can help with future initiatives.
- Teaching staff will continue to collaborate to further develop outdoor learning areas and activities and to investigate safe off-site opportunities for learning. We are expecting to take ownership of a new sunshine Coach in September which will allow greater access to our community as we will have a bus at each site.

Review of progress for 2020-21

Priority TW2 : ICT

Wellbeing-using the Seesaw app to support home, school communication and parental feedback

Moving Learning Forward-engaging parents and partner agencies to support children's learning

Transition-using ICT to enhance key transitions

NIF Priority:

- Improvement in children and young people's health and wellbeing.

NIF Driver:

- Teacher Professionalism
- Parental Engagement

FC Service and School Improvement Priority:

- Parental Engagement
- Participation and Engagement
- Skills and Attributes Development

HGIOS4 QI's:

- 2.5 Family Learning
- 2.6 Transition
- 2.7 Partnerships
- 3.1 Ensuring Well-being, Equality and Inclusion

Has this work been supported by PEF?

YES/NO

Progress, Impact and Evidence based on outcomes for learners

How well are we doing, how do we know?

As part of the Recovery plans, we introduced Seesaw to the school as a way to communicate paperless with parents and also to increase parental engagement. We were also aiming to move learning forward through the use of ICT.

Progress

At the start of the school year, all classes were added to Seesaw and parental permission and invites were sent. Individual support was provided to parents who couldn't sign up including phone calls and door step visits, in order to engage with all parents. Currently we can report that all parents are now signed up.

Following on from this in August 2020, staff training on Seesaw was delivered which resulted in staff feeling more confident about using it to share news and information about children's learning with parents (see Seesaw Staff Survey). We followed up the initial one month trial period by surveying both staff and parents about the use of Seesaw with positive initial feedback (see results below). Both staff and parents said it is easy to use and is a positive communication tool for promoting communication between home and school.

Based on the positive survey results, we researched the differences between free Seesaw and the paid version, in order to identify if the paid version could support us further with moving learning forward and transitions. Following discussion, we agreed that, for us, the main benefit of the paid version was the admin role and also that the student portfolios are saved each year so that progression can be tracked and parents can continue to view these portfolios and they can also be passed on to Carrongrange. Thus, it was decided this would be a worthwhile feature to help with transition and tracking.

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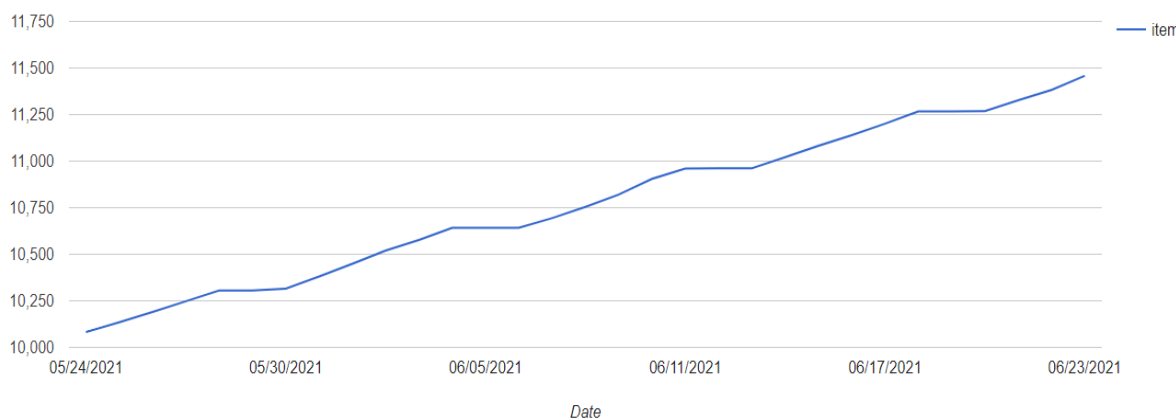
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Total items



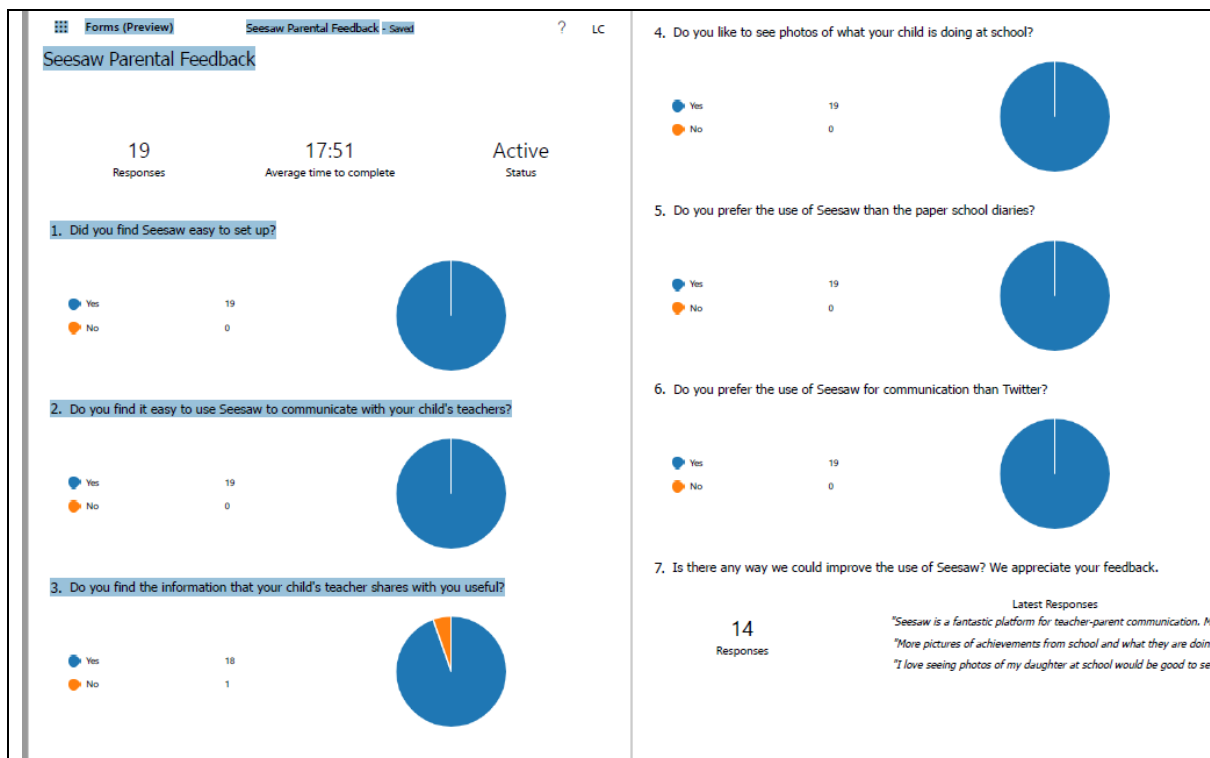
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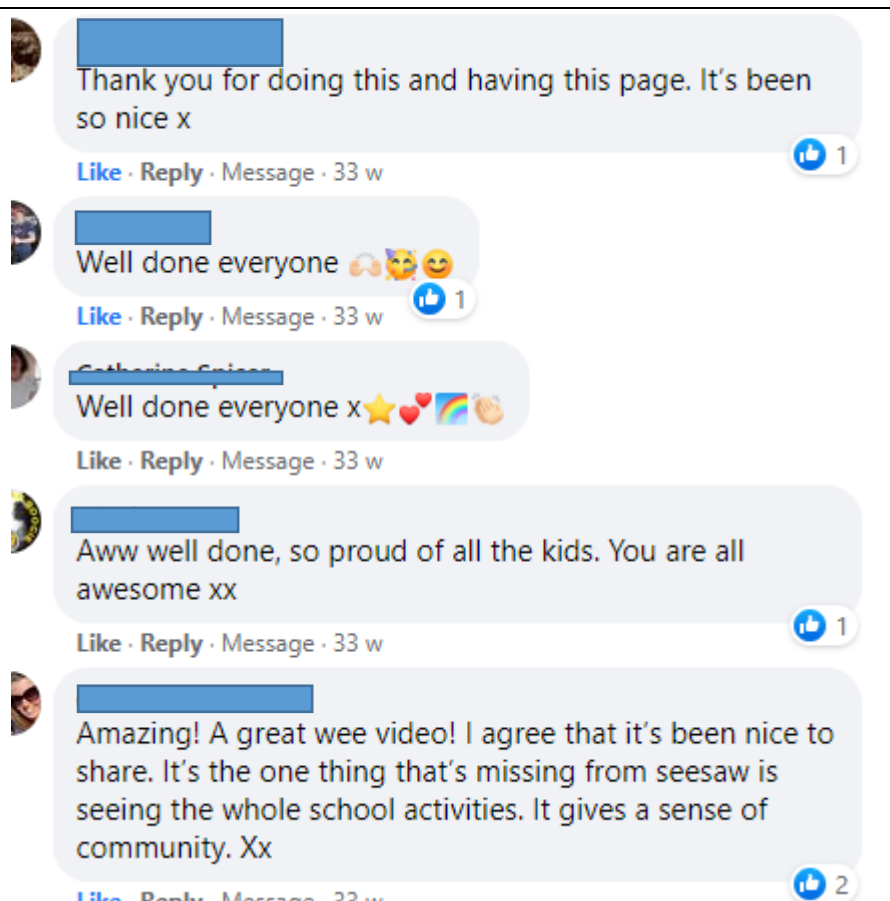
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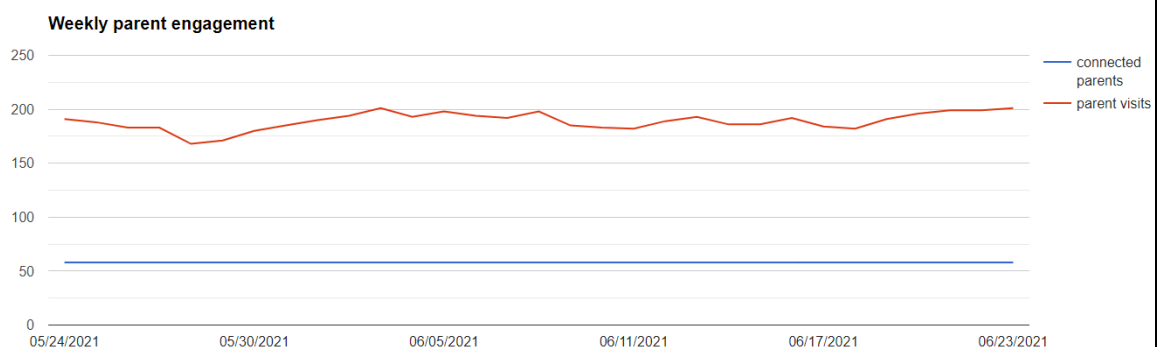
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Evidence

Twitter, Seesaw

See below for examples of the Primary 1 Twitter page:



TWA Transition 21 @Transition21TW · 04/05/2021

Meet some of our staff here at the Thistle Wing Annexe...we're looking forward to welcoming you to our school.



41 views



TWA Transition 21 @Transition21TW · 02/06/2021

The Thistle Wing Annexe can be tricky to find for the first time as we are tucked away. Here's a map to show you but if you need any help just let us know.



Next steps: What are we going to do now?

- Survey parents and staff in August 2021 about their opinions on Seesaw Class App now that we have used it for a full academic year
- Continue to update website to make it more user friendly and easy to use by June 2021
- On-going staff training on the use of Seesaw, particularly for new staff and to update staff on new features-August 2021
- Continue to update the Twitter Transition page throughout May, June 2021

Review of progress for 2020-21	
Priority TW3: Communication To support and encourage staff and parents to use varied forms of communication throughout the day and at home	
NIF Priority: - Improvement in children and young people's health and wellbeing - Improvement in attainment - Improvement in attainment, particularly in literacy and numeracy NIF Driver: - Assessment of children's progress	FC Service and School Improvement Priority: - Workforce professionalism - Participation and Engagement - Skills and Attributes Development - Wellbeing Equality and Inclusion
HGIOS4 QI's: 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement	Has this work been supported by PEF? No
Progress, Impact and Evidence based on outcomes for learners How well are we doing, how do we know?	
To support and encourage staff to use varied forms of communication throughout the day and at home. Key areas for development were identified: Makaton signing, the use of symbols, and the development of communication profiles for all children. Two members of staff have commenced a course of study to become accredited Makaton Tutors, and hope to complete this early in session 2021/22. Signs relating to learning themes and the core vocabulary have been shared with staff on an informal basis in person and on Teams, and with parents via Seesaw and Twitter. In each location, wall space has been set aside for a Sign of the Week display, with a view to this being possibly incorporated in weekly assemblies once Covid restrictions permit. Impact and Evidence: Having accredited trainers will enable us to deliver in-house training to staff and parents, and to award certificates on successful completion of courses. It will also allow us to be more responsive to requests for support from both parents and staff, and to offer moderation which should in turn lead to improved fluency and accuracy in signing. Pending full registration, signs have been shared informally on Teams, on the shared area and face to face. Feedback from parents on Seesaw has been positive, which would suggest better parental engagement with signing in the home environment, and importantly, the pupils' communication skills are being transferred between home and school. Boardmaker symbols are used in both the Wing and the Annexe to support the children's communication skills, and it was apparent that there were inconsistencies in the symbols in use. This was partly due to new members of staff being unaware of the available symbol resources, but also partly due to an ongoing issue with access to Boardmaker Online, which has since been resolved. Perhaps the greatest impact of this task has been	

identifying that further development is required at a council level, with input from other establishments, such as Time Zone, and other agencies. It has been approximately six years since a similar piece of work was undertaken in an effort to standardise the use of specific communication aids within our sector, and we were in agreement that a similar project would be beneficial. A co-ordinated approach would be essential, and should include input from both primary and secondary establishments, SALT, and possibly OT. It was also agreed that the maintenance of communication resources, such as symbols and objects of reference should be the responsibility of a nominated person in each location, and that all staff are made aware of this.

Impact and evidence:

Some resources have had to be removed temporarily due to Covid, such as communal objects of reference at specific locations (high touch frequency), but these will be replaced as soon as it is safe to do so. Complete sets of objects of reference have been issued to identified pupils with additional sets put aside for our new intake of pupils, and master copies of core Boardmaker symbols are available in each location to quickly reproduce symbols for staff and parents when required. Parents have requested symbols for use at home, e.g. for work schedules during periods of home learning, and have given feedback via Seesaw.

Following a communication audit with SALT, and another with staff on Teams, various communication profiles were considered by the Communication Group. These included examples from CALL Scotland, SALT and Carrongrange School. A format was identified as best suiting our pupils' needs and this was first of all trialled by the team before being rolled out to the rest of the staff for completion for every pupil. In addition, a Sensory workshop was delivered to staff during lockdown to refresh the knowledge of existing team members and train new members of staff in Sensory Processing Disorders and a profiling tool was also introduced. Class teams worked together to complete a sensory profile for one child in their own class, and profiles were subsequently completed for the rest of the pupils.

Impact and evidence:

All staff were involved and therefore invested in the completion of both profiles for each child, and they have renewed awareness of communication styles and how sensory processing can impact on this. They are now better informed to cater for individual pupils' learning needs.

Communication Profile

Do

- Position me with my back to the window
- Make sure that I am wearing my glasses
- Try to find a quiet place for me to work
- Give me plenty of time to respond
- Help me to use my hands to explore resources

Things I Like

- People! I am very sociable
- Knowing what is going on around me - I am very inquisitive
- Music, especially the songs from "The Greatest Showman"

How I communicate

- I use facial expressions, vocalisations and body language to express myself.
- I have a hearty laugh and have fits of the giggles when I am happy.
- I cry loudly when I am unhappy although there might not always be any tears.
- I can sometimes use my eyes to look at what I like or want, but it is better to use auditory scanning - tell me what my options are very simply and clearly and ask me to shout out when I hear what I want. You may have to do this a few times

Don't

- Use too many words
- Keep rephrasing what you say
- Speak very quickly
- Forget to use on body signing and objects of reference/signifiers to help me understand what is about to happen

Things I don't like

- Sudden loud noises
- Sudden movements
- Having my stretches done
- Busy environments - I can become quite overwhelmed

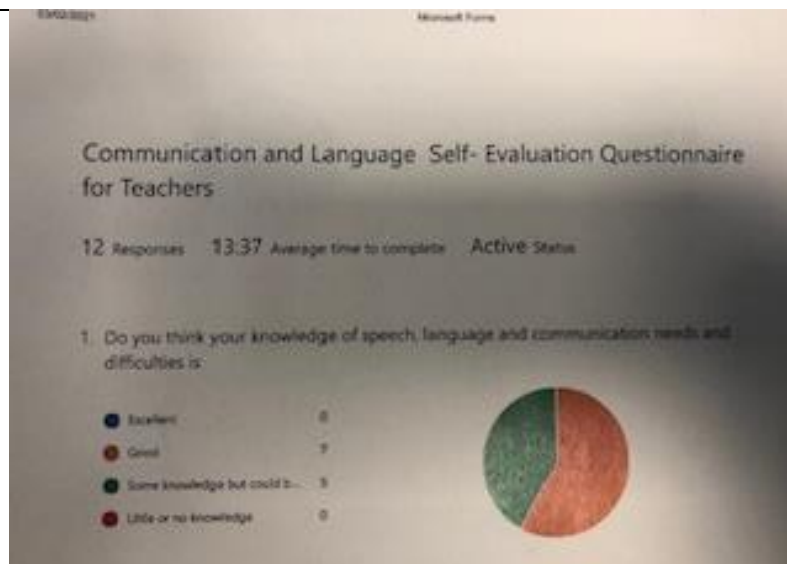
Updated by:

Date:

Above is an example of a communication profile that staff have completed for all pupils.

		• Bed wetting		
GUSTATION (Taste)	Hyper • Poor eater • Uses tips of tongue for tasting • Gags/ vomits easily • Craves certain foods	Hypo • Eats anything (pica) • Mouths and licks objects • Eats mixed food e.g. sweet and sour • Regurgitates	• Will chew/eat a number of items found around the school environment such as playdoh, blue tack, twigs, velcro, symbols, food crumbs etc • Appears to crave salty foods such as peers' snacks, play doh - will take food from others (unsure as to whether this is linked to his medical condition? he also follows gluten free diet)	• Offer alternative for chewing on chew toy, ice, dry pasta. Dry pasta was successful in the past however had teeth removed and so couldn't tolerate harder foods - perhaps revisit as mouth now healed. • Redirect to alternatives such as raisins or ice
PROPRIO-CEPTION	Hyper • Places body in strange positions • Difficulty manipulating small objects • Turns the whole body to look at something	Hypo • Low muscle tone • Has weak grasp/drops things • Lack of awareness of body position in space. • Unaware of their own body sensations • Bumps into objects and people • Appears floppy	• Likes to hang upside down - will hang over chairs, hang upside down off water tray, hangs upside down on trampette. • Will climb and enjoys being off the ground, will climb on pipes, tables, window sills, dividers	• Try to offer opportunities to be upside down throughout the day (finding appropriate resources difficult to source! currently water tray seems to work and relatively safe) • Try to offer opportunities within classroom to climb

Above is an extract from a sensory profile completed for identified pupils as appropriate.



Above is an extract from Communication and Language Self-Evaluation survey completed by teaching staff.

Next steps: What are we going to do now?

Makaton:

Once accredited, Makaton training will be delivered to whole staff.

Makaton used throughout both settings.

Resume Makaton Monday sign sharing with staff

Standardising Boardmaker symbols:

Agree to standardising symbols beyond cluster schools' core symbols with all staff: size according to use/ability of learner as well as picture on symbol.

Revise core symbols with new members of staff.

Liaise with SaLT, other cluster schools/feeder ELCs to ensure smooth transitions for learners using Teams.

Identifying a person in each location to maintain environmental symbols and objects of reference.

Communication Profiles:

Share agreed profile with class teams and complete for all learners.

Share with parents and other professionals and update profiles with new information as appropriate.

Profiles will form part of transition documentation.

Section 3

Key priorities for School Improvement Planning 2021 - 2022

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs

QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3			
2.3			
3.1			
3.2			
Additional QI			
You may wish to include an evaluation of a QI you have been focussing on			
QI	School/Setting SE		



SIP Task Brief 2021/22



Desired Outcome (transformational)

Proposed intervention(s)

Rationale for this proposal

Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?

NIF Priority

NIF Driver(s)

HGIOS 4, HGELC, QIs HGIOURS Themes 1 -5

Start date	Time allocation	Progress review date	Completion date
Outcomes (What do you want to achieve and by when? – e.g. short, medium and long term goals?)		Success criteria (Improved outcomes for pupils)	
		Impact <i>What is the intended impact for children and young people?</i>	Measurement Plan <i>What evidence will you need to gather to measure impact?</i>
Short: Medium: Long:			
Challenges (What might hinder success?)		Solutions	
Resources (What you need to do this?(SSI team, FVWL Regional Improvement Collaborative, people, budget, etc)			

Specific Tasks	Responsibility	By when
Ongoing monitoring and evaluation		
Key strategies identified that have led to progress	Impact and improvement for learners	Evidence of improvement in engagement, attainment and achievement

Review of progress for 2020 - 21	
Priority TW1: Outdoor Learning	
NIF Priority NIF Driver	FC Service and School Improvement Priority
HGIOS?4/HGIOELC? QIs (if appropriate) HGIOURS themes 1- 5)	Has this work been supported by PEF? yes/no No
Progress and impact (based on Outcomes for Learners) How well are you doing? How do you know?	
To develop and share understanding of what learning outdoors might look like in TW&A. To explore and develop resources. PROGRESS - Initial meeting identified holistic approach to Outdoor Learning was necessary. Mixed response and interpretation from both teaching staff and support staff. Class/dept discussions have taken place. - Outdoor learning spaces in both sites assessed. Although fencing was identified as required for improving safety of OL (particularly at Annexe) in the Recovery Plan RA, FC have not yet progressed with this. - Development in TW site has begun: - Mag locks have been fitted to classroom doors, enabling individual and small group OL to take place without interruptions. Timetabled use of outdoor area has been established and used. Pupils in early stages of distinguishing between OL & outdoor play although some crossover for some activities. - Community Payback Team supporting deep clean of Wing playground & some general maintenance. Stopped due to second Covid lockdown. Restart date not established. - Gardening area established at TW in previously disused area. Heavily used by all classes and now being timetabled. - Other OL zones have been discussed for development – numeracy & literacy, science, sensory, etc. Will be kept flexible to meet learners' needs. - Annexe site - Additional OL space identified due to space restriction of current playground. Now known as front playground (previously car park). Two classes using this on daily basis. Gross motor skills development has increased (running, walking frames, bikes, etc) - Frequent use of surrounding woodland and outdoor facilities by all classes.	

- Plan drawn up for development of front playground to contain an identified fenced-off, soft surfaced area, an outdoor classroom building, wheelchair swing and storage facility. Awaiting action from FC.
- Resources
 - PEF budget allocated for OL resources.
 - Resources identified and procured by Wing & Annexe, appropriate for ages/development of pupils. Some have arrived, delays in others.

IMPACT/EVIDENCE

- Communication observed from children e.g. asking for OL time (not just play), asking for specific OL activities. Use of Makaton signing, symbols, verbal requesting. “more”, “again”,
- Physical activity observed in previously passive children.
- Interaction observed between children and their peers where previously solo play was the norm.
- Parallel play observed in previously passive children.
- Interaction between adults and children through children’s requests.
- Children initiating activities whether solo or with peers/adults
- Improvement in behaviour; less dropping; less refusal; less avoidance; more enthusiasm and motivation for OL activities especially walks.

Next Steps: What are you going to do now?

- OL Recovery Group to produce short document on “What does OL look like?” for all staff for Aug’21.
- SLT to continue to badger FC re: RA fencing for Annexe
- Re-establish use of swings at both sites for sensory and communication development after RAs carried out.
- SLT to put in work request to FC for professional fitting of new wall/fence resources at Wing.
- OL Recovery Group to contact Community Payback Team for start back date
- Investigate solutions to security and storage issues at wing.

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Review of progress for 2020-21 (Recovery Plan)	
Priority TWA 2: ICT	
Wellbeing-using the Seesaw app to support home, school communication and parental feedback Moving Learning Forward-engaging parents and partner agencies to support children's learning Transition-using ICT to enhance key transitions	
NIF Priority: - Improvement in children and young people's health and wellbeing. NIF Driver: - Teacher Professionalism - Parental Engagement	FC Service and School Improvement Priority: - Parental Engagement - Participation and Engagement - Skills and Attributes Development
HGIOS4 QI's: 2.5 Family Learning 2.6 Transition 2.7 Partnerships 3.1 Ensuring Well-being, Equality and Inclusion	Has this work been supported by PEF? YES/NO
Progress, Impact and Evidence based on outcomes for learners How well are we doing, how do we know?	
As part of the Recovery plans, we introduced Seesaw to the school as a way to communicate paperless with parents and also to increase parental engagement. We were also aiming to move learning forward through the use of ICT. Progress At the start of the school year, all classes were added to Seesaw and parental permission and invites were sent. Individual support was provided to parents who couldn't sign up including phone calls and door step visits, in order to engage with all parents. Currently we can report that all parents are now signed up. Following on from this in August 2020, staff training on Seesaw was delivered which resulted in staff feeling more confident about using it to share news and information about children's learning with parents (see Seesaw Staff Survey). We followed up the initial one month trial period by surveying both staff and parents about the use of Seesaw with positive initial feedback (see results below). Both staff and parents said it is easy to use and is a positive communication tool for promoting communication between home and school. Based on the positive survey results, we researched the differences between free Seesaw and the paid version, in order to identify if the paid version could support us further with moving learning forward and transitions. Following discussion, we agreed that, for us, the main benefit of the paid version was the admin role and also that the student portfolios are saved each year so that progression can be tracked and parents can continue to view	

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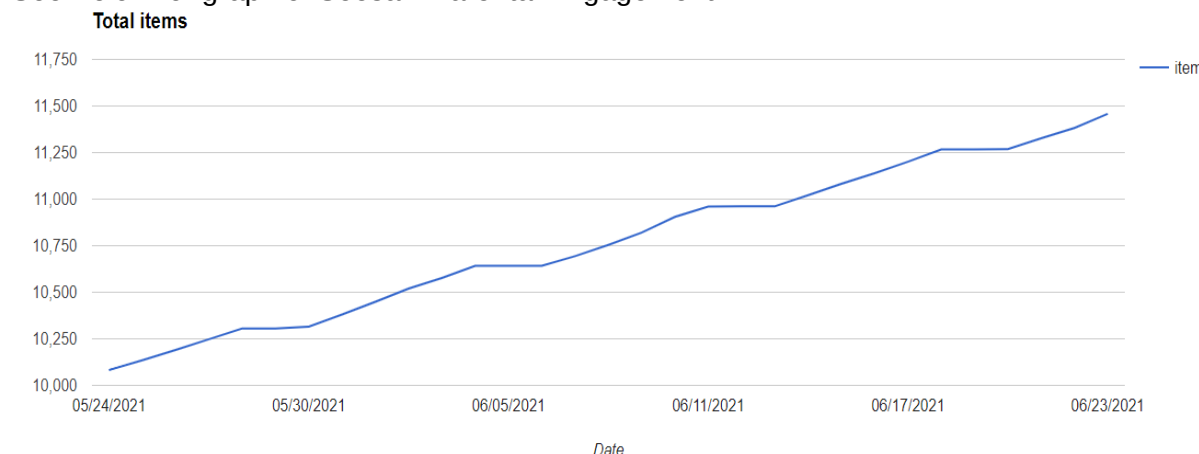
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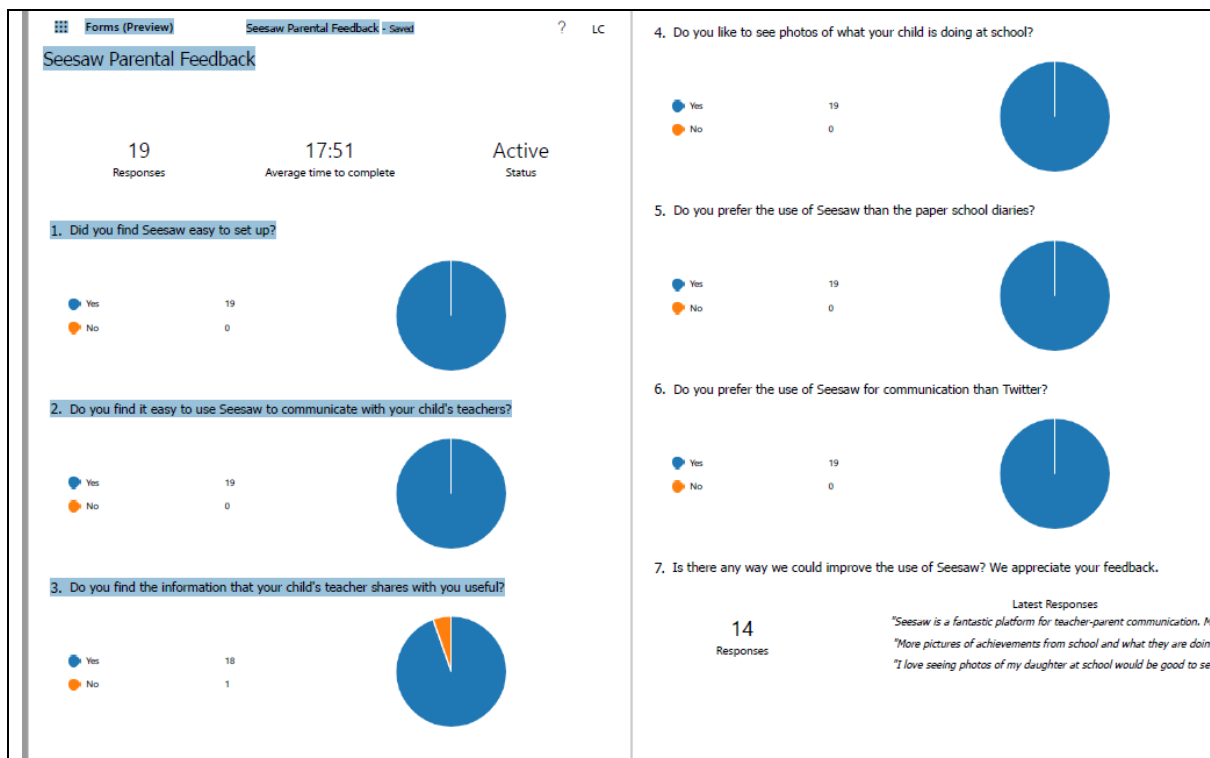
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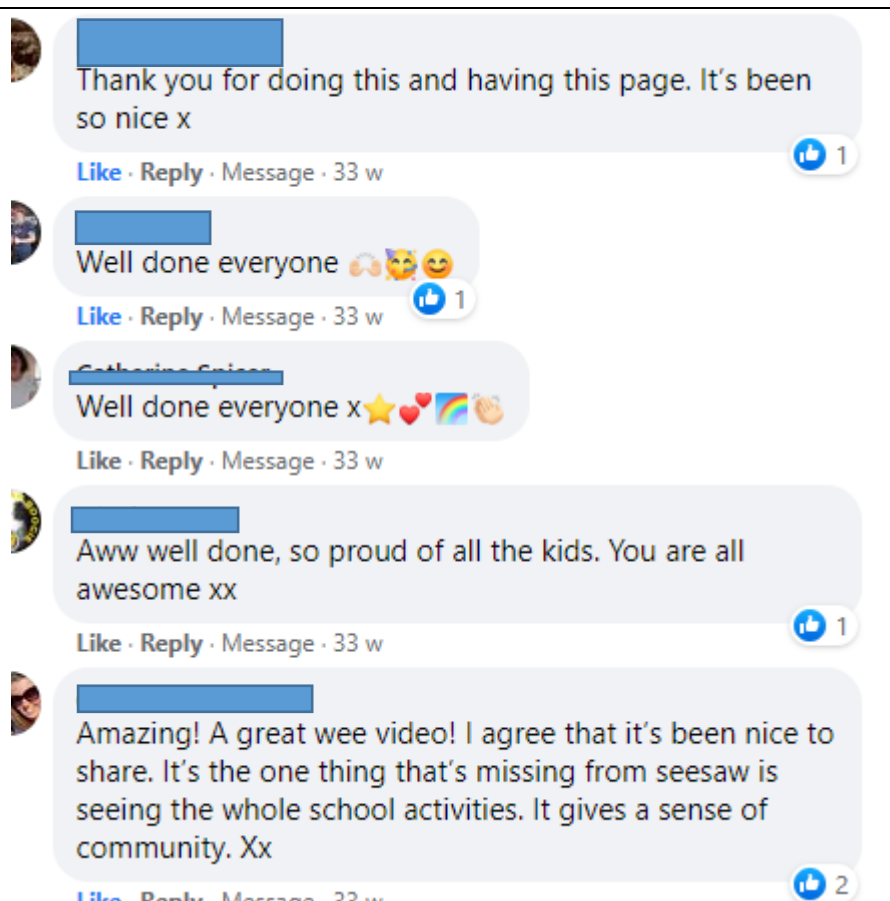
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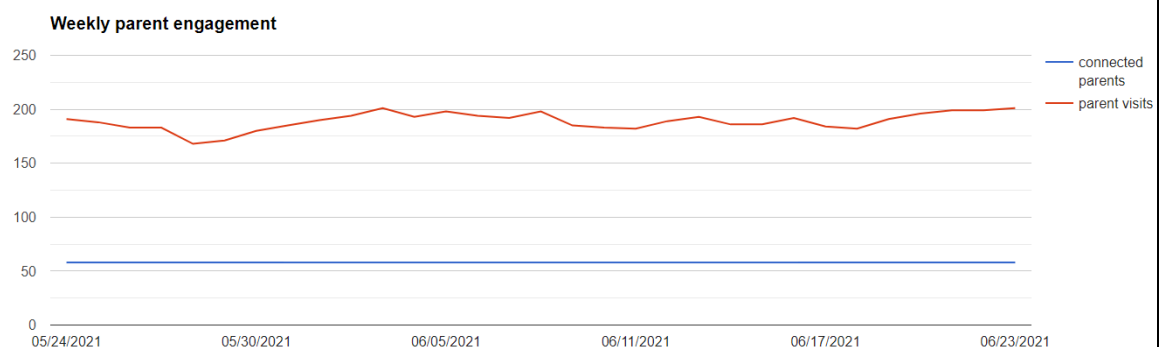
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Evidence

Twitter, Seesaw

See below for examples of the Primary 1 Twitter page:



TWA Transition 21 @Transition21TW · 04/05/2021

Meet some of our staff here at the Thistle Wing Annexe...we're looking forward to welcoming you to our school.



41 views



TWA Transition 21 @Transition21TW · 02/06/2021

The Thistle Wing Annexe can be tricky to find for the first time as we are tucked away. Here's a map to show you but if you need any help just let us know.



Next steps: What are we going to do now?

- Survey parents and staff in August 2021 about their opinions on Seesaw Class App now that we have used it for a full academic year
- Continue to update website to make it more user friendly and easy to use by June 2021
- On-going staff training on the use of Seesaw, particularly for new staff and to update staff on new features-August 2021
- Continue to update the Twitter Transition page throughout May, June 2021

Review of progress for 2020 - 21

Priority TW3: Communication

To support and encourage staff and parents to use varied forms of communication throughout the day and at home.

NIF Priority:

- Improvement in children and young people's health and wellbeing
- Improvement in attainment
- Improvement in attainment, particularly in literacy and numeracy

NIF Driver:

- Assessment of children's progress

FC Service and School Improvement Priority:

- Workforce professionalism
- Participation and Engagement
- Skills and Attributes Development
- Wellbeing Equality and Inclusion

HGIOS4 QI's:

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 3.2 Raising attainment and achievement

Has this work been supported by PEF?

No

Progress, Impact and Evidence based on outcomes for learners

How well are we doing, how do we know?

To support and encourage staff to use varied forms of communication throughout the day and at home.

Key areas for development were identified: Makaton signing, the use of symbols, and the development of communication profiles for all children.

Two members of staff have commenced a course of study to become accredited Makaton Tutors, and hope to complete this early in session 2021/22. Signs relating to learning themes and the core vocabulary have been shared with staff on an informal basis in person and on Teams, and with parents via Seesaw and Twitter. In each location, wall space has been set aside for a Sign of the Week display, with a view to this being possibly incorporated in weekly assemblies once Covid restrictions permit.

Impact and Evidence:

Having accredited trainers will enable us to deliver in-house training to staff and parents, and to award certificates on successful completion of courses. It will also allow us to be more responsive to requests for support from both parents and staff, and to offer moderation which should in turn lead to improved fluency and accuracy in signing. Pending full registration, signs have been shared informally on Teams, on the shared area and face to face.

Feedback from parents on Seesaw has been positive, which would suggest better parental engagement with signing in the home environment, and importantly, the pupils' communication skills are being transferred between home and school.

Boardmaker symbols are used in both the Wing and the Annexe to support the children's communication skills, and it was apparent that there were inconsistencies in the symbols in use. This was partly due to new members of staff being unaware of the available symbol resources, but

also partly due to an ongoing issue with access to Boardmaker Online, which has since been resolved. Perhaps the greatest impact of this task has been identifying that further development is required at a council level, with input from other establishments, such as Time Zone, and other agencies. It has been approximately six years since a similar piece of work was undertaken in an effort to standardise the use of specific communication aids within our sector, and we were in agreement that a similar project would be beneficial. A co-ordinated approach would be essential, and should include input from both primary and secondary establishments, SALT, and possibly OT. It was also agreed that the maintenance of communication resources, such as symbols and objects of reference should be the responsibility of a nominated person in each location, and that all staff are made aware of this.

Impact and evidence:

Some resources have had to be removed temporarily due to Covid, such as communal objects of reference at specific locations (high touch frequency), but these will be replaced as soon as it is safe to do so. Complete sets of objects of reference have been issued to identified pupils with additional sets put aside for our new intake of pupils, and master copies of core Boardmaker symbols are available in each location to quickly reproduce symbols for staff and parents when required. Parents have requested symbols for use at home, e.g. for work schedules during periods of home learning, and have given feedback via Seesaw.

Following a communication audit with SALT, and another with staff on Teams, various communication profiles were considered by the Communication Group. These included examples from CALL Scotland, SALT and Carrongrange School. A format was identified as best suiting our pupils' needs and this was first of all trialled by the team before being rolled out to the rest of the staff for completion for every pupil. In addition, a Sensory workshop was delivered to staff during lockdown to refresh the knowledge of existing team members and train new members of staff in Sensory Processing Disorders and a profiling tool was also introduced. Class teams worked together to complete a sensory profile for one child in their own class, and profiles were subsequently completed for the rest of the pupils.

Impact and evidence:

All staff were involved and therefore invested in the completion of both profiles for each child, and they have renewed awareness of communication styles and how sensory processing can impact on this. They are now better informed to cater for individual pupils' learning needs.

Communication Profile

Do

- Position me with my back to the window
- Make sure that I am wearing my glasses
- Try to find a quiet place for me to work
- Give me plenty of time to respond
- Help me to use my hands to explore resources

Things I Like

- People! I am very sociable
- Knowing what is going on around me - I am very inquisitive
- Music, especially the songs from "The Greatest Showman"

How I communicate

- I use facial expressions, vocalisations and body language to express myself.
- I have a hearty laugh and have fits of the giggles when I am happy.
- I cry loudly when I am unhappy although there might not always be any tears.
- I can sometimes use my eyes to look at what I like or want, but it is better to use auditory scanning - tell me what my options are very simply and clearly and ask me to shout out when I hear what I want. You may have to do this a few times

Don't

- Use too many words
- Keep rephrasing what you say
- Speak very quickly
- Forget to use on body signing and objects of reference/signifiers to help me understand what is about to happen

Things I don't like

- Sudden loud noises
- Sudden movements
- Having my stretches done
- Busy environments - I can become quite overwhelmed

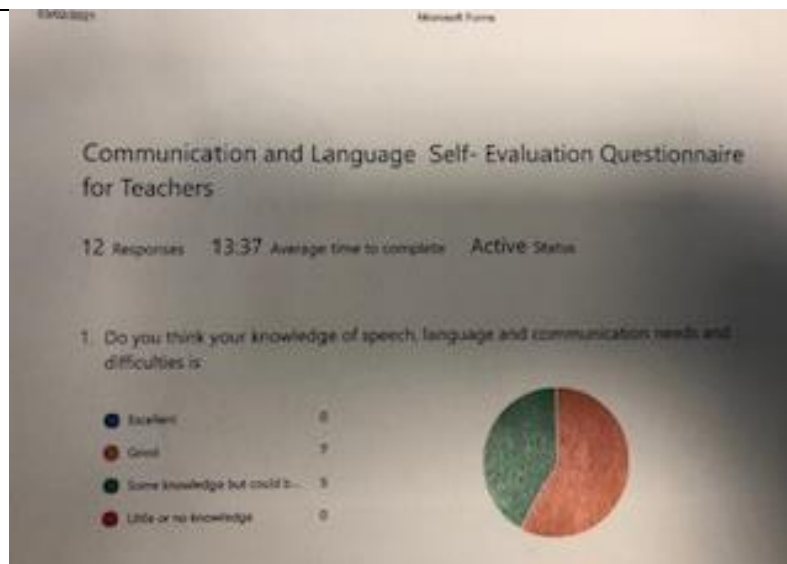
Updated by:

Date:

Above is an example of a communication profile that staff have completed for all pupils.

		• Bed wetting		
GUSTATION (Taste)	<u>Hyper</u> • Poor eater • Uses tips of tongue for tasting • Gags/ vomits easily • Craves certain foods	<u>Hypo</u> • Eats anything (pica) • Mouths and licks objects • Eats mixed food e.g. sweet and sour • Regurgitates	• Will chew/eat a number of items found around the school environment such as playdoh, blue tack, twigs, velcro, symbols, food crumbs etc • Appears to crave salty foods such as peers' snacks, play doh - will take food from others (unsure as to whether this is linked to his medical condition? he also follows gluten free diet)	• Offer alternative for chewing on chew toy, ice, dry pasta. Dry pasta was successful in the past however had teeth removed and so couldn't tolerate harder foods - perhaps revisit as mouth now healed. • Redirect to alternatives such as raisins or ice
PROPRIO-CEPTION	<u>Hyper</u> • Places body in strange positions • Difficulty manipulating small objects • Turns the whole body to look at something	<u>Hypo</u> • Low muscle tone • Has weak grasp/drops things • Lack of awareness of body position in space. • Unaware of their own body sensations • Bumps into objects and people • Appears floppy	• Likes to hang upside down - will hang over chairs, hang upside down off water tray, hangs upside down on trampette. • Will climb and enjoys being off the ground, will climb on pipes, tables, window sills, dividers	• Try to offer opportunities to be upside down throughout the day (finding appropriate resources difficult to source! currently water tray seems to work and relatively safe) • Try to offer opportunities within classroom to climb

Above is an extract from a sensory profile completed for identified pupils as appropriate.



Above is an extract from Communication and Language Self-Evaluation survey completed by teaching staff.

Next steps: What are we going to do now?

Makaton:

Once accredited, Makaton training will be delivered to whole staff.

Makaton used throughout both settings.

Resume Makaton Monday sign sharing with staff

Standardising Boardmaker symbols:

Agree to standardising symbols beyond cluster schools' core symbols with all staff: size according to use/ability of learner as well as picture on symbol.

Revise core symbols with new members of staff.

Liaise with SaLT, other cluster schools/feeder ELCs to ensure smooth transitions for learners using Teams.

Identifying a person in each location to maintain environmental symbols and objects of reference.

Communication Profiles:

Share agreed profile with class teams and complete for all learners.

Share with parents and other professionals and update profiles with new information as appropriate.

Profiles will form part of transition documentation.

Section 3

Key priorities for School Improvement Planning 2021 - 2022

This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Literacy –

Explore pedagogy and through professional dialogue develop appropriately consistent approaches to the delivery of all aspects of Reading across all stages, including the principles of 'Play is the Way'.

Supporting Learners and Learning –

Provide quality CLPL to increase understanding of Staged Intervention process.

Increase understanding of differentiation in learning and teaching to support inclusion.

Develop tracking and attainment process to include dialogue which encompasses GIRFEC principles.

EWO to support identified individuals.

Digital Technology-

Working with Connected Falkirk to provide CLPL to support all teachers to achieve Apple Teacher and Microsoft Innovative Educator status to enable them to use technology to enhance learning and teaching.

Rollout of devices which will be used to enhance feedback for all pupils.

Increase pupil confidence in using their connected Falkirk devices as tools to aid learning.

Support SFLA staff to use own devices to support L and T interventions.

Creation of a digital framework in partnership with Larbert cluster.

Equality –

Increased pupil voice through further development of Schools Council.

Review, amend and implement consistently the Positive Behaviour Framework across the school.

What is our capacity for continuous improvement?

A brief statement that reflects your current evaluation of your school's capacity for continuous improvement.

Kinnaird is at the pinnacle of the change process. Over the last few years there has been a lack of stability in staffing, particularly at a leadership level. This has impacted on ethos and relationships within the staff team and parental partnerships. However, staff, pupils and parents have embraced the opportunity to be included in the School Improvement Planning Cycle and recognise the strength of their input in driving forward change.

Self-Evaluation of the Core HGIOS?4/HGIOELC? QIs			
QI	School/Setting SE	HMIE (if inspected in current academic session)	Care Inspectorate gradings (if inspected in current academic session)
1.3	4		
2.3	5		
3.1	4		
3.2	5		
Additional QI			
You may wish to include an evaluation of a QI you have been focussing on			
QI	School/Setting SE		
1.1	3		