

Kaimhill School

Standards, Quality & Improvement Plan



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP
CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

National Improvement Framework Priorities <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 Improvement in children and young people's health & wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	Local Outcome Improvement Plan (LOIP) Stretch Outcomes <ul style="list-style-type: none"> 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. 90% of children and young people will report that they feel mentally well by 2026. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 25% fewer young people (under 18) charged with an offence by 2026.
School Improvement Priorities (2019-2020) Priority 1 – Improve the quality of learning and teaching reading, writing and numeracy. Priority 2 – Ensure all children get the best start in life, promoting equity. Priority 3 – Improve children's health and wellbeing. Priority 4 – Continue to develop our curriculum to reflect the uniqueness of our school.	School Improvement Priorities (2020-2021) Priority 1 – Health and Wellbeing of all Priority 2 – Development of a responsive curriculum incorporating a Blended approach to Learning Priority 3 – Development of a full return to our school building for learning Priority 4 –

Context of the school: Kaimhill Primary School and Nursery serves the area of Garthdee to the south-western edge of the city of Aberdeen. The building was opened in April 2011 and was part of Aberdeen City Council’s 3Rs project. Our catchment area is socially and economically diverse. Almost all our pupils live in the catchment area for the school. Since the new building was opened our school roll has risen and continues to sit over the official capacity. The pupil roll stands at 303 with an additional 80 pupils in the Early Years setting.

Our current school roll for 2020-2021 –

Nursery	P1	P2	P3	P4	P5	P6	P7	Total
80	46	39	51	50	47	33	37	303

Further information about the school and its locality can be found by following this link to the Scottish Government Schools Dashboard.
<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

The Senior Leadership Team comprises of a Head Teacher, 1 Depute Head Teacher and 1 Principal Teacher – all 1.0 FTE. There are currently 12 classes with 18.14FTE teaching staff. The Nursery team comprises of 1 teacher, 1 Senior Early Years Practitioner and Early Years Practitioners. Our Rainbow Room offers flexible and nurturing support for learners with additional support need and the Rocket Room provides learning support through targeted interventions. We have 10.29 FTE Pupil Support Assistants, a School Administrator, 1 School Support Assistant (20 hours) and a Janitor. Kaimhill School is also home to the Dyslexia Outreach Service. This small team of teaching and PSA staff provide outreach support to pupils, staff and parents across the authority. The school has a good balance of experienced and recently qualified staff.

A supportive, inclusive and highly collegiate ethos permeates our school. The school culture is underpinned by our commitment to positive relationships across the learning community and these relationships were maintained via Google Classroom during the period of learning from home at the end of last session. Visitors to the school frequently comment on the school's warm and nurturing environment, and children's rights and GIRFEC (Getting It Right For Every Child) sit securely at the heart of our practice. We welcome the diversity represented across our learning community – 29% of our learners have English as an Additional Language. Many of our learners have a parent studying at Robert Gordon University.

Most learners engage positively with learning experiences in all classes and almost all learners are eager and motivated to learn. All learners have opportunities to contribute effectively to the life of the school and wider community through a range of well-planned activities. The development of pupil voice opportunities has ensured we have an increasingly robust mechanism for seeking and acting upon learners' views. All youngsters will be involved in a review of our Vision Values and Aims this in term 1 with a focus on updating the school vision in line with our Kaimhill Star and Visible Learning Programme.

A programme of self-evaluation, scrutiny of data and tracking ensures that all learners' needs are met and staff work with SLT to confirm pupils progress and teacher judgements around Curriculum for Excellence levels. Universal support and targeted intervention continue to be developed, discussed and implemented to ensure staff, learners and parents are aware of those requiring additional support.

Strong partnership working and collaboration has been a feature of Kaimhill School, and we will work hard to ensure that we rebuild this as we go forward in our Return to School (Covid-19 Recovery) Plans. We continue to benefit from the valuable in-school support of our Barnardo's Northern Star worker. The school has welcomed close links with local community and our pupils have had opportunities to be involved in a wide range of activities which develop their skills for learning and life through community partnerships. These include Sunrise Partnership, Garthdee Field Allotment Association, One Seed Forward, Aberdeenshire Cricket Club and Inchgarth Community Centre.

The school is well-supported by a small, active and committed Parent Council. Virtual meetings continue as we experience restrictions on face-to-face social interactions. Their focus continues to be on supporting and responding to school and learner needs through fundraising, resourcing and positive communication. A commitment to equity, fairness and safety underpins the working of the effective and valued group

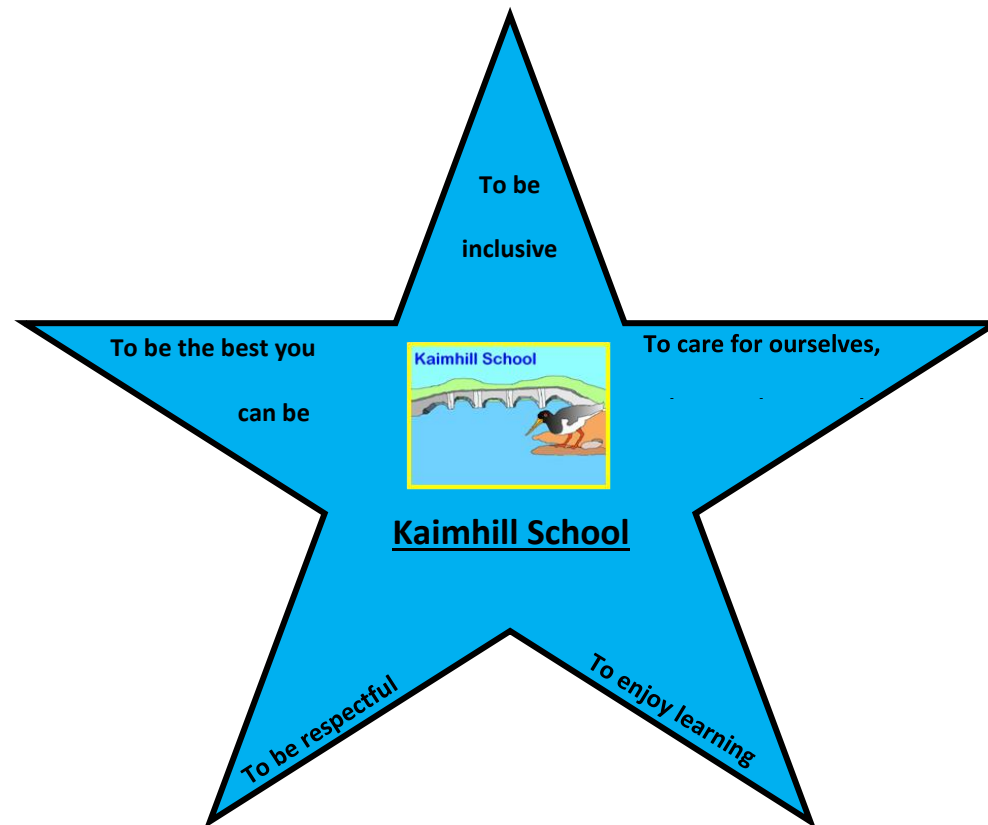
Education Scotland visited Kaimhill School in November 2013. A copy of the inspection report can be accessed via <https://education.gov.scot/education-scotland/inspection-reports/reports-page?id=3114>

Kaimhill Nursery was visited by the Care Inspectorate in June 2019. A copy of the report can be found at <https://education.gov.scot/education-scotland/inspection-reports/reports-page?id=3114>

Kaimhill School Vision


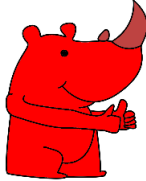





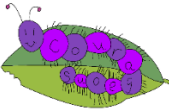

At Kaimhill School, we are a diverse and inclusive community of learners who strive to do our best for ourselves and others. With a positive attitude, we develop confident, creative leaders of tomorrow. We grow from our mistakes and step out of our comfort zone to reach our full potential.

Kaimhill School Aims (The Kaimhill Star)



Kaimhill School Values

Our Kaimhill School Values are based on our Learner Characteristics and have been developed, with staff and pupils, as part of our Visible Learning Programme. These characteristics underpin much of the dialogue in all our classrooms and almost all learners take great pride in displaying these as learners.

 <p>Collaborative Cat</p>	<p>Collaboration</p>	 <p>Resilient Rhino</p>	<p>Resilience</p>
<p>Reflection</p>	 <p>Reflective Rabbit</p>	<p>Independence</p>	 <p>Independent Iguana</p>
 <p>Determined Dog</p>	<p>Determination</p>	 <p>Curious Crocodile</p>	<p>Curiosity</p>
	 <p>Courageous Caterpillar</p>	<p>Courage</p>	

QI1.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
Summary Statement	<ul style="list-style-type: none"> The Senior leadership Team effectively works together to improve outcomes for all our learners. Pace of change is rapid as reflects the changing educational context in Scotland and Covid-19 response. SLT should ensure that our updated Vision, Values and Aims are shared and understood across our Kaimhill Learning Community. 		
Vision and Values	<p>Our Values and Aims are embedded and clearly understood across the school and wider learning community.</p> <p>Our learners, partners and all staff have ownership of our values and aims, and they are used to promote our positive school ethos.</p> <p>Our school vision is too lengthy and requires to be updated.</p>	<ul style="list-style-type: none"> Trio Visit 2.3 (January 2020) QI visit 2.3 (February 2020) Stakeholder feedback – (Partnership Breakfast) Values and Aims used to identify and celebrate learners' successes and achievements. 	<p>Our Vision will be succinctly updated, and the values and aims will be aligned with Kaimhill Star and Learner Characteristics.</p> <p>School aims will be linked with UNCRC.</p>
Senior Leadership	<p>SLT consistently use a shared commitment to our values and aims as we reflect on and develop our improvement priorities. There is an important sense of how they coherently shape our school ethos.</p>	<ul style="list-style-type: none"> SLT self-evaluation, reflection and professional dialogue School self-evaluation questionnaires Feedback (parents/stakeholder) Pupil voice feedback 	<p>Continue commitment to ensure our Vision, Values and Aims shapes and informs our changing school community.</p> <p>Weekly SLT school improvement meetings</p>
Teacher Leadership	<p>There is a culture of in-house collaboration and prior to lockdown this collaboration was focused on VL development and Impact Partners. All staff participate in improvement activities with a minority taking a lead role. All staff are committed to promoting our vision and aims through a range of well-planned activities and teacher-led innovations.</p>	<ul style="list-style-type: none"> School self-evaluation questionnaires PR&D dialogue Learning Walks V.L. planning/feedback 	<p>More effective use of staff improvement groups to drive forward school development priorities.</p> <p>Revisit Impact Partners to further support and develop approaches to L, T and A and promote a culture of teacher self-efficacy.</p>
School context	<p>All our staff have a strong understanding of the socio-economic factors and cultural diversity that comprises the unique Kaimhill School setting.</p>	<ul style="list-style-type: none"> Responsive planning to the changing needs of our school i.e. EAL learners, digital learning 	<p>Build on the positive experiences of delivering digital learning and teaching.</p> <p>Revisit Mindframes Survey (September 2020 – Leadership Questionnaire. Visible Learning Programme.</p>
Impact	<p>The Senior Leadership Team and all staff use our values and aims to engage learners positively in learning and teaching activities and to motivate and evaluate pupil voice and contributions to wider life of the school.</p> <p>Staff access CLPL linked to SQIP priorities.</p>	<ul style="list-style-type: none"> School self-evaluation questionnaires Whole-school assemblies C.O.G.S. /Pupil voice activities Parental feedback PR&D dialogue 	<p>Ensure self-evaluation and questionnaires are clearly planned with all stakeholders across session, and captured in QA calendar.</p>
Strategic planning for continuous improvement			
Culture for change	<p>The SLT provide a culture where almost all staff feel confident to contribute to, and at times lead on, whole school improvements. Staff across the school are</p>	<ul style="list-style-type: none"> Whole School response to COVID-19 pandemic and delivery of digital learning and teaching. 	<p>Improve opportunities for collaboration and engagement with SQIP across the session – (see QA Calendar 2020-2021)</p>

QI1.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	empowered to develop the curriculum within their specialist areas.	<ul style="list-style-type: none"> Staff engagement (CTs and PSAs) with developing approaches to L&T, assessment and delivery of interventions. 	
Evaluation	The Senior Leadership Team has a clear direction for improvement which is build on evaluation of continuous improvement and shaped by current priorities. Approaches need to be developed to ensure ongoing evaluation across each session.	<ul style="list-style-type: none"> Assessment approaches and interventions embedded Curriculum Rationale in place Values and Aims embedded Positive Relationships Policy and nurturing approached embedded and supported through PEF and other school partnerships. 	Ensure adequate time is planned and protected to enable all members of our school community to contribute to our plans for continuous improvement.
Management of change	SLT guides the pace of change and, prior to COVID-19, the majority of staff felt the pace of change was manageable. A few feel that time is not sufficient and can experience change as overwhelming.	<ul style="list-style-type: none"> School self-evaluation Development of priorities identified in previous SQIP(s) Programme of staff (CTs/PSAs/ELC) training and development time PR&D/CR&D records (held by individual staff members) 	Ensure all staff feel supported to continue to implement and sustain momentum for change, while taking full account of COVID-19 impact and recovery measures.
Achieving change	The SLT and wider staff teams are all involved in the process of change and evaluate the impact of improvements – this needs to be more robust. This process is supported by individual and collective CLPL.		Regular focus on progress of SQIP properties/Weekly SLT Improvement meetings Termly review of work time agreement in line with COVID-19 Recovery
Collegiate learning	All staff are encouraged to take on leadership roles and develop initiatives in line with school priorities. More time needs to be planned and protected for short-life working group improvement time.	<ul style="list-style-type: none"> School Improvement Calendar/Agendas Leadership and collective teacher-efficacy opportunities (V.L. programme) Engagement with GTCS standards 	Further develop collegiate, collaborative approaches through short-life improvement groups linked to SQIP priorities. (Supports momentum for sustainable change)
Implementing improvement and change			
Summary statement	<ul style="list-style-type: none"> SLT use local and national frameworks/guidance to shape the strategic direction and pace of change. Our staff at all levels take responsibility for implementing change and promote equality and social justice (as outlined in Positive Relationships policy) Senior leaders promote and support innovation and creativity 		
Looking outward	The HT encourages all staff to be outward looking in their approach and models this in her practice. SLT engage with local and national CLPL opportunities. Staff collaborate and work with ASG colleagues on shared priorities within the SQIP.	<ul style="list-style-type: none"> HT Trio working ASG moderation activities (2019/2020) V.L. programme – ASG partners Staff engagement with social media platforms 	Continue to develop working with Trio School (Cults/Mile End) around QI 2.3 when current restrictions lift.
Equity	The ethos of Kaimhill School is grounded in its commitment to equity and social justice. We have clear plans for PEF spend, based on appropriate scrutiny of data.	<ul style="list-style-type: none"> Positive Relationships Policy Tracking notes and Pastoral/SHANARRI meetings Range of ACC and third sector partners working within/across school community 	Ensure evaluation of PEF interventions is suitably robust. Ensure equity of for all learners, including those out-with PEF criteria.

Q11.3 Leadership of Change	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
		<ul style="list-style-type: none"> • PEF interventions • Pupil voice feedback 	
Planning for Self-evaluation	The cycle of self-evaluation has been interrupted and SLT require to be more robust in planning regular self-evaluation opportunities, which are closely aligned to our SQIP priorities, with all stakeholders.	<ul style="list-style-type: none"> • School self-evaluation and questionnaires • QA Calendar 2020-2021 	Make more effective use of digital technology to support ongoing evaluation and evidence gathering. Ensure self-evaluation is rigorously planned and implemented across session – reflected in QA Calendar 2020-2021.
Self-evaluation including all stakeholders	The HT regularly communicates/updates on the progress of planned school improvement with the Parent Council and community partners. More regular, better planned self-evaluation will enable us to communicate the <u>outcomes</u> of our improvements more clearly with all stakeholders. Our learners are becoming more meaningfully involved in the process of self-evaluation through pupil voice opportunities, UNCRC activities and engagement with HGIOURS – this requires to be further developed.	<ul style="list-style-type: none"> • Partnership Breakfast • Parent Council minutes • C.O.G.S. • Student focus groups • Castle leaders feedback 	Further develop approaches to sharing the impact of continuous with the whole school community. This should continue to include a clear focus on supporting children to understand self-evaluation and their contribution to and impact on school improvement. (HGIOURS)
Professional learning	Almost all staff are positive about the professional learning provided and the all have engaged well with the Visible Learning programme offered.	<ul style="list-style-type: none"> • Some staff have engaged in professional learning which has been shared and impacts across the school i.e. Outdoor learning/digital innovation • PR&D/CR&D dialogue 	Though PR&D/CR&D and training linked to SQIP, staff will continue to engage in CLPL.
Planning for improvement	Our School Improvement Plan identifies appropriate areas for development and continuous improvement. SLT require to regularly focus on new initiatives (and maintenance items) to ensure momentum for change is manageable and sustained and is having an impact on our children's learning and progress.	<ul style="list-style-type: none"> • Tracking and monitoring • School self-evaluation • SLT professional dialogue and decision-making • Pastoral/SHANARRI meetings 	Weekly SLT improvement meetings with clear focus on delegated responsibilities as outlined in SQIP/SLT remits Protected time for analysis of data

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
Summary statement	<p>Learning and teaching is a key priority for the school and improvement work is ongoing. The Visible Learning programme is supporting us in our goal of developing <i>assessment capable learners</i>.</p> <p>Across the school our teaching reflects and refers to our shared values, vision and aims.</p> <p>In all classes there is a respectful and encouraging class ethos.</p>	<p>Classroom visits</p> <p>Dialogue with staff and learners, and dialogue between staff and learners</p> <p>Tracking & monitoring dialogue and subsequent interventions</p>	<p>Develop a Kaimhill School Learning, Teaching policy and Assessment policy which supports consistency across the school.</p>
Culture, ethos and relationships	<p>Our Kaimhill School Vision, Values and Aims are clearly established and are shared with all stakeholders. Highly positive relationships are a feature of Kaimhill School. Our school culture feels</p> <p>Very positive relationships between staff and learners, and between learners themselves, underpin all aspects of learning in the primary classes. Our commitment to developing positive, nurturing relationships across the school community is supported by a regular focus on children's rights.</p>	<p>Almost all learners have a shared understanding of our values and can articulate these, with support for a few, in daily life at Kaimhill School</p> <p>Parental/stakeholder feedback from Positive Relationships policy consultation.</p> <p>Classroom observation</p> <p>Feedback provided by Trio Head Teacher - School Ethos Q13.1 visit and Q.I 2.3 visit</p>	<p>Evaluate and streamline our Vision, Values & Aims (as per 2019/2020) SQUIP. This work will support our return to school and COVID-19 recovery.</p> <p>Ensure our updated school vision, values and curriculum rationale consistently underpin our working together</p> <p>Share/exemplify practice across school.</p>
Learner engagement	<p>All learners engage very well with staff who are providing individual or targeted support. Almost all children and young people in the primary classes are eager and active participants in their own learning, they are engaged, motivated and interact well during activities.</p> <p>Almost all learners talk positively about their learning in classes and opportunities for wider learning. Our learners contribute effectively to the life of the school and wider community in a range of well-planned activities.</p>	<p>Evidence of positive pupil feedback is provided through a range of quality assurance processes e.g. Classroom observation/learning walks, jotter sampling, focus groups,</p> <p>Leuven Scale Data</p>	<p>Consider the impact of lockdown on learner engagement and how we can raise the profile of pupil-led learning as we return to in-school learning.</p> <p>Increase opportunities for pupils to lead their own and others learning.</p> <p>Use Leuven Scale data more effectively to plan next steps.</p>

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Pace, challenge and relevance to learning	Our learners have been impacted by lockdown and the pace and challenge offered is now what it has been. Literacy, Numeracy and Health & Wellbeing is the curricular focus in term 1.	Tracking and monitoring Analysis of attainment data Classroom visits	Rebuild our learner's stamina and resilience through a relevant curriculum offer in Term 1 to ensure appropriate pace and challenge is a feature of our learning and teaching. Use Assessment data to support constructive dialogue with staff.
Learner use of digital technology	Most pupils use ICT effectively to support learning. A majority of pupils engaged in digital learning at home during the COVID-19 pandemic	Classroom visits Monitoring Google Classroom use	Build upon the newly acquired digital skills (pupils and staff) once we return to classroom-based learning. Google training opportunities for staff – offered by ACC.
Learner Leadership	Learners regularly work in groups, in class and across stages, and this provides many with opportunities to lead aspects of learning in the classroom and across the school. Almost all learners benefit from the increasing range of opportunities which exist for them to lead and contribute to the wider life of the school. In a few classes there are very good examples of pupils leading their own learning and taking responsibility to support others.	Classroom visits C.O.G.S. and pupil-led assemblies Castle Leaders Pupil Council engagement with HGIOURS	Further develop the good practice in pupil led learning and collaborative approaches across all stages and curricular areas, Increase leadership opportunities for pupils at all stages. Wider achievement and our extra-curricular offer across all classes requires to be tracked more effectively and captured within the four contexts for learning.
Quality of teaching			
Summary statement	All teaching staff share a clear understanding of the features of a very good lesson. All staff are engaging in Visible Learning which is resulting in increasingly confident, assessment-capable learners.	Our professional learning programme is focused on achieving improvements in Learning, Teaching & Assessment. Staff learning partners (V.L. programme/action research project) Video Diaries, Jotters, classroom visits	Wider range of learning environments and creative teaching approaches i.e. Outdoor learning/digital technology (link with 2.2 developments). Pupil focus groups will work on specific aspects of learning, teaching and assessment. Advice shared with staff, parents and relevant partners.
Digital technology used to enhance learning	In most classes digital technology is used effectively to support and enhance learning, however this is often teacher led.	Professional dialogue Tracking and monitoring Assessment data	Capture this in L, T & A policy. Extend pupils' use of digital technology as a learning tool throughout the school.

QI2.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	In a minority of lessons, learning is enriched and supported by effective use of digital technologies.	Pupil contribution to life and ethos of school	Build on gains from lockdown and achieve consistency in approach across school.
Delivery of learning, explanations and instruction	Almost all lessons have a meaningful introduction linked to prior learning. The majority of lessons set high expectations for most learners. In most lessons the learning intentions are shared appropriately and support a clear understanding of the purpose of the lesson, and are referred back to when required. In some lessons examples of good quality pieces of work are used to build an understanding of success criteria.	Classroom visits & observations Walkthroughs	Finalise a whole school learning, teaching and assessment policy.
Questioning	In almost all lessons staff use questioning effectively to engage pupils, to respond to learning needs and to support evaluation of learning. Skilled questioning is a feature of the best lessons where learners are supported and challenged to think deeply and creatively about the learning.	Classroom visits & observations Walkthroughs QI 2.3 Visit	Continue to develop use of skilled questioning across all stages.
Purpose and relevance of learning	In almost all lessons, the purpose of learning is shared with learners, In the best examples this enables the learners to understand how to achieve success. Almost all teachers make connections with prior learning and communicate the Learning Intentions and Success Criteria at an appropriate point. A few learners benefit from opportunities to co-construct success criteria. L.I.s and S.C. are accessible both in written and oral forms in almost all lessons. Increasingly learners are able to use the S.C. to guide independent learning.	Our class visits provide evidence of the positive outcomes for learners. Summary reports based on class visits are used with all teaching staff to gain an understanding of where we are currently and what we need to do next to secure further improvement. Curriculum Rationale is in place Classroom observation	All learners will be clear re the purpose of learning and be able to articulate this. Continue to embed LI/SC and the use of the language of learning consistently across the school. Update Curriculum Rationale in line with curriculum development/Cobid-19 recovery.
Differentiation of learning	In the majority of lessons, staff effectively plan differentiated activities and tasks, which meet the needs of all learners. Staff should consider how they	Classroom visits Teachers planning Tracking and Monitoring	Capture expectations in L, T and A policy and evaluate though monitoring of planning and programmed of classroom visits.

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	<p>plan for composite classes to ensure appropriate pace, challenge and support.</p> <p>Through professional dialogue across the school we observe learners closely to inform appropriate and well-timed interventions.</p>		
Feedback for learners	<p>Most learners receive feedback, oral and/or written, which provides support and challenge. Some senior pupils are becoming skilled when using feedback to evaluate their own progress and identify next steps in learning.</p> <p>Almost all lessons include a plenary which checks understanding against success criteria.</p>	<p>Classroom observation</p> <p>Pupil Focus groups</p>	<p>All learners will routinely use feedback from peers and teachers to work on areas needing more attention.</p> <p>All staff will further develop their skills in giving quality feedback throughout the lesson to ensure learners understand progress and next steps in learning.</p>
Effective use of assessment			
Summary statement	<p>In the primary classes staff observe learners closely to inform appropriate and well-timed interventions and future learning. SLT lead robust analysis of assessment data which is leading to the delivery of targeted supports and interventions across all stages.</p>	<p>Classroom observation</p> <p>QA processes and documentation</p> <p>Professional dialogue/discussion</p>	<p>Alignment of tracking meetings with collation of standardised data.</p>
Assessment Approaches	<p>Senior leaders have a strong understanding of the principles of assessment.</p> <p>The planning of assessment is undertaken within a context of progressive learning pathways in place.</p> <p>Teachers support learning through a combination of formative and summative assessment. They plan an appropriate balance between on-going and periodic assessment, although this varies from stage to stage.</p> <p>Almost all teachers report increased confidence using the Benchmarks to inform CfE levels, especially at key milestones. All teachers are engaging positively with the ASG moderation activities offered and benefit from collaborative practice around standards.</p>	<p>The professional learning programme undertaken by senior leaders is closely aligned to planned school improvement priorities.</p> <p>Our engagement with the EEF toolkit ensures that interventions which are known to be effective in raising attainment for all children are being implemented across the school.</p> <p>Programme of assessment in place and shared with staff.</p>	<p>Continue to develop approaches to assessment and moderation using the developing Kaimhill Assessment Framework /Moderation Hub.</p>

Q12.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Impact of assessment on planning	Our assessment evidence is valid and reliable. At key milestones, our core assessments provide reliable evidence which we use to report on the progress of all children.	Tracking and QA documentation	Ensure assessments are planned to capture learners' knowledge & understanding, skills, attributes and capabilities in different contexts across the curriculum (Creative Learning Environment/Outdoor Learning – 2.2).
Moderation	<p>All teachers, through their use of the moderation cycle, are clear about the validity of assessment evidence e.g. whether the assessment measures what it was intended to assess.</p> <p>All teachers across the ASG increasingly benefit from planned opportunities to moderate pupil work.</p>	<p>In best examples of planning for Learning Teaching and Assessment, teacher engagement with the Moderation Hub is evidenced by quality assurance processes which include:</p> <ul style="list-style-type: none"> ○ Assessment records ○ Forward plans and evaluations ○ Classroom observations – increasingly effective use of L.I. and S.C. to enhance reflection ○ Jotter sampling ○ Tracking dialogue ○ Pupil focus groups/diaries 	<p>Teachers increasingly take account of evidence from different sources to discuss standards and the progress of learners.</p> <p>The reliability of assessments will be supported by in-house moderation, at ASG level and across the local authority.</p> <p>Continue to work with ASG colleagues on assessing holistically.</p>
Planning, tracking and monitoring			
Planning for learning	Es and Os are being used effectively to progressively develop skills of literacy, numeracy and health and well-being. All class teachers articulate significantly increased confidence using benchmarks to assist with teacher judgements of CfE levels.	There is increased confidence in the use of the benchmarks to plan and moderate learning. As a result, learning activities in the Broad General Education are appropriately challenging.	Benchmarks need to be routinely used across all subject areas to support assessment and inform learning, teaching, progress and attainment (2.2 developments).
Planning with the learner	<p>In a few lessons, high quality dialogue takes place between classroom teachers and learners which enables them to reflect on their own learning, and recognise their strengths and next steps.</p> <p>In numeracy and literacy, senior learners are becoming more confident discussing what they need to do to</p>	<p>Classroom observation</p> <p>Pupil Focus groups</p>	<p>Pupil focus groups will work on specific aspects of learning, teaching and assessment. Their advice will be shared with staff, parents and relevant partners.</p> <p>Further work required to ensure all learners can articulate their next steps as learners.</p>

QI2.3 Learning, Teaching & Assessment	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	improve and are aware of the levels they are working at.		
Tracking and monitoring arrangements / processes	Planning for progression in children's learning is becoming more robust through the use of ACC digital progression planners across all curriculum areas. Teachers regularly discuss tracking information with SLT colleagues to support improvements in learners' progress.	Planning monitoring and feedback Professional dialogue (Tracking & Assessment agenda) Class teachers' tracking notes	Moderation Staff teams (SLT/CT) will further engage with assessment data to create effective sizes (VL programme) which informs 'Know Thy Impact' and reflection on positive outcomes for learners
Impact of tracking and monitoring, including those with additional challenges	As a result of manageable processes to monitor and evaluate learners' progress we have clear information on attainment in core curriculum areas Ongoing staff collaboration around GIRFEC and SHANARRI ensures a consistent approach leading to positive outcomes for pupils at the primary stages. ASN staff work collaboratively together, attending courses, sharing professional reading and ensuring that best practice is commonly debated, understood and implemented.	Quality assurance processes Professional dialogue Well-planned transitions enable staff to come together to develop a shared understanding of progress, support needs and next steps. Data analysis ensures youngsters facing additional challenges receive timely, well-planned interventions designed to improve outcomes.	Further alignment of assessment, monitoring and tracking processes to evaluate impact of interventions. Data analysis ensures youngsters facing additional challenges receive timely, well-planned interventions designed to improve outcomes. Ensure wellbeing and GIRFEC underpins nursery practice and learners are supported in developing their understanding of these indicators at the appropriate level.

QI3.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
Summary statement	At Kaimhill School we recognise the vital importance of pupil wellbeing and the significant responsibility we have as a nurturing community to ensure robust approaches to children's wellbeing underpin our working together. A suite of well-considered policies and procedures are designed to ensure wellbeing entitlements and protected characteristics are safeguarded and that our children are all supported to achieve success.		
Wellbeing of all refer to Wellbeing indicators	<p>Across our school community we have a shared understanding of wellbeing. We know and can demonstrate that almost all our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>Our Health & Wellbeing programme, Healthy Schools, is based on the SHANARRI indicators.</p>	<ul style="list-style-type: none"> • SHANARRI questionnaires • Termly Pastoral/SHANARRI meetings with staff (overviews accessed in G.Suite) • Risk Assessments in place for individual youngsters (COVID-19 Return to School) • Assembly overview – SHANARRI focus • Curriculum Planning 	<ul style="list-style-type: none"> • Complete SHANARRI questionnaires on a termly basis (x4) • Ensure results of SHANARRI questionnaires are used to support pastoral meeting dialogue and next steps for individuals • Further develop children's understanding of emotional wellbeing through Emotion Works resource – 6x Workshops delivered by Barnardo's Support Worker – T1. • HWB themes for the year (COVID-19 response) T1 -
Quality L&T for all	<p>Almost all our children are proud of their school and learning achievements. Almost all staff consistently maintain high expectations and as a result our learners take increasing responsibility for leading their learning.</p> <p>Following our QI2.3 visit in February 2020 we require to achieve consistency in our approaches to learning and teaching across the whole school.</p>	<ul style="list-style-type: none"> • School staff and pupil questionnaires • Planning • Children's work • Pupil participation and engagement (Leuven Scale) • Walk throughs • QI 2.3 feedback 	Improvements to be made in line with QI 2.3 evaluation and next steps.
Relationships of all	<p>Positive relationships are highly valued at Kaimhill School and are at the heart of our working together. There was robust consultation with all parents, pupils and stakeholders around the creation of our Positive Relationships Policy which pulls together the Kaimhill approach to the delivery of a range of initiatives and statutory requirements:</p>	<ul style="list-style-type: none"> • Positive Relationship Policy • School Aims • Walk throughs • Green Playground Slips • Range of celebration activities • Kaimhill Defenders 	<p>Focus on re-establishing positive relationships and ethos as part of school re-opening/COVID-19 recovery.</p> <p>Promote work on positive experiences in the playground for all learners.</p>

Q13.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
	<ul style="list-style-type: none"> GIRFEC/SHANARRI, UNCRC, CFE – HWB, HGIOURS, Nurturing Approaches, Bounce Back and Resilience, Solution Focused and Restorative dialogues, ACEs and Respect me. <p>Our staff tell us they feel valued and supported.</p>		
Children's individual needs and rights	Kaimhill is a Rights Respecting School (Bronze Level) We consider each child as an individual with his her/her own needs risks and rights, We provide opportunities for our learners to be active participants in decisions and discussions which may affect their lives.	<ul style="list-style-type: none"> Kaimhill Defenders Individual Class Charters Right of the Week – Assembly RRS steering Group 	<ul style="list-style-type: none"> Align school aims with UNCRC Encourage leadership skills of children Develop systems to monitor and track IEPs Focus groups with pupils to seek feedback re rights and needs.
Fulfilment of statutory duties			
Statutory duties and requirements	<p>SLT share an understanding of their statutory duties with respect to the care and wellbeing of all children. We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>Our suite of policies, including Child Protection, Safeguarding, Health & Wellbeing and Health & Safety, and the school handbook are readily available for all staff and stakeholders.</p> <p>Staff engage in regular professional learning to ensure they are fully up-to-date with local and national legislation affecting the rights, wellbeing and inclusion of all children.</p>	<ul style="list-style-type: none"> Child Protection Information available to visitors on entry to building displayed throughout the premises. All staff wear ID badges; Visitors procedures are followed. Building and playground is secure and monitored by staff. Termly Fire Evacuation drills are undertaken. Evaluations have supported procedural changes. Procedures QA by Fire Brigade. Any PEEPS are updated and staff aware of needs. Updated Fire procedures (August 2020) shared with all staff (G.Suite) Record of mandatory staff training for existing and new staff maintained by HT Up-to-date policies available on School Website and G.Suite <p>**Revised procedures (COVID-19) are fully outlined in Return to School Plan and Kaimhill School Risk Assessment(s)</p>	<p>Create policy register for clarity re review and update.</p> <p>Ensure that all staff consider anti-discrimination, justice and equity as we evaluate and further develop our practice across the four contexts for learning. (link to 2.2)</p>
Inclusion & Equality			

Q13.1 Ensuring Wellbeing, Equality and Inclusion	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Summary statement	Kaimhill School has a strong commitment to inclusive practice and fair, transparent and timely support which leads to improved outcomes for all learners. We believe that " In order to develop trust with others, it is important to hold them in unconditional positive regard. This requires a basic acceptance of, and respect for, who that person is regardless of what they say or do." CARL ROGERS		
Inclusion and appropriate support	We have established highly effective working relationships with a range of partners agencies and organisation which inform and support health and wellbeing, inclusion and the support needs of our learners.	<ul style="list-style-type: none"> • School Aims • MAM records • IEPs/Child Plans 	Be innovative and creative in the delivery of support/engagement with partners as we manage the covid-19 response and restrictions therein.
Equality including support and challenge of discrimination	Arrangement are in place to minimise the cost of the school day. The Parent Council is highly supportive of the school in its contribution to this agenda and its recognition of equity. All our learners are included, engaged and involved in the work of the school. Almost all staff work closely with parents to remove barriers to participation and engagement. Our curriculum provides children with opportunities to explore diversity and challenge racism.	<ul style="list-style-type: none"> • Poverty Proofing Programme/Parent Council Minutes • IEPs and Child's Plans • Individual Risk Assessments • 	Explore ways to further celebrate the diversity within the Kaimhill School Community Black Lives Matter workshops to be delivered by Barnard's Support worker – T1

High Level Plan

Year 1 (2020-2021)

1.3 (Evaluation used to inform School Improvement)

Plan broader opportunities for all staff to engage in school improvement planning to ensure self evaluation is more clearly embedded within the ongoing practices of the school. Use analysis of evaluations and SQUIP action plans to inform future improvement priorities and align professional development needs and interests more closely with improvement priorities.

2.2 (Learning Pathways)

Develop learning pathways/child-freindly progressions which support learners to buid on prior learning , ensuring appropriate progression for all - literacy and numeracy focus.

2.3 (Undertsanding High Quality Learning & Teaching)

Develop a consistent understanding of Learning, Teaching and Assessment in relation to the agreed framework, providing opportunities for sharing of good practices within and beyond the school.

Continue to ensure the purpose of learning is made explicit by relating it to skills for learning, life and work. (Links with 2.2)

Improve understanding of differentiation to ensure appropriate levels of challenge and support are in place for all children and where possible consider the use of digital tools to support and enhance learning experiences.

2.5 (Engaging Familes in Learning) Revisit approacheds to delivery of homework including digital solutions (2.2) Develop approaches to support for EAL families (3.1). Introduction of SEEMiS Progress and Achievement module and update of Parental Engagement Calendar - linked to digital profile (Seesaw?)

3.1 (Identifying & Responding to Learners Needs)

Develop Kaimhill Pupil Support Strategy to ensure approaches to supporting learners and systems clear .Procedures are in place to identify all learner needs and respond appropriately and timely including clarity of staff roles.

Health and Wellbeing Curriculum - Provide opportunities for young people to engage with the wellbeing indicators. SHANNARI tracking/Emotion Works/Covid-19 recovery

RME - review , ensuring curricular offer develops and promotes equality, diversiry and pupil rights.

Year 2 (2021-2022)

1.3

Plan greater engagement with stakeholders and have a particular focus on engagement with parents and carers. (Reveist VL journey and aims of Assessment Capable Learners).

2.2

Review Curriculum Rationale and design. Continue to develop learning pathways which support learners to understand their net steps in learning. IDL and BGEto be reviewd with skillsfocus.

2.3

Revisit VL impact cycle with focus on 'Assessment Capable Learners' and 'Know thy Impact' - how well are we doing? What do we need to do next?

Children need to be given regular opportunities to become more independent and to lead their learning.

Develop a shared understanding of feedback, (what, how, when and where).

Develop further our assessment approaches to and include a focus on ensuring there is a shared undertsnding of feedback (what? who? when? and where?) . PLaN CLPL to upskill teachers to use assessment more effectively across the school to better plan and differentiate learning experiences and activities.

3.1

Review guidance and consilidate approaches.

Develop a school progression plan in relation to the wellbeing indicators to ensure these are engaged with throughout the school year.

3.2 Continue to develop staff understanding of data and how to analyse this in relation to pupil attainment. In order to ensure greater consistency and reliability of staff professional judgement in achieving a CfE level, teachers should now engage further with a variety of moderation activities and National Benchmarks.

Year 3 (2022-2023)

1.3

Develop further teacher leadership and provide opportuinties for leadership at all level through school improvement action plans.

2.3

Plan approaches to develop teaching and learning communities within the school and across our trios to build relationships and strengthen learning and teaching collaboratively.

3.1

Develop learner committe group which offer support for diverse groups of young people. Consider our equalities approach and ensure learners voice is central to all planning in this area. Consider where premrs/carers and wider paernershs can support this.

3.2

Review tracking approaches and amend in light of outcomes.

Funding Allocation	£	Carry forward from previous year	£	Total	£
Non-Staff Intervention/resource	Cost	Staffing (Include partner provider if applicable)	FTE	Cost	
COVID-19 recovery – TBC		Barnardo's Northern Star	1.0	£44 000	
		PSA Hours			
					Total
Non-Staff Total 2020/21		Staff Total 2020/21			



Kaimhill School – Return to School Plan

Standards, Quality & Improvement Plan 2020/21

Action Plan 1 v.2

www.kaimhill.aberdeen.sch.uk @KaimhillSch

Section 1 - Key principles

The DFM has determined that all children must return to full time Education by Tuesday 18th August. It is proposed that schools in Aberdeen City plan for a Monday 17th return. The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for schools in order to realise equity and constancy wherever possible. The approaches agreed in the LDPP have guided the development of the individual School Recovery Plan and subsequent Return to School Plan, which will act as the Kaimhill School Improvement Plan for the coming session.

The School Recovery Plan will reflect the key principles as set out in the LDPP and in national guidance:

- Implementation will take full account of scientific and medical advice that it is safe to proceed
- The wellbeing of all pupils and staff will be carefully considered when determining the approach to reopening school buildings
- Risk assessments will be used to support planning and ensure that health and safety legislation and guidance is fully adhered to
- Public health measures will be taken fully into account
- Careful consideration will be given to the balance of in-school and at home remote learning to provide maximum benefit to children and young people
- Planning will build on the experience of delivering Hub and Emergency Childcare provision
- Planning will enable movement up and down the phases of the Route map
- Clear and effective communication with all stakeholders will be paramount

What will this mean for Early Learning and Childcare at Kaimhill Nursery?

The use of our outdoor space will play a key part in how we deliver ELC at Kaimhill Nursery and we will make routine and extended use of the outdoor environment to support daily attendance of our children. Children will be offered morning or afternoon sessions, enabling them to access their current 600 hours entitlement.

Our nursery children will enter the setting directly through the nursery gate and not through the main school entrance as is current practice. The organisation of drop off and pick up will be carefully coordinated to ensure 2m social distancing between all adults when parents are on site.

Provision will be made in the numbers for vulnerable children requiring 1-2-1 support. There is no expectation of physical distancing between children or between a child and their key worker – on the understanding that core public health measures underpin the re-opening of nursery. Children will be arranged in groups of no more than 25-30, along with the appropriate number of adults to supervise the group.

The membership of the groups (including the adults) will remain the same at all times until restrictions on social distancing in ELC settings are lifted. Resources will be carefully considered to minimise sharing and enable appropriate cleaning between uses.

*** More detailed information will be provided directly to nursery parents and carers over the remainder of this week (w/b 10/08/20).*

What will this mean for Kaimhill Primary School?

Kaimhill School comprises a mix of well-appointed closed classrooms and semi open plan rooms which can be used flexibly to support in-school learning. Children are not required to socially distance from each other, but all staff should observe a strict 2m social distance from both children and other adults.

It is proposed that all year groups at Kaimhill School now return 100%, in the classes shared with parents at the end of last session. Provision will be made in the numbers for vulnerable children requiring additional support. This can be safely provided via our Rainbow Room provision.

Movement through the school will be restricted to toilet breaks and our children will spend their time in the one classroom. 8 classes will directly enter through their external classroom door to limit interactions with others whilst moving through the school. The remaining 4 classes will use the 2 playground entry and exit doors.

What will this mean for Kaimhill Primary School Staff?

As detailed in school contingency plans, only children and staff with no symptoms of COVID-19 will return to school buildings in August. Almost all staff and children who were previously shielding will have been advised by a Clinician that it is safe to return to school buildings. Senior Leaders will consider how best to plan for the safe return of those who have been shielding through individual risk assessments where requested. It may be appropriate to offer further mitigation by the wearing of a face mask. Risk assessments will be completed prior to the individual returning to the school building and may be carried out remotely.

It may be appropriate to revisit Risk Assessments for individual members of BAME staff.
Face-to-face staff meetings will be avoided wherever possible.

Movement of staff

Staff will not be able to move from school to school. Where possible additional city-wide resource will be allocated to schools to provide a level of on-site contingency.

Movement of staff within Kaimhill School will be limited where possible without restricting access to a full curriculum. This may mean that our NCCT (Non-Class Contact Time) arrangements require to be reviewed to build longer blocks of NCCT time. As a result of staffing restrictions, Miss J. Creighton (Nurture) and Miss P. Morrison (SfL) will support the delivery of NCCT and probationer day cover, along with members of the Senior Leadership Team.

Only employees of partner agencies who can be classed as 'core staffing' and are based only in one school will be able to support children face to face in the first instance. i.e. Barnardo's Northern Star Worker.

Restricted activities

Assemblies, singing, any activity that promotes voice projection and the playing of wind and brass instruments is not allowed. National guidance on sport and SERC guidance will be followed.

The use of PPE, including face coverings

Most staff will not require to wear PPE although there will be some exceptions and the PPE guidance continues to apply. Face coverings are not expected, however if individuals (children and adults) choose to wear them then they will be supported.

If a member of staff must work within 2m of a pupil for more than 10 minutes, then a face mask will be required. PPE will also be required for intimate care. Initial stocks of PPE have been delivered to schools and our appointed co-ordinators will monitor the use of these items on a daily basis.

Avoiding physical / social contact within the playground

Use of our playground has been carefully considered and it has been divided into 2 sections to enable fewer youngsters to safely access their play and outdoor learning spaces, whilst maintaining social distancing rules. Other spaces within the playground will be utilised on a timetabled basis to deliver the curriculum i.e. all-weather pitch and 'the forest'. No use of the fixed outdoor equipment will be permitted.

A limited supply of playground equipment (which allows for social distancing) will be sanitised after each play session and risk assessed appropriately by designated PSA staff. We have staggered our breaks to reduce the number of pupils who will be accessing our outdoor spaces at any one time to ensure numbers remain within safe limits. Inclement weather will restrict outdoor breaks which will then be accommodated within the classroom environment.

Ventilation in buildings and the use of outdoor space

Good ventilation is a feature of the Kaimhill School building design and staff can further support this by keeping windows and doors open (Fire doors should remain closed). Children and staff will spend more time outdoors, with weather appropriate clothing, keeping at least two metres apart from others. Effective outdoor learning can be delivered across many subjects and Kaimhill staff are further developing this area of our curricular offer. Informal outdoor classrooms set within the natural environment will be developed as spaces for learning where possible. Care will be taken to ensure that outdoor contexts for learning are fully accessible.

Good ventilation is of critical importance and all measures outlined in the LDPP and associated School Plans apply. Where it is safe to do so, doors and windows should be kept open to increase natural ventilation. This will also help to reduce the need to touch door handles. However internal fire doors will not be permanently held open, unless fitted with automatic hold-open and self-closing devices, which ensure the doors will close when the fire alarm activates.

Classroom doors may be wedged open whilst the room is occupied, but they must be closed again whenever the room is left empty.

Section 2 – Hygiene and health and safety practice

Track and Trace

All Kaimhill School staff have familiarised themselves with Test and Protect arrangements. Staff will be given priority access to testing when requested through Core HR. These tests will only be requested when staff are symptomatic or advised to seek a test through Test and Protect.

Health Surveillance

Public Health Scotland have established surveillance arrangements to monitor rates of infection. These rely on timely recording on SEEMiS. All attendance data must be input in SEEMiS by 10.30am using the COVID-19 codes. The data will be reviewed by the central team and Scottish Government at 11.00am.

Symptomatic children, young people and staff

Children waiting to be collected by their parent or carer will be isolated in a private, well ventilated room/area and will be asked to avoid touching surfaces. Parents and carers will be contacted to collect their child and a face mask will be provided for the journey home.

If Kaimhill School has two or more confirmed cases of COVID-19 within 14 days, or an overall rise in sickness absence where COVID-19 is suspected, we may have an outbreak. In this situation we will promptly contact with our local Health Protection Team (HPT) and the local authority. If an outbreak is then confirmed we will work with the local HPT to manage it. The HPT will make recommendations to the incident management team on self-isolation and on testing of children and staff and the arrangements for doing this.

The headteacher will then contact Robertson Facilities Management and ensure appropriate cleaning takes place. We will keep up to date with current guidelines via: <https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/>

The Risk Assessment Process

Discussions around health and safety will feature as part of the daily school routine. School Leaders will ensure staff are fully aware of expectations for all and these will be clearly communicated to children and young people during their first visit to school from Wednesday 12th August.

Our Risk Assessment process is dynamic with any identified vulnerabilities identified and mitigated routinely. Every time the risk assessment is updated it will be shared with all staff and Trade Union H&S representatives.

Cleaning routine

At Kaimhill School, toilets and washrooms will be cleaned daily by Robertson Facilities Management (RFM) cleaning staff to maintain high standards of cleanliness, using methods and cleaning products in keeping with national guidance (COVID-19-decontamination-in-non-healthcare-settings). Cleaners will only work in one location. Additional sanitisation of taps and flush handles will be undertaken by RFM janitorial services on a regular basis during the school day.

All other areas will be cleaned by RFM cleaning staff before the start of every day, paying special attention to door handles, table/counter tops, bannisters, and other areas touched regularly by staff and children, with additional cleaning during the day.

Pupils will be asked to bring their own filled water bottle to school and water fountains will be out of action. There will be restricted access to other resources areas such as the IT Store, Maths cupboard and other small, poorly ventilated rooms. Plans have been shared with all relevant RFM staff to ensure they are highly aware of the daily cleaning needs of the school and SLT will quality assure this process.

Sanitising wipes will be provided to Kaimhill School staff to clean telephones, laptops/desktop computers and associated peripherals and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. Job share staff in our school have had particular reference drawn to the need for this during risk assessment dialogue.

Should there be a COVID-19 case, the cleaning regime will be in accordance with strict rules outlined in COVID-19-decontamination-in-non-healthcare-settings, which are reflected in the RFM protocols and have been shared with the Kaimhill Leadership Team. Areas for enhanced cleaning at Kaimhill School have been identified as the two isolation rooms, the first aid room and pupil/staff/nursery toilets.

Use of Learning Resources

In keeping with School Plans, children are discouraged from bringing resources into school from home where possible. Kaimhill pupils may bring school bags containing only a packed lunch (essential for the orientation session as the school kitchen will not be open), a water bottle, tissues and indoor shoes. Personal belongings should not be shared with others. The sharing of school resources will be limited where possible. Toys and equipment used in school will be easy to clean and resources such as sand, water and playdough should only be used by consistent groupings of children. All equipment will be cleaned between use by different cohorts. School staff will be provided with a supply of sanitising wipes to undertake cleaning of resources, toys and any other items which may be used by more than one individual and to enable effective sanitisation of items between uses. Named PSA and ELC staff will be provided with daily responsibilities in their respective work areas to ensure resources are cleaned and effectively sanitised between use. This will be recorded on a check list and countersigned by an identified colleague i.e. Nursery teacher in ELC setting, CT in classroom setting. SLT will regularly quality assure checklists.

All children should come to school appropriately dressed for learning outdoors. Children should not share outdoor clothes or footwear. Items belonging to the school/nursery will be allocated to one child and cleaned before use by another child. Children can access library books although a library quarantine arrangement will be required to be put in place, with books quarantined for 72 hours.

Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in-school learning at Kaimhill. Resources which are not being used will be removed from classrooms to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for in-school learning.

Hand washing

The promotion of handwashing continues to be critical. Health Protection Scotland advise that soap and water should be used for hand washing and this is readily available within the Kaimhill School and ELC setting. Alcohol based hand gels / sanitiser will be used where there is no access to soap and water. Stocks of soap will be checked and replenished before the start of every day by Robertson's Facilities Management.

Hand sanitiser will be available at each usable entrance point to the building as there is no immediate access to soap and water in these areas. Stocks will be checked and recorded daily by our designated PSA (PPE coordinator). This will be undertaken by a designated EYP in the nursery setting.

All children, young people and staff will wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser when:

- entering the building (or returning after lunchtime)
- before eating or handling food
- after blowing the nose
- after sneezing or coughing
- after going to the toilet
- when changing classroom
- prior to entering school transport

The use of posters and reminders about hand hygiene are of critical importance. Staff will support children to understand the importance of closely following these routines as part of their re-entry to school in August, and younger children will be supervised to support their engagement with these essential hygiene practices.

Children and staff will be reminded to cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Tissues will be available in each classroom, and pupils should be reminded to use the crook of their elbow if no tissue is immediately available. Parents will be asked to provide handy packs of tissues for their child, and we will ask the Parent Council to support this.

Entrances to the Kaimhill School building will require hand sanitiser stations, with priority placed on the fobbed entry door beside the school office, the Primary 7 classroom and the two pupil entry/exit doors leading into the playground. Stocks of sanitiser will be kept locked in the cupboard outside the school office. These stocks will be managed by the school administrator, supported by our PPE co-ordinators. All rooms being utilised have sufficient and appropriate waste bins for items such as tissues.

Best Practice: Appendix 1 - How to hand wash step by step images

Steps 3-8 should take at least 15 seconds.

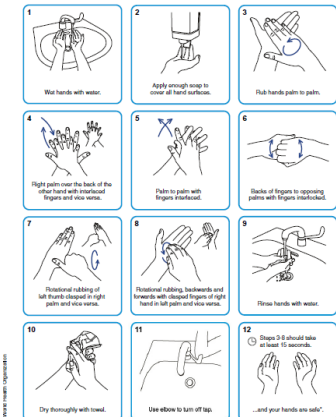


Illustration by World Health Organization

*Any skin complaints should be referred to local occupational health or GP

Germ. Wash your hands of them.

Part of the National Infection Prevention and Control Manual (NIPCM), available at: <https://www.hpa.gov.uk/nipcm>



Best Practice: Appendix 2 - How to handrub step by step images

Duration of the process: 20-30 seconds.

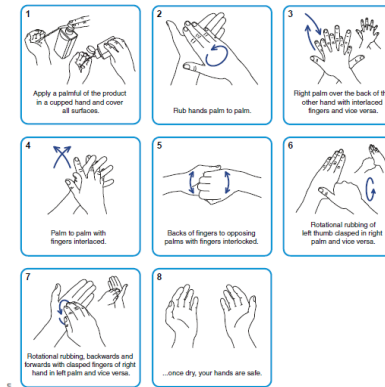


Illustration by World Health Organization

Access to Toilets

The relaxation of the physical distancing requirements for primary school children will enable pupil toilets to be managed more easily but toilet allocations for class groupings will proceed where possible. Pupils' access to toilets will be carefully managed in order to maintain safe and hygienic practice within the toilet areas. This will be managed by the Senior Leadership Team with the DHT taking a daily lead in the assessment of risk in this area. Staggering break times will assist with this. There will be a strong emphasis on hand washing after visiting the toilet, and hand washing will be supervised for younger children.

External doors of pupil toilets will be wedged open at all times. Risk assessment has shown this will not compromise privacy and eliminate unnecessary contact with door handles. Children will access the toilets in timetabled blocks. Some groups of children will be supervised by an adult, who will ensure adherence to handwashing procedures. Disabled toilets have been identified for use outwith timetabled slots if pupils require a comfort break. Handwashing signs are displayed.

Exterior staff toilet doors will be wedged open at all times. Risk assessment has shown this will not compromise privacy and eliminates unnecessary contact with door handles. Handwashing signs will be displayed. Urinals will be out-of-use. Staggered breaks will reduce pressure of use on the limited number of staff toilets. Staff can also access the disabled and staff toilets located beside the PE hall. In

this instance they will require to sanitise all surfaces touched after use, including door handles. Signage will be in place to remind staff of these requirements.

Section 3 – Practical measures to support social distancing in our school

How will we increase separation?

Access and Egress

Groups of children will arrive and depart at the same time, although may enter and leave the building by a number of doors. Our playground will only be accessed by children for the purpose of attending in-school learning and only an emergency will trigger a need for anyone else on site so that carefully calculated capacities can be maintained. Access to the building will be strictly controlled.

All relevant classrooms will have their central partitions closed to create clear learning spaces for separate classes. Doors will be open at all times and good ventilation is a positive feature of the Kaimhill building design. The Kaimhill School staffroom will also be subject to social distancing arrangements, with appropriate changes to the physical layout of the room and a restricted break over the staggered break/lunch periods. The P1-P3 cloakroom will be utilised by PSA staff to safely hang up items of outdoor clothing at socially distanced intervals to minimise risk of outerwear garments touching. 12 areas have been identified as learning and teaching spaces and all will benefit from the appropriate furniture and teacher technology to support appropriately distanced learning experiences within Kaimhill School. PE will take place outdoors.

Safe spaces have been identified in the Rainbow Room. This is a familiar space for our vulnerable pupils with a Person-Centred-Risk-Assessment, who will require support. Reconfiguration of furniture in these spaces has been carefully planned and measured to support safe social distancing between adults and pupils. Spaces have been identified for the storage of excess furniture and resources. Additional areas have also been earmarked for use as isolation spaces for any pupils or staff who develop symptoms whilst they wait to return home.

Isolation spaces will be well ventilated at all times and will not be used for any other purpose as they will require to be intensively cleaned after being used by any symptomatic individuals. Two spaces have been identified for those who display symptoms of COVID-19. Additional rooms can be utilised within the community wing of the Kaimhill premises should a further need arise. The existing first aid room will retain its current purpose. The sharing of resources between children and young people during a learning activity will be avoided in order to limit the potential for transmission. All pupils will be provided with their own learning tools which will be kept in their tote trays. These will comprise items such as individual whiteboard & marker, pencil, rubber, sharpener, ruler, pens and pencils, and a range of other age and stage appropriate learning tools. These items will not be shared and will only be used by that pupil. Consideration will be given

to resources required by youngsters experiencing additional support and learning needs. Personal belongings taken into the school will typically be expected to comprise indoor shoes, tissues, a packed lunch box and water bottle. Personal belongings will be taken home daily at the end of any in-school learning.

A significant range of learning and play resources have been removed from each classroom to decrease risk of contamination. These items include sand and water trays, painting stations and any soft toys or furnishings. Staff are currently being consulted on our outdoor learning offer and this will be developed as part of curriculum delivery in August 2020. The Kaimhill School Office door will be closed at all times. Signage will indicate a maximum of 4 persons are permitted within. No parents will have access to the school building, and the office internal window to the foyer will remain locked. The internal window to the school corridor can remain open to facilitate staff communication with office staff on entry and egress of the building, eliminating the physical need to enter the school office space.

The photocopier in the Reprographics Room will only be used by one person at a time, and will be cleaned with sanitising wipes after each use. Only one person is permitted to be in this room at any time. All other photocopiers in the school building can be used by one member of staff at any given time, sanitising wipes will be available for cleaning after each use.

Induction Period

	Monday	Tuesday	Wednesday 12 th	Thursday 13 th	Friday 14 th
% of P2-P7 children in school w/b 10 th August	Inset day 0%	Planning Day 0%	33% - blue bubble 8.55am - 3.00pm	33% - red bubble 8.55am - 3.00pm	33% - yellow bubble 8.55am - 3.00pm
** Primary 1 – w/b 10 th August	Inset day 0%	Planning Day 0%	33% - blue bubble 9.15-12.00pm	33% - red bubble 9.15-12.00pm	33% - yellow bubble 9.15-12.00pm

*** P1 parents will be able to enter the school playground only for drop-off (9.15am) during the induction week. At 12.00pm their class teacher will accompany P1 pupils to the Two-Mile Cross gate for pick up.*

Weekly Model from 17.08.20

	Monday	Tuesday	Wednesday	Thursday	Friday
P2 – P7 children in school from w/b 17 th August	100% – P2-P7 classes	100% P2-P7 classes	100% P2-P7 classes	100% P2-P7 classes	100% P2-P7 classes
Primary 1 – w/b 17 th August	Blue Bubble – 8.55am – 12.15pm Red Bubble – 1.00 – 3.00pm				
Primary 1 – w/b 24 th August	Red Bubble – 8.55am – 12.15pm Blue Bubble – 1.00 – 3.00pm				
Primary 1 – w/b 31 st August	All P1 pupils - 8.55-12.15pm MORNINGS ONLY				

How will we decrease interaction?

Pupils will not be able to move from school to school, or any other setting. The relaxation of physical distancing guidance for children enables us to welcome all children back into school with minimal adaptations to classroom spaces. 2m physical distancing is required between staff and pupils, with PPE mitigations required where this cannot be realised.

Following careful consideration of our unique Kaimhill building we will maintain a 'Keep Left' approach at all times. Signage throughout the school will provide visual reminders. Children will be inducted in this approach at the start of the new term.

Kaimhill School will adopt a protocol for drop off and pick up. Parents and carers will refrain from entering the school playground to further reduce numbers. Parents and carers can make use of locations nearby that limit traffic near the school. Restrictions will be placed on entering the school car park. Only parents of children with additional support needs who had previous arrangements will be permitted access to ensure that groups do not congregate. Blue Badge Holders **MUST** strictly use the Disabled Bays provided. The Kaimhill School Reception Area will not be accessible to parents and carers with all enquires made either by phonecall or e-mail.

As stated, parents will not be permitted into the Kaimhill School playground. P1 pupils will enter the playground when the gate is opened and line up outside their classroom door. P1 parents will also collect their child at the end of the school day from this same gate, social distancing guidance must

be adhered to at all times. P2 & P2/3 pupils will enter the playground when the gate is opened and line up at the appropriate cone just inside their gate. Their class teacher will collect the children from this point.

**** Parents are encouraged to leave the area once their child is inside the playground to minimise interaction. ****

P2 & P2/3 parents will also collect their child at the end of the school day from this gate, again adhering to social distancing guidance. All other children will enter and exit the playground using any gate. Parents who wish to collect their child should ensure he/she understands which gate they will meet at. PSA staff will be deployed to assist both pupils and parents with entry to and from the school premises. **(reference picture of playground has been developed with labels to aid clarity for pupils, parents and staff)**

**** following the DFMs announcement around fulltime in-school education resuming for all pupils from 17th August 2020 we require to reconsider these arrangements to ensure in line with 2m socially distancing between adults and the expectation set out in the local guidance. Please see appendix 1 and appendix 2 for further information regards P1-P2/3 entry and exit to the school playground.**

Playgrounds will only be accessed by children for the purpose of attending in-school learning and only an emergency will trigger a need for anyone else on site so that carefully calculated capacities can be maintained. Access to the building will be strictly controlled, working in partnership with RFM colleagues.

Pupil breaks will be staggered from 10.00-10.20 am and 10.30-10.50. The 10-minute window enabling sufficient time for pupils to re-enter the school and complete handwashing before the next group. These timings effectively half the number of pupils accessing the playground for social break.

National guidance advises that:

- Passing briefly in the playground is considered low risk.
- Keeping children within consistent groups is not an all-or-nothing approach - there will be benefits even if this can only be implemented partially (e.g. if some limited mixing of groups is permitted).

10 external doors will be used for the 12 classes in August. 7 classes benefit from doors which open directly into the classroom. Each of the two remaining doors will be shared by two classes.

A range of signage is required across the school to communicate and reinforce new arrangements. These are currently being prepared and will be key to supporting our children visually as they follow the range of social distancing, entry/exit and hygiene requirements.

Dining arrangements

Arrangements are being made to extend the length of the school meals service to support planning. This will enable schools to consider how best to give access to the school kitchen on a rotational basis to reduce the number of children and young people queuing. This will be coordinated at the start of term in advance of 17th August.

- Nursery snack will be within the nursery kitchen to ensure that children can remain within the space
- All children will be asked to bring a packed lunch when they attend their orientation session on either Wednesday 12th, Thursday 13th or Friday 14th August. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.
- The provision of supermarket vouchers for those in receipt of free school meals will continue until Friday 14th August.
- A meals service will be available from Monday 17th August and the provision of vouchers will cease.

All pupils must remain on site for lunch in order to limit their contact with others outwith the school. These arrangements will be reviewed as restrictions are reviewed. All staff are also encouraged to stay on site throughout their lunchbreak. Early Years dining will be within the setting area to ensure that children can remain within the space. The social distance practice within the kitchen has also been considered with one member of staff using this space at any given time on a daily basis. The lunch break at Kaimhill School will continue to be 45 minutes and all staggered lunches and staff breaks will be timetabled accordingly. Lunch breaks for pupils and staff will be staggered over four time slots (11.45am, 12.00pm, 12.15pm and 12.30pm) to facilitate safe, supervised and hygienic eating, playing, comfort breaks and handwashing.

Access to Drinking Water There is a legal requirement for pupils to have access to drinking water whilst at school. Drinking fountains can be used by pupils to fill their own water bottles, provided that measures are in place to regularly clean the touch points on and around the water fountain. Pupils should be required to use hand sanitiser immediately before and after using a water fountain. Pupils should not drink directly from water fountains. ACC Building Services have confirmed that cold water from sinks within classrooms is suitable for drinking and so this can also be used to fill pupils' water bottles. Sinks and taps will be cleaned regularly, particularly where the sinks are used for other purposes.

Evacuation procedures

The Fire Evacuation Plan has been amended (**August 2020**) in response to this Return to School Plan and shared with all stakeholders. Illustrated maps with directional guidance as to the whereabouts of the nearest emergency exit are in place.

Emergency evacuation drills will be planned for all groups of pupils at the start of the new term during the orientation week. Evacuation arrangements for children with complex needs or disabilities will be reviewed with Personal Evacuation Plans being implemented, if this is required. Muster points will require to be effectively spaced to keep class groupings apart. Children in the early years and primary will not require to physically distance as they line up at their muster points, but will be required to observe 2m social distance from adults and other groups/classes.

Orientation

The Senior Leadership Team have briefed staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. A map will be displayed, and signage used as appropriate to act as an aide memoir for children. There are no significant changes within required for 100% attendance.

Signage

Signs to support the new arrangements were printed and delivered to the school in the week beginning 3rd August. The janitor has installed signs in appropriate locations prior to the start of term, with input from the headteacher.

School Transport

Children at Kaimhill School are encouraged to avoid travelling to school on public transport with walking being promoted where safe to do so. Where walking is not appropriate and where pupils are transported by private car, careful consideration should be given to these travel plans and parents/carers are asked to park safely away from the school to minimise activity around the school gates. All Kaimhill pupils will be encouraged to walk/cycle to school.

Managing Visitors / Managing Reception

External visitors to the school building will generally not be permitted. The only exceptions to this will be:

- Local authority officers required to visit the school to provide essential support to pupils or staff (by pre-arranged appointment only)
- Contractors required to access the main building or grounds to undertake essential planned maintenance or repairs (by pre-arranged appointment only with RFM)
- Contractors working on a closed construction site within the school building or grounds, where appropriate measures have been taken to entirely separate the construction site and contractor personnel from the rest of the school, and the work has been approved to go ahead by Corporate Landlord officers/RFM

- Any other visitors required to enter the building for emergency purposes, including emergency repairs

Parents will not be permitted to visit the school to speak to teachers about their children. This will be communicated clearly to all parents. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance.

Signage will be displayed at school visitor entrances to explain that visitors are generally not permitted, and will provide a telephone number for visitors to contact an appropriate member of staff within the building, should they wish to speak with someone or if they have an appointment to attend the school. If a visitor has an appointment to access the building, they will be asked first to confirm that they are not displaying any COVID-19 symptoms. Those displaying symptoms will not be permitted access.

Where possible visitors permitted access, will remain within the reception area of the school and speak with the relevant member(s) of staff via the Reception desk window / hatch.

The name and contact telephone numbers of all visitors entering the building will be recorded, along with the date and times of their attendance, in order to support the national Test and Protect Strategy.

Office Staff will be responsible for revising visitor sign in sheets to include contact information and ensuring this information is kept safe, in line with GDPR requirements. Parents will be informed of the need to avoid visiting the school and make appointments to speak to staff via groupcall email. This information will also be available via Kaimhill School website and twitter feed. Office staff will update parents, as per guidance from HT. Office staff will manage the allocation of appointments for parents speaking to staff.

Action Plan 2a

Q1 2.2 Curriculum RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Develop learning pathways which support children to build on their prior learning and supports understating of learning progression – make learning visible.	All staff take responsibility for using progressions with learners. Learners will know where they are in their learning journey and understand their next steps to achieve progress. <u>Evidence</u> Walkthroughs/pupil voice and jotters sampling/focus groups	Create and introduce literacy and numeracy progressions for each level. Staff provide learners with opportunities to use progressions to support engagement and understanding of their learning progress.	T3 & T4	Working parties – cross stage 1. Literacy focus 2. Numeracy focus	
Update curriculum rationale to reflect revised approached in 2020/2021. Improved understanding of the totality of the curriculum and what delivery of this looks like at Kaimhill School.	<u>Evidence</u> Update Curriculum Rationale	Build upon the newly acquired digital skills (pupils and staff) once we return to classroom-based learning. Google training opportunities for staff – offered by ACC. Review H&WB policy (Short Life working) RME??	T3		

Action Plan 2b

Q1 2.3 Learning, Teaching & Assessment RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	

Develop a consistent understanding of Learning, Teaching and Assessment in relation to the agreed framework, providing opportunities for sharing of good practices within and beyond the school.	<p>All teaching staff take responsibility for implementing the policy. All staff participate in peer classroom support and feedback. Learners will know where they are in their learning journey and understand their next steps to achieve progress.</p> <p>Evidence Walkthroughs/Classroom Improvement visits /Pupil Focus groups</p>	<p>All Staff will be familiar with ACC Learning, Teaching and Assessment Standard Develop a Kaimhill School Learning, Teaching and Assessment Framework – revisit What makes a good lesson and feedback from Q12.3 visit? Embed 'Impact Partners/ approach though peer classroom support Pupil council will lead on learner understanding of high-quality learning and teaching. All teachers to participate in the Learner autonomy (Osiris) training provided by ACC</p>	<p>T2</p> <p>T3 & T4</p> <p>17/02/20</p>	<p>ACC Learning, Teaching & Assessment Standard</p> <p>School Improvement session – SLT led (SW) Learner friendly version of framework available in all classes. Non class contact time for observations – Teaching Staff</p> <p>C.O.G.S. sessions</p> <p>ACC/Osiris – Mark Burns</p>	
All learners will be clear re the purpose of learning and be able to articulate this (links with skills for learning, life and work)	<p>Learners can articulate the purpose of their daily tasks. Learners and confidently talk about skills for learning, life and work they are developing.</p> <p>Evidence Walkthroughs/Classroom Improvement visits / Pupil Focus groups</p>	<p>Update Curriculum Rationale in line with curriculum development/Covid-19 recovery. Staff provide learners with opportunities to learn and apply new skills in a variety of contexts across the totality of the curriculum.</p>	<p>T1</p> <p>T2</p>	<p>School Improvement session – SLT led (DR) - 2.2 Worlds development work Revisit Building The Curriculum 4 https://scqf.org.uk/media/1142/btc4_skills_tcm4-569141.pdf ACC Skills Progression Refer to updated Curriculum guidance - Education Scotland</p>	
Improve understanding of differentiation to ensure appropriate levels of challenge and support are in place for all children and where possible consider the use of digital tools to support and enhance learning experiences.	<p>All learners benefit from learning experiences that are differentiated, providing appropriate support and challenge. All staff use digital technologies well to enhance learning and teaching Whole school understanding of challenge and engagement</p> <p>Evidence Teachers plans/Learner engagement/Tracking</p>	<p>All staff plan lessons which meet the needs of all learners, including needs of learners in composite classes. Well-time and appropriate interventions are implemented and tracked.</p>	<p>ongoing</p>	<p>School Improvement session – SLT led (SW) Google Training (CLPL) Termly tracking meetings (linked to summative & formative assessment outcomes)</p>	

	dialogue/ Classroom Improvement visits				
Increase opportunities for pupils to lead their own and others learning. (Links with 2.7)	All learners have opportunities to lead learning within their classroom settings, and contribute effectively to the life of the school and wider community. Rebuilt community partnerships (Covid-19 Recovery) and impact of working together. <u>Evidence</u> Leuven Scale data/HGIOUS self-evaluation/Pupil Focus groups/stakeholder questionnaires	Further develop the good practice in pupil led learning and collaborative approaches across all stages and curricular areas Regular, planned G.O.G.S. groups Re-engagement with range of community partners i.e. TLC, One Seed Forward, Garthdee Allotments Association. Community interventions include in CTs plans Updated approaches to homework delivery Routine feedback from peers	Terms 1-4 T1	Leuven Scale data C.O.G.S HGIOUS evaluation tool Re -engagement with/from community partners Individual pupil progressions	
Pastoral Support strategy – SfL guidance/assessment	All staff adhere to L, T and Assessment framework and Assessment Calendar <u>Evidence</u>	Staff Training Approach finalised in school L, T and A framework – updated Assessment calendar		PSA training x2 sessions 23 rd & 24 th September 2020 – D. Dingwall-McBain CT Training in Assessment Scoring and Intervention implementation – 22 nd September 2020 S. Miller/D. Dingwall McBain	✓ ✓
Improve tracking process across the curriculum, including more effective reporting to parents across the school year	All staff use SEEMIS Progress and Achievement application Evidence	Staff training Create Reporting to Parents Calendar	T2		

Action Plan 3

QI 3.1 Ensuring Wellbeing, Equality and Inclusion RAG					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<p>Ensure our teaching is underpinned by our shared school vision, values and aims. Evaluate and streamline our Vision, Values & Aims (as per 2019/2020) SQUIP to align the range of initiatives and to ensure they are:</p> <ul style="list-style-type: none"> • Coherent • Relevant • Reflective of work undertaken and currently embedded • Reflect commitment to children's rights 	<p>Vision, Values and Aims shared and used across whole school community. Vision, Values and Aims displayed and frequently referred to in all classes, by all staff.</p> <p><u>Evidence</u> Stakeholder questionnaires/Consultation Feedback/Pupil Focus groups</p>	<p>Update school vision – pupil-led. Consultation with all stakeholders. Align school aims with UNCRC</p> <p>Provide collegiate opportunities to share practice which promotes our values and characteristics.</p> <p>Share/exemplify practice across school. Pupil Council to more fully capture what CTs/PSAs do that promotes our Kaimhill Vision and Values - share it back at assembly for staff.</p>	<p>T1</p> <p>T1</p> <p>T2</p>	<p>All classes – HT to lead</p> <p>Staff Meeting – SLT led (SW)</p> <p>Pupil Focus group</p> <p>Pupil Council/KW</p>	
<p>WELLBEING</p> <p>Ensure all our learners feel included and very well supported and know we will respond to their needs and seek their views.</p>	<p>All teaching staff take responsibility for following Pupil Support Strategy. Staff create environments where children feel safe and listened to. All staff can demonstrate that they act on SHANARRI feedback from our learners.</p> <p>All staff use Emotion works resources as per training</p> <p><u>Evidence</u> SHANARRI questionnaires data and</p>	<p>Develop Kaimhill School Pupil Support Strategy</p> <p>Complete SHANARRI questionnaires on a termly basis (x4)</p> <p>Ensure results of SHANARRI questionnaires are used to support pastoral meeting dialogue and next steps for individuals</p> <p>Further develop children's understanding of emotional wellbeing through Emotion Works</p>	<p>by Feb 2021</p> <p>Inservice training 20/11/20</p> <p>CTs/ELC – J. Creighton</p>	<p>SHANARRI questionnaires</p> <p>Emotion works resource – used by teachers/PSAs across the year</p> <p>Displays in every classroom</p>	

	<p>Pastoral Meetings Grids/CTs HWB Plans and evaluations</p> <p>Feedback from Barnardo's and Emotion works data</p>	<p>resource – 6x Workshops delivered by Barnardo's Support Worker – T1.</p> <p>HWB themes for the year (ACC COVID-19 response) T1 – Mental & Emotional - Resilience & Bouncing back T2 – Relationships/Social Wellbeing Relationships & Core values T3 – Mental & Emotional Courage and Emotions T4 - Mental & Emotional / Social Wellbeing Choices, Change and Success</p>	PSAs – L. Still		
<p><u>INCLUSION & EQUALITY</u></p> <p>Further develop our systems to ensure we have effective strategies in place which are improving attainment and achievement for all our children. Clearly demonstrated that we understand, value and celebrated the diversity across out Kaimhill Community.</p>	<p>All staff adhere to updated RME curricular guidance All staff fully implement Kaimhill School Positive Relationships Policy (Nov 2019) <u>Evidence</u> CTs Forward Plans/HGIOURS/Pupil Voice Feedback/SLT Walkthroughs</p>	<p>Black Lives Matter workshops to be delivered by Barnard's Support worker –</p> <p>Update RME curriculum offer/planning (2.2)</p> <p>Explore ways to further celebrate the diversity within the Kaimhill School Community</p> <p>Resourcing to include purchase of books and support materials relating to discrimination, sexual orientation, race etc for learners of all ages</p>	<p>T1</p> <p>T2</p> <p>T3</p>	<p>Barnardo's session with all classes – curriculum time</p> <p>SLT led staff workshop (DR)</p> <p>Community C.O.G.S. – CS/P6/7</p>	✓
	<p><u>Evidence</u> Monitoring/Tracking meetings</p>	<ul style="list-style-type: none"> Develop systems to monitor and track IEPs, in line with Pupil Support Strategy 	T2	<p>SLT Presentation from EP service Advice from ACC working group</p>	