

East Dunbartonshire Council
School / Centre Recovery Plan

Name of school/ Centre: Lenzie Academy
Head Teacher/ Manager: Brian Paterson

The Council's Phased Local Delivery Plan has informed the development of the School / Centre Recovery Plan. It takes account of the current guidance from Scottish Government and Public Health. It is important to recognise the need for flexibility as the situation, due to Covid, will necessitate changes and the provision will require to be flexible and will evolve.

These key principles inform planning at authority and school level:

Key Principles

- Health, safety and wellbeing of staff and children will be at the heart of decision making; taking into account the scientific and medical advice from Scottish Government and Health;
- Flexible approach to meet the changing context;
- Working in partnership with parents and staff to deliver learning and support for children and families;
- Continuing to work to ensure equity and excellence.

A number of measures will be in place informed by the risk assessment for each school. These are detailed in the school's Organisation and Operational Procedures. A Back to School Information Pack has been provided for pupils and parents.

Priorities for Session 2020/21

- Health and Well being, particularly nurture;
- Family engagement;
- Transitions;
- Continuing to ensure equity and excellence including educational continuity:
 - Learning loss;
 - Continuing to raise attainment and achievement;
 - The blended digital learning model: In school and home learning provision. This provision will support the further development of digital learning and will support contingency planning should there be any disruption to learning due to the Covid virus. The full time in-school provision will be supported by home digital learning.

Priority	Health and Well being including Nurture		
Target	Actions	Timescales	Responsible
Supporting young people to ensure that they readjust to school life following the lockdown necessitated by the COVID pandemic	<ol style="list-style-type: none"> 1. Create more time for guidance staff to engage in more one to one interviews with young people. 2. Seek pupils' views on their concerns about returning to school through year group specific questionnaires; guidance interviews and departmental questionnaires on learning loss. 3. Provide all staff with an introductory lesson re whole school practices on COVID. 4. Our wellbeing questionnaires will include COVID related feedback and analysed to identify appropriate supports for targeted interventions. 5. Organise inset for staff to further promote nurture approaches. 6. Establish new protocols and develop positive relationships with our new school counsellor. 	<p>August 2020</p> <p>August-October 2020</p> <p>August 2020</p> <p>September onwards</p> <p>February</p> <p>August onwards</p>	<p>R. Sinclair (DHT T/Table)</p> <p>M. Elliott (DHT) J. Lennox (PT SfP) PEF PTs Guidance PTs W/B Teacher</p> <p>M. Elliott (DHT) K. Munro (DHT)</p> <p>M. Elliott (DHT) K. Munro (DHT)</p> <p>M. Elliott (DHT) Core WB Group</p> <p>F. Clyne (DHT Guidance coordinator)</p>

<p style="text-align: center;">Success criteria</p>	<ol style="list-style-type: none"> 1. A clear picture emerges of the issues related to how COVID has impacted upon our pupil population. 2. The school develops a coherent plan to address the main issues emerging from interviews and questionnaires with pupils and department to ensure universal and target supports are put in place as required. 3. Our pupils are clear on COVID secure measures to be employed by the school. 4. Enhanced staff awareness of nurture is achieved. 5. Positive and effective relationships are developed with our new school counsellor.
<p style="text-align: center;">Resources</p>	<ol style="list-style-type: none"> 1. Time for PEF PTs to devise and administer learning loss and HWB surveys. 2. Time for guidance staff to conduct more pupil interviews and wellbeing assessments is made available. 3. PEF monies to enhance any additional resource requirements.
<p style="text-align: center;">Professional learning</p>	<ol style="list-style-type: none"> 1. Staff INSET further enhances knowledge and understanding of nurture principles linked to COVID. 2. Staff ICT confidence is enhanced through online and twilight CPD sessions.
<p style="text-align: center;">Monitoring and evaluation</p>	<ol style="list-style-type: none"> 1. SLT bi-annual review. 2. Regular meetings with HT and DHTs with leads in various areas.
<p style="text-align: center;">Progress update</p>	

Priority	Family engagement		
Target	Actions	Timescales	Responsible
1. Enhanced relationships and understanding of our school and approaches to learning for parents/carers.	1(a) Highlight school vision/values. 1 (b) Refresh ‘we believe in you’ slogan as well as audio/visual banners & posters. 1© Launch with staff, pupils and parents	1 (a) November 2020 1 (b) January 2021 1 © March 2021	N. Farquhar (DHT) A. Park (PT History) L. Campbell (DT) J. McEwan (Music)
2. Enhanced parental engagement in pupils learning.	2 (a) Gather information on level of departmental parental engagement. 2 (b) Audit family learning across the school and share good practice 2 © Use of IT to extend and support family learning.	2 (a) December 2020 2 (b) January-March 2021 2© March-May 2021	N. Farquhar (DHT) J. McNab (PT Guidance) J. Cameron (PT PEF) K. Marshall (PE) L. Provan (Modern Studies)
3. Improved inward and outward communication (including consultation) with parents/carers.	3 (a) Establish baseline information via parental focus group and inform parent council. 3 (b) Develop use of digital technology & social media. 3 © Develop more ‘you said, we did’ posters across the school. 3 (d) Develop RRSA and Vision Schools Awards.	3 (a) October 2020 3 (b) November 2020 3 © January 2021 3 (d) Ongoing throughout session.	N. Farquhar (DHT) G. McClune (PT DT) L. Fordyce (PT Mod Studies) J. Byres (History) L. Campbell (DT) G. Ness (Maths)
4. Increased use of digital technology to enhance communication and engagement.	4 (a) Establish school ‘You Tube’ channel. 4 (b) Use Microsoft teams to support family engagement.	4 (a) Ongoing across 2020-21 4 (b) November 2020	N. Farquhar (DHT) J. Cameron (PT PEF) S. McNeil (PE/PI)

<p>Success criteria</p>	<ol style="list-style-type: none"> 1. The schools systems and processes for communication and consultation with the wider parent body is improved upon. 2. There is more parental understanding of the nature of young peoples' learning within school leading to increased involvement in learning by parents/carers. 3. There is a more enhanced use of ICT to facilitate (1) and (2) above. 4. There will be a better understanding of the school's culture by parents/carers.
<p>Resources</p>	<ol style="list-style-type: none"> 1. Hardware to support digital technology. 2. Banners/posters to refresh values around the school. 3. PEF monies to facilitate new approaches to enhance engagement with those parents/carers that are traditionally more challenging to reach through conventional means.
<p>Professional learning</p>	<ol style="list-style-type: none"> 1. CPD for staff on enhanced use of technology including Microsoft teams. 2. Staff development on project management for those involved in the work around these issues.
<p>Monitoring and evaluation</p>	<ol style="list-style-type: none"> 1. N. Farquhar to strategically manage all aspects of the process. 2. Meetings/updates from N. Farquhar to HT three times across the session.
<p>Progress update</p>	

Priority	Transitions		
Target	Actions	Timescales	Responsible
1. Address lack of transition for new S1 pupils.	1 (a) Develop opportunities for new S1 to forge positive relationships with peers and staff. 1 (b) More effective use of TEAMS. 1 © Provide guidance staff with additional time to build positive relationships with S1 pupils and enhance communications with parents/carers.	1 (a) August – October 2020 1 (b) August – October 2020. 1 © August onwards.	R. Sinclair (DHT) PTs Guidance
2. Develop new approaches to transition process for P7 due to COVID restrictions.	2 Seek opportunities to engage virtually with P7 and their teachers and parents/carers through TEAMS.	October 2020 onwards.	R. Sinclair (DHT) J. Lennox (PT Support for Pupils)
3. Develop new approaches to course choice processes due to COVID restrictions.	3 Develop more virtual approaches for parents/carers re course choice procedures.	February – March 2021.	DHTs
4. Develop new approaches to UCAS and college application processes due to COVID restrictions.	4 Develop more virtual approaches for UCAS / College processes.	October – December 2020.	J. Robertson (DHT) K. Rae (PT Guidance)
5. Develop new approaches to the EDC Senior Phase Pathways programme due to COVID restrictions.	5 Develop more virtual approaches for the SP Pathways programme.	August onwards	F. Clyne & J. Robertson (DHTs) R. Curran (PT Guidance)
6. Develop new relationships and systems with our new SDS advisers.	6 Provide all necessary support for SDS to deliver effectively for our pupils.	September onwards	F. Clyne (DHT) F Wright (PT Guidance)

<p style="text-align: center;">Success criteria</p>	<ol style="list-style-type: none"> 1. New S1 pupils will feel happy and safe within the school environment and will have developed positive friendship groups with each other. 2. The current P7 pupils will experience a range of opportunities to engage with Lenzie Academy and feel positive about their transition. 3. Our course choice processes are effective in ensuring all pupils are put on the right curricular pathways to maximise opportunities to achieve positive post-school destinations.. 4. Our S5/6 pupils will be fully informed of university and college procedures for 2021 entry to ensure positive destinations achieved. 5. Our S5/6 pupils experience effective learning and teaching of their college programmes through supplementary remote learning as required. 6. We develop positive working relationships with our new SDS advisers over the course of the session.
<p style="text-align: center;">Resources</p>	<ol style="list-style-type: none"> 1. Staff time to develop new approaches and liaise more with pupils and parents. 2. PEF funds to support all pupils being able to attend opportunities such as our Outdoor Education trip; HFT costs etc. 3. ICT supported through TEAMS; SMHW; GLOW mail. 4. Time for staff to keep up to date with college/university/employment websites. 5. Time for appropriate and meaningful liaison with SDS advisers.
<p style="text-align: center;">Professional learning</p>	<ol style="list-style-type: none"> 1. CPD on TEAMS. 2. Research into college/university/employment websites.
<p style="text-align: center;">Monitoring and evaluation</p>	<ol style="list-style-type: none"> 1. S1 Wellbeing questionnaires; S1 attendance data; GSM and PDG minutes. 2. Feedback from primary colleagues and P7 pupils on effectiveness of arrangements. 3. Feedback from parents/carers re course choice arrangements. 4. HT meeting with guidance staff. 5. Regular check-ups with guidance staff during S5 PSE and S6 core time. 6. Discussions with SDS staff on our procedures and amendments where required are made.
<p style="text-align: center;">Progress update</p>	

Priority	Continuing to ensure equity, excellence and educational continuity:		
Target	Actions	Timescales	Responsible
1. Audit of learning loss from pupils, class teachers and guidance teachers' perspectives.	1 GLOW forms issued re learning loss.	August 2020	PEF PTs Guidance Staff PTs Curriculum/ Teaching Staff
2. Introduction of a range of measures to deal with learning loss – S1 metacognition; flipped learning; LA launch (S1-3); Positive Intervention Room.	2 Measures planned to deal with learning loss. Use of PEF funds to facilitate programmes as required.	August-December 2020	K. Munro (DHT) M. Elliott (DHT) PEF PTs
3. Pupils come out of core subjects to deal with learning loss in those areas identified.	3 Programme of extraction from core subjects agreed.	August – October 2020	K. Munro (DHT) M. Elliott (DHT) PEF PTs
4. WTA agrees more time for curriculum development.	4 WTA agreement reached to provide more time for curriculum development to facilitate more approaches to blended learning.	August-September 2020	HT TU Reps
5. The development of an enhanced supported study programme is facilitated for SP pupils to ensure they are given more focused opportunities to enhance their skills in subject areas.	5 EDC monies can be supplemented with PEF funds to provide a comprehensive supported study programme for SP pupils.	October 2020 – March 2021	F. Clyne (DHT) PTs Curriculum / Teaching Staff

<p>6. All departments will focus on enhanced assessments in the SP to ensure more robust evidence should there be a second lockdown and SQA exams are compromised in 2021</p>	<p>6 All departments have agreed a new programme for assessments to ensure more robust evidence is provided.</p>	<p>Ongoing across the session</p>	<p>PTs Curriculum</p>
<p>Success criteria</p>	<ol style="list-style-type: none"> 1. Identification of subjects where pupils feel they are least confident due to lockdown identified. 2. Identification of pupils who have experienced most learning loss identified. 3. Implementation of a range of measures to deal with learning loss – universal and targeted supports put in place. 4. Extraction periods used effectively to help address universal learning loss. 5. Provision of a universal and targeted programme of supported study planned and implemented. 6. All departments devise and implement a programme for enhanced assessments in the SP throughout 2020-21 with a focus on earlier assessments. 		
<p>Resources</p>	<ol style="list-style-type: none"> 1. PEF Funding for LA Launch and Positive Intervention room resources. 2. PEF Funding for meta-cognition and flipped learning resources. 3. EDC Funding re Supported Study programmes. 4. Time to analyse GLOW forms and identify key issues. 5. Time to devise and implement programmes to tackle learning loss. 6. Time for departments to develop and implement new assessments systems. 		
<p>Professional learning</p>	<ol style="list-style-type: none"> 1. CDP re blended learning approaches using ICT for those staff who require it. 2. New ICT visualisers needed to be used with desktop PCs to allow greater use of TEAMS. 		
<p>Monitoring and evaluation</p>	<ol style="list-style-type: none"> 1. HT meeting with PTs Curriculum x 3 across the session. 2. PEF PTs to monitor the implementation and effects of added sessions on learning loss and pupil progress. 3. Review of supported study – numbers who attend; numbers who need to attend; parental involvement etc. 		
<p>Progress update</p>			