

OUR CHILDREN...



THEIR FUTURE...

Education Service

Primary Area Report:
Helensburgh and Lomond

Introduction

Within the Helensburgh and Lomond area there are 12 Primary Schools. Nursery provision is provided within several of these schools and Parklands School provides for primary and secondary age children with complex learning needs. There is secondary school provision at Hermitage Academy in Helensburgh. Helensburgh and Lomond Primary school rolls vary considerably ranging from 9 pupils (Luss PS) to over 380 (Hermitage PS).

The Education Performance Data Analysis Report to Community Services Committee on 8th December 2020 asked elected members to agree the recommendation that important information on the progress made in relation to attainment, achievement and progression to positive destinations across Argyll and Bute would be considered further when the data from Insight was made available. Due to school closures, from March 2020 – August 2020 and again, from January 2021 – current time, the Community Services Committee paper – The National Improvement Framework for Scottish Education, which provides elected members with an overview of the Argyll and Bute Primary and Secondary achievement in Literacy and Numeracy for P1, P4, P7 has not been delivered since this data was not collected nationally in June 2020.

This report therefore provides a range of key information about school provision during the period of initial lockdown (March – June 2020), return to school, (August – December 2020) and subsequent move to remote learning delivery/ blended delivery models (January – March 2021) and reports the last National collection of attainment and achievement data from June 2019.

Additional and more detailed information about each school can be found in the schools' Standards and Quality Reports. In addition each school's Improvement Plan outlines their main priorities for improvement. Most schools have an active website where these documents can be accessed and further links or information can be obtained from the Head Teacher

Primary School Profiles: Helensburgh and Lomond

SIMD Profile:

Table shows number of pupils at each SIMD level in each cluster area of Argyll and Bute.

Cluster	1	2	3	4	5	6	7	8	9	10	Unknown	Total
Bute	56	80	122		46		25		21			350
Cowal	127	72	118	120	246	214		1				898
Helensburgh and Lomond	53	95	109	49	133	248	297	387	209	129	1	1710
Islay and Jura				37		171					1	209
Kintyre North				1		78	41				1	121
Kintyre South		90	67	30	81	173	89				1	531
Mid-Argyll			57	73	51	152	174				1	508
Mull and Iona						93	88				2	183
OLI	23		7	183	389	173	347	146		1	6	1275

Helensburgh and Lomond Cluster Primary School Profile 2020-2021

Primary School Roll (as at census) *						
Cluster Primary Schools	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years ¹
Arrochar Primary School	65	60	60	65	60	-7.69%
Cardross Primary School	157	164	169	163	162	3.18%
Colgrain Primary School	287	305	303	314	302	5.23%
Garelochhead Primary School	100	110	119	123	112	12%
Hermitage Primary School	399	377	377	385	374	-6.27%
John Logie Baird Primary School	159	151	148	135	116	-27.04
Kilcreggan Primary School	82	90	83	82	81	-1.22%
Luss Primary School	7	7	8	9	10	42.86%
Parklands School (P1-P7)	11	14	12	10	12	9.09%
Rhu Primary School	211	221	214	212	200	-5.21%
Rosneath Primary School	86	88	83	87	81	-5.81%
St Joseph's Primary School	184	178	172	163	161	-12.5%
Total Roll for cluster	1761	1733	1761	1748	1671	-5.11%

* Data for rolls provided at Census each year

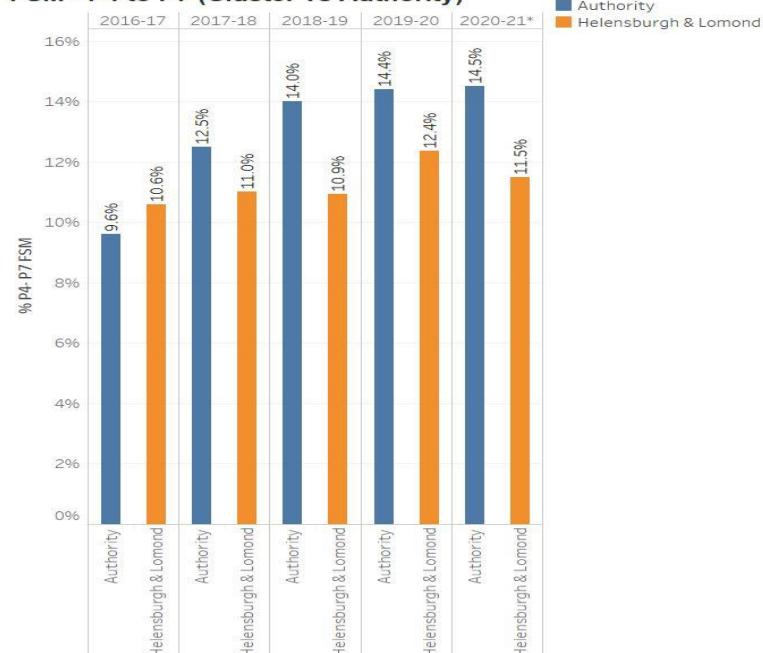
¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2016/2017 to 2020/2021 and is not an average.

Footwear and Clothing Grant and Free School Meal Information for Helensburgh and Lomond

(CFG) (Cluster vs Authority AVG)



FSM - P4 to P7 (Cluster vs Authority)



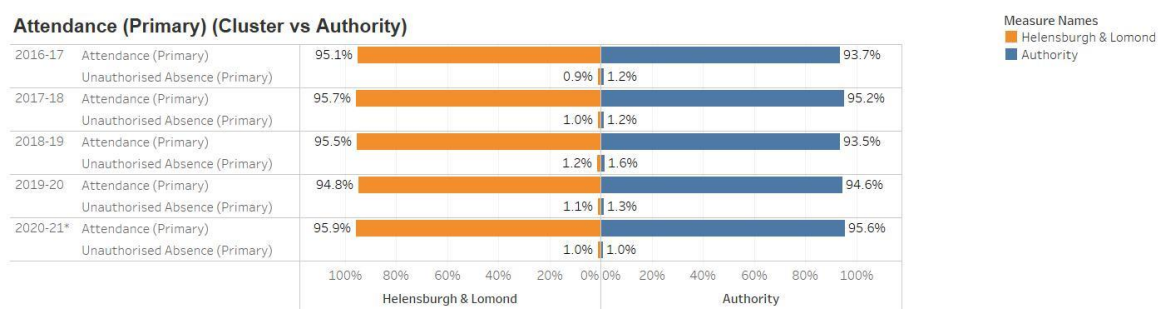
² Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2019-2020 data for CFG and Free School Meals (FSM) is to date (end February 2021) and therefore may change as the year progresses.

In May 2018 the Scottish Government introduced a School clothing grant minimum set at £100. The school clothing grant now has a minimum level of £100 in all local authorities.

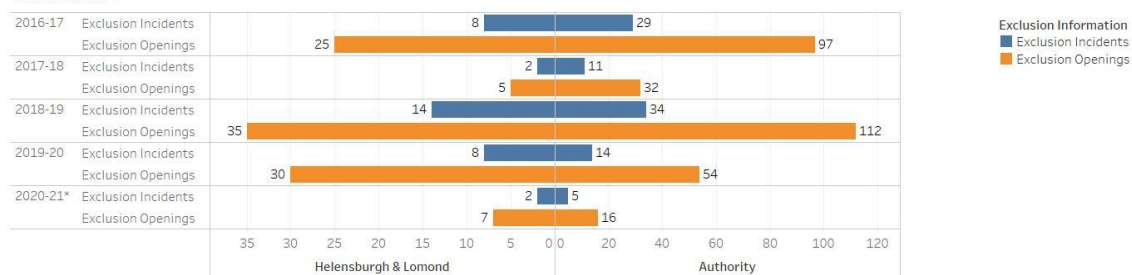
For Academic Session 2019-2020 Education Service worked with Revenue and Benefits to implement 'Auto-enrol' for CFG where a recipient on Council Tax or Housing Benefit. If the applicant was on a passported benefit (Income Support, Jobseekers Allowance (Income Based) or Employment and Support Allowance (Income Related)) they were also awarded FSM.

Exclusion and Attendance Information for Helensburgh and Lomond

Attendance (Primary) (Cluster vs Authority)



Exclusions⁵



⁴ Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2013/2014, 2015/2016, 2017/18 academic years. It was collected at the start of 2019/2020 session for 2018/2019.

⁶ Please note that attendance data for 2020-2021 is for the year to date and not a complete year. It is therefore subject to change.

⁷ Please note that exclusion data for 2020-2021 is for the year to date and not a complete year. It is therefore subject to change.

Achievement of level June 2019 for Helensburgh and Lomond



NOTES:

ER English reading, EW English writing, ELT English Listening and talking N Numeracy

The table below outlines the National expectations of when most children and young people may achieve each level:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and fourth	S1-S3, but earlier or later for some.

Further information:

National Improvement Framework for Scottish Education –

<https://www.gov.scot/policies/schools/national-improvement-framework/>

Wellbeing, Transitions and Safeguarding

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	<p>AIM - Ensure effective transitions for all learners to enhance wellbeing</p> <p>A separate subgroup considered all aspects of transition. The Inclusion and Equality Team and Educational Psychology Team have carried out significant work to identify good practice from within and out with Argyll and Bute as we moved in to the protection phase and staff and learners returned to school buildings. A working group developed documentation supporting transition back in to school.</p> <p>AIM - Support schools to build resilience in their communities</p> <p>School staff, EPs, ESOs, Education Officers and the Youth Services team and partners are worked together to consider and respond to the needs within our communities in ways that built resilience and included careful consideration of how other processes such as the delivery of meals support this task. This subgroup submitted a draft version for the supporting schools to build resilience section of the guidance from this work stream.</p> <p>AIM - Support the wellbeing of school leaders, teachers and support staff</p> <p>Much work has been considered to ensure that the wellbeing of all our staff is at the heart of developments. The resource Hub associated with <i>Our Children, Their Mental Health</i> has been kept up to date and promoted for staff within Education, the HSCP and third sector.</p> <p>The trauma training modules, as well as ensuring appropriate support for children and young people, focus on all relationships and acknowledge that many staff will have experienced recent events and the move to the next phase as traumatic.</p> <p>The subgroup made a range of recommendations including checking in with staff daily, finding opportunities to laugh and trauma training for themselves and others. There is a need to signpost supports for staff who may be in need of specific intervention. This subgroup submitted a draft version for the supporting of school leaders, teachers and support staff section of the guidance from this work stream. This subgroup referred to the corporate health and well-being support services available across the council.</p> <p>AIM - Signpost and deliver appropriate professional learning resources to support wellbeing</p> <p>Links were been made to existing training that will be central to ensuring the positive mental health and wellbeing of all as we move forward. This includes:</p> <ul style="list-style-type: none"> Training on nurture and resilience, building on the work of the nurture strategy group. E-learning trauma training to ensure a trauma informed workforce. Links to appropriate modules have now been sent to all staff working within our educational establishments.

	<p>Evidence based interventions in relation to Promoting Alternative Thinking Strategies (PATHS) and Living Life to the Full.</p> <p>Dan Hughes training on PACE (Playfulness, Acceptance, Curiosity and Empathy).</p> <p>Training specifically related to mental health and wellbeing issues to be considered as children and young people return to school buildings.</p> <p>The subgroup have developed an excel spreadsheet with a brief outline of a range of evidence based materials with age and stage information included. The document has a key word search capacity to make this a user friendly resource. The group has suggested that schools could have wellbeing teams to help coordinate the strategies and approaches to support wellbeing. It will be important that establishments are encouraged to focus initially on wellbeing developments that are already being implemented such as nurture approaches and PATHS.</p>
Aug 2020 – Dec 2020	<p>Aim - Ensure effective transitions for all learners to enhance wellbeing</p> <p>Transitions and wellbeing training sessions have now been delivered by the EPS to staff from primary and secondary schools with a session for ELC practitioners also taking place. Sessions for Education Officers and further sessions for schools took place week beginning 10 August 2020. The Equality and Inclusion team worked with the psychological services team to ensure new guidance and support was in place for establishments for children and young people that need a phased return to school after lockdown.</p>
Jan 2021 – Mar 2021	<p>Due to the new government restrictions the safeguarding and vulnerability assessments and guidance were updated and reissued to education staff. They were also shared with HSCP partners.</p> <p>There have been many individual discussions about establishing the most vulnerable across the authority. The additional vulnerability risk assessment has been a key multi-agency tool in establishing a consistent threshold and ensuring those that need support can access it.</p> <p>The EPs and Inclusion and Equality ESOs continued to provide robust support during this lockdown period to children, young people and their families and education establishments.</p> <p>The PT Nurture started on 3 February 2021 to support the development of nurturing relationships across our schools, in conjunction with the Educational Psychology Service.</p> <p>The procedures for considering the need for substantially enhanced provision within schools or external day placements was reviewed as levels of vulnerability increased. This ensured a rigorous and consistent approach to meeting needs across Argyll and Bute.</p> <p>There was strong uptake for the coaching support offered to our school leaders with positive feedback on impact. This intervention was put in place following discussion with head teachers about measures that would</p>

	<p>support the continuation of effective leadership in uncertain times. There was a lot of activity based on establishing demand for Learning Centres for those in Early Years and those in the P7 to S1 transition phase for session 2021-22. A projection paper and recommendations was prepared for Head of service information and discussion.</p> <p>Community Services committee paper was prepared for consideration of a 7th year being possible for those pupils with severe and complex needs. The proposal was developed for consideration due the exceptional circumstances of the pandemic and the resulting lack of positive experiences that will be available at this point in time post school for this particular group of young people within Argyll and Bute.</p>
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Education Recovery/ Supporting learners from disadvantaged backgrounds **/Remote learning and teaching**

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	<p>Between March and June 2020, Argyll and Bute Education Recovery Workstream 2 comprised 14 members from across education sectors, roles and areas of expertise. It addressed 10 areas identified by different Scottish Government's COVID-19 Education Recovery Group (CERG) Workstreams: SG Workstream 1 – Term 4 Learning; Workstream 3 – Curriculum and Assessment; Workstream 4 – Supporting Learners from Disadvantaged Backgrounds; Workstream 5 – Pastoral Care for Children and Young People.</p> <p>Following the closure of schools on 23rd March 2020, across the authority, teachers were effective in engaging with pupils at home and in the area hubs which were set up for vulnerable children and the children of key workers. Teachers provided and assessed online learning via a number of online platforms, such as Google Classroom, Microsoft Teams and SeeSaw. Many pupils were identified who had no or insufficient digital devices at home to allow engagement with online learning. Schools were responsive by lending out hundreds of devices to pupils and their families, and ensuring that learning materials were available in the formats that individual families required, including paper-based formats when necessary. Feedback to schools from parents and carers on provision during this period of school closure was positive.</p> <p>The key aim of Workstream 2 was to build on such successes, and support the building of further capability and expertise in online provision in advance of the expected Blended Learning model which was being suggested for August 2020 by the Scottish Government. The workstream made a series of recommendations relating to the following key areas:</p> <ul style="list-style-type: none"> • Ensuring the learning and teaching provision to all learners during the period of school closure and any future periods of Blended Learning was of the highest possible quality; • Ensuring coherence and progression between learning at home and face-to-face learning in schools during anticipated periods of Blended Learning;

	<ul style="list-style-type: none"> • Tracking and monitoring the health and wellbeing of pupils during school closure or Blended Learning, and associated appropriate interventions to address issues; • Supporting learning in the home or Hubs for pupils with Additional Support Needs; • Ensuring effective support for and communication with parents and carers during periods of home learning; • Maximizing the usefulness of GLOW, the online portal which staff and pupils use to provide and access online learning; • Updating Curriculum for Excellence Guidance to reflect the context of home learning; • Reporting on pupils' progress in Broad General Education and Senior Phase during school closure; • Supporting disadvantaged learners through term 4 and into the new school session; • Addressing the long-term impact of school closure on learner progress and attainment, with particular focus on disadvantaged children and young people; • Delivering Equity in provision during term 4 and into the 2020-21 session, including the key focus on digital equity, through provision of digital devices and connectivity solutions to all pupils who required them to engage effectively with online learning at home; • Developing the skills and confidence of teaching staff in the provision of high quality and engaging online learning experiences. <p>In early August 2020 the Scottish Government announced the full-time return of all pupils to school on 17th August, thus negating the need for blended or home learning for almost all pupils at that time. However, the work of Workstream 2 continued between August and December 2020 as described below, and the above recommendations were implemented during the period of school closure between January and March 2021.</p>
Aug 2020 – Dec 2020	<p>On 17th August 2020, all pupils in Argyll and Bute returned to school for full-time education. The work of Argyll and Bute COVID-19 Recovery Workstream 2 continued, and encompassed two key areas:</p> <p>Planning and delivery in Argyll and Bute of the Scottish Government Digital Inclusion Programme</p> <p>In August 2020 Argyll and Bute Council received £447,000 from the Scottish Government to address digital inequity. The funding was to be directed to ensuring that all pupils were able to engage effectively with online learning through having an appropriate digital device in the home. The funding was also designed to address issues with digital connectivity for pupils across the authority.</p> <p>As a result of such funding, Argyll and Bute purchased 800 Chromebooks and 517 iPads, all of which were distributed to the households individual schools had identified as experiencing digital inequity. The knowledge each school had of disadvantage among its own pupils and families was central to ensuring the devices were equitably distributed.</p> <p>As well as the above devices, 254 mini digital routers with associated SIM</p>

	<p>cards were purchased and delivered to households across the authority where household internet bandwidth was preventing engagement with online learning.</p> <p>In November 2020, a survey was carried out of all schools in the authority to identify the number of devices still required to ensure digital equity for all pupils. A total of around 600 devices was identified and planning is at an advanced stage to procure these remaining devices, using further emergency COVID-19 funding from the Scottish Government.</p> <p>Professional learning for teachers in the use of digital platforms for learning, teaching and assessment</p> <p>A second key focus for Workstream 2 between August and December 2020 was to continue and develop the programme of professional learning for teachers in providing high-quality learning and teaching to pupils via online platforms, particularly Google Classroom, Google Meet and Microsoft Teams. The authority Digital learning Team provided weekly webinars for staff in key areas of online provision across different platforms, catering for different degrees of confidence and expertise, and ensuring learning progression. To supplement such sessions, formal training events were held for staff on November In Service Training Days, covering both Google and Microsoft platforms, and delivered by our authority partners at Google and Microsoft.</p> <p>During this period, the authority Digital Learning Depute head Teacher – appointed in conjunction with the Northern Alliance Regional Improvement Collaborative and e-Sgoil – was effective in sharing further local and national learning opportunities with teachers, organising and leading such training, promoting and facilitating engagement with the Scottish Government’s National e-Learning Offer and ensuring Argyll and Bute’s voice was prominent at regional and national level in relation to developing digital learning and policy.</p>
<p>Jan 2021 – Mar 2021</p>	<p>In December 2020, the Scottish Government announced that, on account of high levels of COVID-19 infection, schools would not reopen in January 2021, and a further period of remote learning would be introduced for all pupils in Scotland.</p> <p>Subsequently, a return to school for primaries 1-3 was implemented on 22nd February.</p> <p>On 15th March, primaries 4-7 also returned to school full-time, resulting in the entire primary pupil cohort being back in school for face-to-face learning. Over this period, Workstream 2’s work focused on three areas:</p> <p>Ensuring high quality learning and teaching for all children learning at home or in school hubs,</p> <p>In December 2020 and early January 2021, discussions with all Head Teachers resulted in the commitment across all schools to ensure regular, high-quality and meaningful engagement between teachers and individual pupils as the key element of provision of online learning. Drawing on experience gained and lessons learned during school closure between March and June 2020, it was agreed that teachers posting work online to be completed independently by pupils, while an important part of provision,</p>

	<p>must be underpinned by regular personal interaction between pupils and teachers. Educational research also confirmed this to be a key element in maintaining high levels of pupil engagement with their learning. Across the authority, parental and pupil feedback confirmed that such aspects of provision were in place, and were creating a more rich and engaging learning environment for pupils learning from home or in school hubs. During January and February 2021, 16 schools in Argyll and Bute engaged with Education Scotland to share and discuss their provision to children during school closure. Such engagement contributed to a series of reports published by Education Scotland detailing provision to children across Scotland.</p> <p>Communicating effectively with parents and carers</p> <p>In order to ensure parents'/carers' understanding of the form of remote learning provision they could expect for their children, the intention to provide regular, high-quality personal interaction as a central part of remote online learning was clearly communicated to parents/carers. Also issued to parents/carers were guidelines on how they could support their children's learning at home, how they could contact schools to address any issues arising from home learning, and a set of guidelines/protocols for adults and children to ensure appropriate behaviours and environments for home learning.</p> <p>Continuing support and training for teachers in delivering high-quality online provision</p> <p>Weekly online training sessions for teachers continued throughout the period of school closure and beyond. In total, over 1000 staff engaged with and were supported by online training in digital learning provision between August 2020 and March 2021. Feedback from teachers has confirmed the important role such professional development has had in developing confidence and expertise, and ensuring high-quality learning experiences to children during the period of school closure.</p>
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Wellbeing of pupils, families and staff

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	<p>The Educational Psychology Service (EPS) continued to provide almost all services, with an increase in remote access to children and families. In addition the EPS provided a parent / carer support line during the period of the initial lockdown to provide help and advice on supporting children during these difficult circumstances.</p> <p>The EPS provided online interactive sessions on wellbeing for children, families and staff when children and young people returned to schools, which was well attended and received.</p> <p>Trauma training at informed and skilled levels were made available for all education staff through e-learning modules.</p>

Aug 2020 – Dec 2020	<p>The EPS provided further online interactive sessions on wellbeing as children and young people returned to schools.</p> <p>Successful interviews took place for school counsellors to provide a service for primary children from age ten upwards. The Team Leader took up post in November 2020.</p> <p>A skilled and experienced principal teacher (PT) for Nurture was appointed to support the nurture developments in schools in line with the recommendations of the Nurture Strategy Group and the recovery workstream with representation from primary Head Teachers. Primary schools signed up for the initial phase of nurture developments to ensure effective early intervention to support primary age children, including those from disadvantaged backgrounds and those who may have experienced trauma.</p> <p>There was significant engagement with the trauma e-learning modules by staff across primary schools with an increase in discussion of how we can respond to trauma evident through head teacher and other meetings. Named persons engaged with facilitated on line trauma skilled training to support changes to practice to improve outcomes for all.</p>
Jan 2021 – Mar 2021	<p>Remote access to the educational psychology service continued with strong engagement across primary schools.</p> <p>7.5 fte school counsellors took up post and began a robust programme of training and induction regarding Argyll and Bute procedures. Information on the counselling service was circulated to schools and referrals began to be received. Robust evaluation of the service began from the outset with support from the EPS and research assistant.</p> <p>The PT Nurture was released from his substantive post and began engagement with schools to support the embedding of effective nurture practices, building in evaluation of impact from the outset.</p>

FSM Contingency Planning

Timescale	Action
Mar 2020– June 2020	<p>Meal deliveries to doorsteps ran from lockdown commencing in March through until 17th April when the delivery of food parcels began on a phased basis by geographical area, starting with Dunoon and Cowal on 17th April, with full roll out achieved by end of April.</p> <p>The decision was taken by Leadership on 18th June to move to BACS and PayPoint payments for FSM entitled families for the summer holiday period, and first payments were made a fortnight in arrears on 10th July.</p> <p>Update of FSM in 2019-21 was 1,030, for the same period in 2020-21 it was 1,286, an increase of approximately 20%. This increase is directly linked to the pandemic.</p>

Aug 2020 – Dec 2020	Business as usual for FMS as pupils were all in school, however payments were made for the period over October and Christmas and there was a hardship payment made in December to all those in receipt of FSM of £120
Jan 2021 – Mar 2021	FSM payments resumed during the second lockdown when pupils were receiving remote learning from home. A spring hardship payment was made to all families in receipt of FSM of £120

Early Years

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	<p>During this first period of lockdown in each locality an Early Years childcare hub was opened to provide care for Keyworker and vulnerable children under school age. A number of our very valuable partnership childminders also opened to provide care for our youngest children. The Early Learning and Childcare workstream (5), working from Scottish Government Guidance provided advice and support to open settings to ensure they operated safely whilst still providing quality care. Also, during this time the central Early Years Team completed the admissions process to allocate every eligible child a place of their choice in a setting or with a childminder. This process was made more challenging by restrictions on children not being able to attend two different settings, unless in exceptional circumstances. In addition, to all children successfully being allocated a place, we were one of only a few Local Authorities able to offer every eligible child 1140hours despite the delayed implementation date. Something we are extremely proud of.</p> <p>Due to restrictions none of the planned Capital works to prepare for 1140 hours were able to be delivered and contingency plans were put into place to allow all settings to operate.</p> <p>An Early Years Catalogue of professional learning opportunities was published as normal, moving completely online, with all training being offered virtually.</p> <p>One of the Early Years team's successes in this period was on line transition programmes for children moving into Primary 1 that meant all children were able to access the same transition experience and parents were able to share and celebrate their work with settings and schools online. The transition into Primary 1 was based around the popular book The Gruffalo. A support pack on active and play based learning was developed to support P1 teachers to build on the ELC experience and this approach supported learners' social and emotional needs.</p> <p>Early Years Childcare for Keyworker and Vulnerable children continued over the summer, provided totally by our partner providers, to whom we are extremely grateful.</p>

<p>Aug 2020 – Dec 2020</p>	<p>Guidance on safe opening was once again updated by the group in response to updated Scottish Government Guidance. One of the challenges from this point, in terms of workforce planning, was the introduction of maternity leave having to start from 29 weeks for the safety of both mother and child. In discussion with Care Inspectorate and Scottish Government we decided that blended placements between indoor settings and childminders and indoor settings and outdoor settings would be supported in Argyll and Bute and issued guidance to all managers. The central Early Years Team worked with parents who had blended placements with two indoor settings to agree a single or alternative blend.</p> <p>A cap of 30 was placed on the number of children who should be in an area at one time. This impacted particularly on our partner providers most of whom were operating at capacity. The Early Year's team worked with partners to support planning.</p> <p>The Early Years Professional Learning opportunities had more signups than ever before and a week-long online conference with national and international speakers based on the themes of wellbeing, curriculum and Realising the Ambition was a resounding success.</p> <p>We continued to fund all qualifications for the workforce and recommenced our very valuable Foundation Apprenticeship training programme.</p> <p>Early Years commissioned bespoke webinars from a partner trainer that support P1 teachers with active and play based learning approaches. These sessions were also recorded to allow more staff to access and revisit them. The Early Years Team worked closely with Colleagues in property to plan the summer 2021 Capital Projects that will ensure quality learning environments for 1140 hours.</p>
<p>Jan 2021 – Mar 2021</p>	<p>Following the decision that school and most ELC buildings would not reopen again, the workstream, once again, amended planning.</p> <p>Registration for ELC and for Primary one was moved to an online virtual application that worked very well and will be retained and improved for use in future years.</p> <p>Guidance for settings and childminders open to deliver care to Key Worker and vulnerable children was updated.</p> <p>Advice and guidance was issued to all settings to ensure that materials and ideas were supplied to families to support play both on and off line during this lockdown period.</p> <p>One change for this period of time was that Key Worker and Vulnerable children were supported within their own settings- where they were open. The administrative challenges around these arrangements were not insignificant, but the Team coped extremely well with this and have been closely following Scottish Government guidance on entitlement.</p> <p>Our Foundation Apprentices were supported virtually during this period to work on their portfolios.</p>

	All settings received regular welfare calls and support from members of the Early Years Team. Also in this period we agreed to participate in a Scottish Government pilot that ensures families who defer entry to Primary one for children of August-February birthdays automatically receive an additional year of funded early learning and childcare. This was very well received by parents especially in the context of interrupted learning provision.
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Digital Inclusion

<u>Timescale</u>	<u>Action</u>
Mar 2020 – March 2021	<p>Digital Inclusion (March 2020 – Mar 2021)</p> <p>In 2020, funding was provided by the Scottish Government to purchase devices (iPads and Chromebooks) and connectivity solutions (4G routers and SIMs). The purpose of these was to ensure digital inclusion by supporting learners without a device or sufficient Internet connection at home (such as where multiple learners are in the same household, there is a slow connection, a family has moved to a new provider, or there is a network fault).</p> <p>The Council procured 1356 devices. Almost all of these have been allocated and delivered (with this process being organised by the Digital Learning Team), with provision of the small amount remaining currently being co-ordinated. In addition to this, there are 39 iPads on back order which will also be provided to learners. Since January, the Digital Learning Team has also allocated 246 of the 254 connectivity solutions from the digital inclusion grant; only 8 of these remain to be allocated and will be distributed to learners as required.</p> <p>Glow: Glow usage statistics are processed by the team monthly, and we have compared key data at three points - February 2020, September 2020 and January 2021. This data related to unique staff users, unique pupil users, and G Suite sessions (this was chosen due to G Suite being the most used Glow application).</p> <p>Between February 2020 and September 2020, 136% more staff and 158% more pupils used Glow, and G Suite sessions almost tripled. Between February 2020 and January 2021, unique staff users almost tripled, there were around 3.5 times more pupil users, and there was a 941% increase in G Suite usage, with nearly half a million sessions. The large numbers seen in January 2021 are believed to relate to lockdown and a greater uptake of Glow applications by staff (also reflected in the volume of staff support requests received by the Digital Learning Team in January 2021).</p> <p>Webinars: The Digital Learning Team has been organising and offering webinars to support education staff with online learning and teaching since March 2020. These have since supported 800 staff (almost 1000 when including webinars co-ordinated with partners). In January 2021 alone, the team has directly supported 100 staff online via three digital skills webinars focusing on delivering remote learning and teaching, covering beginner-level introductions to Glow and Google Classroom as</p>

	<p>well as more advanced techniques such as creating virtual classrooms with avatars. The team will continue to offer more webinars across a range of subjects throughout the year.</p> <p>Modern Apprenticeship: The Digital Learning team is also currently advertising to recruit a Modern Apprentice, who will work with the team to support digital technologies in education, and will also undertake an SCQF Level 6 Diploma for IT and Telecoms, in addition to receiving on-the-job training as part of the modern apprenticeship. This apprenticeship is being funded by the Young Person's Guarantee, which aims to deliver fairer and more inclusive communities where every young person has an opportunity to reach their potential</p> <p>Clyde Mission Fund and Rural Growth Deal: Argyll and Bute Council has been awarded £490,000 of funding from the Clyde Mission Fund, which aims to repurpose buildings close to the Clyde; the Council has identified a building in Dunoon to be repurposed to consist of both a STEM hub and a community hub. The STEM hub is being designed, and will be run, by the Digital Learning Team. The concept of the STEM hub is to establish both a venue in Dunoon which learners can attend, and also offer a mobile element where a van with STEM equipment is used to deliver learning to learners across Argyll and Bute.</p> <p>The Clyde Mission Fund also ties in to the Rural Growth Deal, through which it is hoped that five hubs will be established throughout Argyll and Bute, each with a theme that leveraged its location (for example, a focus on defence and engineering in a Helensburgh hub, and on marine sciences and aviation in an Oban hub). If the Council can secure more funding from the deal, it would help with establishing another hub in addition to the one in Dunoon; a business case has been produced for this, and the Council is awaiting a response</p>
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Outdoor Learning

<u>Timescale</u>	<u>Action</u>
Mar 2020– June 2020	This period was spent gathering information and creating an action plan for August 2020
	Preliminary planning work on Argyll and Bute's own Outdoor Learning programme was taken forward. This work was necessarily delayed with the onset of COVID
	Work continued on creating an outdoor nursery site in Kilmory gardens and ACT Argyll were identified as delivery partners for 'MAKI Pups' outdoor nursery
	A janitor for the site was appointed in July 2020 and significant areas of the gardens were cleared and made safe for use.
Aug 2020 – Dec 2020	MAKI pups staff worked closely with the newly appointed janitor, contractors and the estates team to make the Kilmory site ready for children.
	Families were prepared for a January start, though this was then delayed due to the latest COVID enforced lockdown.

	Phase one of the site was completed in January and the janitor continued to work through the winter months, during lockdown to clear back foliage and improve the site further.
	The Argyll and Bute Outdoor Learning programme was taken to SQA for accreditation
	An online portal was created which brings together a range of support, opportunities for professional learning, resources and key documents to support outdoor learning. This was shared with staff across Argyll and Bute.
	In conjunction with Argyll and Bute Outdoor and Woodland Learning (OWLS) community, it was decided that a range of online workshops be designed and delivered in the spring term to support teachers, practitioners and partners in facilitating outdoor learning.
Jan 2021 – Mar 2021	MAKI Pups outdoor nursery opened at Kilmory with 13 children registered. This is a significant step forward for supporting outdoor learning in the early years and staff have already started supporting colleagues in other settings by sharing their expertise.
	In February, we hosted our first virtual outdoor learning festival. This took the form of three webinars over three nights. The first was entitled “Getting Started with Outdoor Learning” and was an entry level session hosted by head teachers and teachers in Argyll and Bute. The second was called, “Moving on with Outdoor Learning” and focused on developing whole school approaches and child led experiences. It was hosted by teachers, a Head Teacher and Early Years practitioners. The final session was “Developing Curricula in Partnership” and was hosted by a Head Teacher and third sector partners. It focused on developing curricular areas and accessing partners. Overall, 163 colleagues from Argyll and Bute attended across the three nights and 90% found the sessions to be either useful or extremely useful.

Outdoor Learning in Argyll and Bute

Webinar Series

16th – 18th February 2020

Each webinar will be a balance of hearing our speakers and a Q+A discussion, so please come along with any questions you may have



Wednesday 17th February: 4.00pm – 5.30pm

Moving on with Outdoor Learning

- ☑ Finding and using wild spaces for learning
- ☑ Developing a whole school approach
- ☑ Letting learners lead the learning - the balance

Featuring:

Claire Bryden (Rockfield PS), Lisa Bulloch (Silverbirch Outdoor Nursery and Inveraray's OL Teaching Team).

Sign up to ED50 in the course catalogue

Google Meet link = meet.google.com/yvx-rypc-qtb



Tuesday 16th February: 4.00pm – 5.30pm

Getting Started (or starting again) with Outdoor Learning

- Starting out with outdoor learning
- Making a Kit list
- Lessons from the Beach **Featuring:**

Carol Simpson (Cardross Primary School), Catriona Brown (Rhunahaorine PS) and Julie Watson (Barcaldine PS)

Sign up to ED49 in the [course catalogue](#)

Google Meet link = meet.google.com/cny-ysvm-ujh

Thursday 18th February: 4.00pm – 5.30pm

Moving on with Outdoor Learning

- ☑ Running an OL award scheme
- ☑ Science, history, geography and nature
- ☑ Site visits and working with rangers
- ☑ Risk Assessing and 'on the day'

Featuring:

Jenny Holmes (John Muir Trust) Julia Hamilton (Kilmartin Museum), Ali Cush (Loch Lomond and the Trossachs National Park and Ben Appleby and Kerry McKay (GRAB Trust)

Sign up to ED51 in the course catalogue

Google Meet link = meet.google.com/awe-xbtz-wha



Outdoor Learning in Argyll and Bute Webinar Series

16th-18th February 2021



3	Webinars
14	Presenters
163	Educators attended
90%	Of feedback said it was useful or very useful to their practice

Getting Started (or starting again) with Outdoor Learning

- Starting out with outdoor learning
- Making a Kit list
- Lessons from the Beach

Featuring:

Carol Simpson (Cardross Primary School), Catriona Brown (Rhunahaurine PS) and Julie Watson (Barcaldine PS)

Getting started with outdoor learning



Moving on with Outdoor Learning

- Finding and using wild spaces for learning
- Developing a whole school approach
- Letting learners lead the learning - the balance

Featuring:

Claire Bryden (Rockfield PS), Lisa Bulloch (Silverbirch Outdoor Nursery and Inveraray's OL Teaching Team.

Moving on with outdoor learning



Moving on with Outdoor Learning

- Running an OL award scheme
- Science, history, geography and nature
- Site visits and working with rangers
- Risk Assessing and 'on the day'

Featuring:

Jenny Holmes (John Muir Trust) Julia Hamilton (Kilmartin Museum), Ali Cush (Loch Lomond and the Trossachs National Park and Ben Appleby and Kerry McKay (GRAB Trust)

Working with partners for outdoor learning



Legend

Extremely Useful	
Useful	
Somewhat useful	
Not very useful	
Not at all useful	

*So Inspirational!
Can't wait to get
outside with my
wee ones!*

*Brilliant session!
Such a great variety
of speakers with
different experiences
which really helps!*

*Great week. 3 sessions
over the 3 days were
packed in with lots of
interesting things. I
definitely picked up some
pointers to take.*

*Thank you to all
involved, it was very
informative and
interesting and well
presented.*

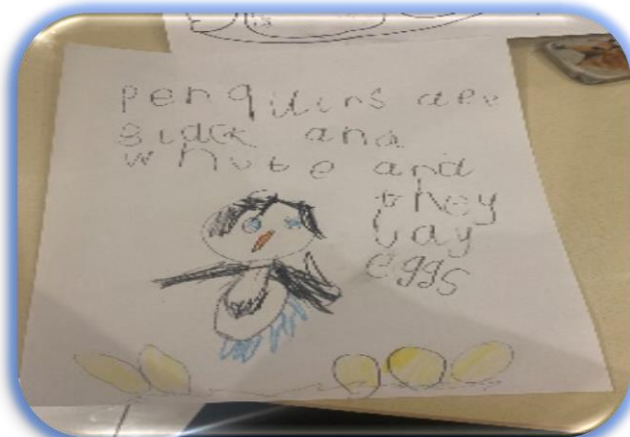
*Really enjoyed this. Thank you. Hearing you all
share your experiences really inspires
confidence to get on and do! Good
communication and a shared vision between
the adults involved is so important. Webinars
like this really help.*

Arrochar Primary School

During online learning P1/2 completed activities in all curriculum areas based on a weekly theme. Literacy, numeracy, science, social subjects and art were all covered through this theme.

An example is a week learning about penguins.

The class listened to a penguin story then drew a response to the story, drawing/writing about their favourite part.



P1 used penguin cards for counting, ordering and adding.

Every morning they watched the penguins at Edinburgh Zoo and then had to design a new penguin house for the zoo.

P2 read a short passage about penguins and then answered questions about the penguins. All children had to access information/videos etc. about penguins and create a factfile for penguins. P1 had find out one fact, draw a picture and write the fact on the picture and P2 had to try to find at least 2 facts to add to their picture.

As an art activity the class had to create a penguin. Health and Wellbeing was covered by CosmicKids yoga, Pedro the Penguins.

Cardross Primary School

During remote learning our Primary 5 class had online meetings through Google Meet with a Scottish Author Cathy Wilson from the Isle of Islay.

Primary 5 were using the illustrations from Cathy's book Bramble and Coultoon, as inspiration for their Scottish Art work and literacy. When Cathy heard that we were using her books she made contact with the class teacher to ask if she could be involved with the work.

The pupils were delighted to hear that an author wanted to work with them and even more delighted when Cathy sent them the 3rd book in the series.

Prior to their online Google meet with Cathy the pupils planned questions that they would like to ask her, all the pupils in the class got to ask a question and make notes. Cathy then told them about her previous career as a teacher and how she loved reading. She told them what it was like to be an author and how the ponies in her story (Bramble and Coultoon) were based on herself and the illustrator. All pupils were fully engaged with their learning and having contact with an author whose book they had shared as a class enthused our most reluctant writers.

On their return to school Primary 5 were delighted to see that Cathy had sent them 2 felt ponies for pupils to use as inspiration for their fictional writing.

This piece of work fits with our school priority to raise attainment in literacy and improve pupils writing skills.



Colgrain Primary School

Throughout the period of school closure, children at Colgrain ELC and P1-P7 benefitted from live teaching sessions. For pupils in P1-P7 live teaching sessions took place on a daily basis ensuring a breadth of coverage and progression within Literacy and Numeracy. We dedicated Wednesdays to wellbeing opportunities for staff and pupils. All children were provided with a learning pack to support provision of meaningful learning experiences.

For pupils in Colgrain ELC, live sessions included Book Bug, cooking and making instruments. Observations from these live sessions illustrated the involvement of family members and a wider impact than anticipated.

Staff throughout the establishment worked together to track and monitor engagement and provide pastoral support. Focus was placed upon families who did not engage during the previous lockdown, pupils who receive support from partner agencies, pupils on the child protection register and families where there were concerns around possible escalation of risk. Many of these pupils were subsequently allocated a place in the hub.



All learners in the Hub were able to connect with their wider peer group and class teacher via Google Meet. This ensured equity in access to provision.

Colgrain Primary School and ELC School Improvement Plan for session 2020/2021 set out the following targets:

- Recovery and raising of numeracy attainment and achievement post school closures
- Recovery and raising of literacy attainment and achievement post school closures
- Recovery for School Community, building resilience post school closures.

Although the same level of pedagogical enquiry and collaboration was unable to take place, there has been a continued focus in ensuring we work towards achieving these targets. There has also been additional, notable, improvements in other areas.

All pupils from P1 – P7 now access and use Glow to link between home and school. This has continued following the return to school. Through an audit of engagement, there was a significant increase in engagement between lockdown one and lockdown two.

Staff and pupils have demonstrated increased confidence in their use of technology for supporting learners and accessing personal development opportunities.

Parental feedback throughout this period has been very positive. Parents commented that children were being suitably challenged, despite being at home.

The Colgrain Community united to ensure the best possible support for all families

	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy	<p>NI Focus: Hairy red story</p> <p>Staff Member: GD</p> <p>NS Focus: Slinky Malinky story with rhyming word recognition</p> <p>Staff Member: GD</p>	<p>Live Session</p> <p>Focus:</p> <p>10.30am</p> <p>Staff Member(s): GD</p> <p>Introduction to Scottish foods and info re questions about Scotland</p>	<p>NI Focus: How am I feeling?</p> <p>Staff Member: SC</p> <p>NS Focus: Feelings</p> <p>Staff Member: SC</p> <p>NS Focus: Positional Language</p> <p>Staff Member: JMcC</p> <p>NS Focus: Positional Language</p> <p>Staff Member: JMcC</p> <p>Introduction to Scottish Gaelic Language</p> <p>Staff Member: FB</p>	<p>Live Session</p> <p>Focus:</p> <p>2pm</p> <p>Staff Member(s): SC and JMcC</p> <p>Introducing instruments. A follow on from the first Nursery Rhyme session.</p>	<p>NI Focus: Let's look at Books</p> <p>Staff Member: JMcC</p> <p>NS Focus: Let's look at Books</p> <p>Staff Member: JMcC</p> <p>NS Focus: Number counting/ recognition</p> <p>Staff Member: FP</p> <p>NS Focus: Number counting/ recognition</p> <p>Staff Member: FP</p> <p>Scottish pipe bands - lets get marching SC</p>
Numeracy	<p>NI Focus: Identifying Patterns</p> <p>Staff Member: FB</p> <p>NS Focus: Identifying Patterns</p> <p>Staff Member: FB</p>				
Topic	<p>Talk about the life of Robert Burns & drawing simple tartan pattern</p> <p>Staff Member: FB</p>				

Garelochhead Primary School

Remote Learning – January to March 2021

As a result of our investment in IT, all of our pupils were well resourced and able to join our online learning from day one. 80% of our IT resources were out in the community and as a result we had 99.3% engagement with our pupils during the remote learning period. P4-7 experienced two, high quality, live teaching sessions each day, all of which were timetabled so that no classes clashed. In addition there were continuous live interactions with their teachers throughout the day. P1-3 used Seesaw as their online learning platform as our previous remote learning session had made it clear that Google Classroom was not the strongest format for our younger learners. They benefited from continual live interactions every day with video messages, audio recordings, photos, stories and activities being posted on a schedule by class teachers.

The quality of interaction enabled the children at GPS to maintain their strong connections with their class teachers and their school friends. It also ensured that academic progress could continue and that all of our pupils had equity of access to the online learning.

It had been made clear by Scottish Government that another lockdown or period of blending learning would be a strong possibility and our planning and preparation for this prior to the announcement in December 2020 meant that parents, pupils and teachers all felt that the remote learning was more successful and effective than the previous lockdown



Hermitage Primary School

We received news that the work we have undertaken in partnership with Argyle Care Centre had been recognised at the Scottish Intergenerational Awards on Friday 12th March. We were awarded an excellence award for our commitment to this project and the activities which connected the residents in the Centre with our children here at school.

Prior to the March 2020 Lockdown, small groups of pupils physically visited the Care Home on a monthly basis with a wide range of pursuits to share together. Engaging in French fun story-telling and reading, craft and gentle exercise sessions helped our pupils demonstrate and teach skills to others and enabled the residents to participate in activities to stimulate and build connections. The restrictions we faced coming back into school in August 2020 didn't stop us working together and pupils in Primary Two worked, again, with the residents using virtual platforms to retain a connection. They taught residents signing actions to the song, "Something Inside so Strong", and a special video was created and shared in our virtual online Christmas service which both our children and the residents signed together with our infant pupils providing the specially, recorded and mixed background track which they recorded individually at home. Communication comes in so many forms and this song and shared project epitomised the new skills and attitudes which prevailed through the last 12 months. https://youtu.be/O-W1x_R2h54



Working together across generations teaches so much – communication, patience, empathy, care, consideration and respect and we are proud of the strong links forged with the Care Home. When restrictions ease we hope to expand this intergenerational work across the wider community of the town and have some exciting plans to develop things further. Meanwhile we are delighted that both the school and Argyle Care Home have been commended at this national level and wish to thank all involved in this project.

John Logie Baird Primary School

Building a Culture of Positivity

1. Development of a Positive Relationships Policy

Following Level One and Two training with Pivotal Education, we have been working with all staff in school and our ELC, parents, children and Educational Psychologist Roslyn Redpath, to develop a Building Positive Relationships Blueprint and Policy.

The key aspects of our building Positive Relationships are:

1. Celebrating success and achievement for all our school community
2. Recognising when learners have gone above and beyond expectations
3. Providing a platform for our school values and rules to be understood and 'lived by'
4. Providing a consistent approach when addressing and resolving conflict

2. From Policy to Practice



The photograph here shows how we have brought our Positive Relationships Blueprint to life. Situated at the front door, this visual explains and serves as a reminder to our school community of our **3 School Rules: Be Ready, Be Respectful and Be Safe**. During term 2 Google Meet assemblies have taken place to discuss with the children what these rules would look like in our school and playground.

It also shows examples of what we aim to be, what you will hear and see in every day practice around our school.

Kilcreggan Primary School

Pre lockdown: Digital leader strategy

Early on last year we identified the opportunity and possibilities involved in utilising Glow, Google classroom and the resources within, to enhance learning. To this end a number of P6/7 pupils were trained as digital leaders to help the rest of their class develop their skills and understanding of navigating Glow. With the addition of the work undertaken during the Young STEM Leader program. The pupils' work has consequently been used as an example of good practice by SSERC/YSLP and utilised in training for other schools and practitioners across Scotland.



Lockdown two

We were well placed by this point to deliver robust online teaching that drove the learning forward ensuring progress through a difficult time. Teachers utilised daily meetings, video tutorials, Google forms, jamboard and Google sites to create innovative, engaging and comprehensive learning for all pupils, rewarded with almost full engagement across P 4-7 throughout. The legacy of lockdown has been the production of sustainable resources such as French and Numeracy websites full of video content and lessons to be used for years to come to aid learning in school and at home.

Post lockdown, embedding good practice moving forward



Moving forward it was essential that we embraced what we have learned during this year and embed successful resources, learning and tools into our everyday practice. It is also important that this is done correctly, not just using digital tools because they are there but maximising the use of such things to their full potential, appropriately and effectively to enhance learning and teaching, not create additional unnecessary work.

To this end we will continue to develop our online learning logs, modifying our approach in line with the CfE refreshed narrative. We will also continue to utilise Glow for our staff collaboration, management of CPL, sharing of resources and reading, planning and tracking.

PT Mr Malcolm is working with the Northern Alliance Digital Innovation working party to develop various approaches to numeracy learning utilising digital tools to embed retrieval practice into everyday teaching, this will mainly concentrate on spaced learning. As part of this project we are also developing a digital approach to numeracy homework utilising interleaving to reinforce skills retention and improved management of memory in numeracy learning. This will manifest in a website accessible from home with weekly quizzes covering current learning and also the previous 8 weeks themes. This will be strategically planned based on our three year rolling planning and will be a reusable sustainable resource. These quizzes automatically collate into an easily readable spreadsheet each week allowing teachers to instantly spot gaps in learning.

Luss Primary School

Health and Wellbeing / Literacy / Expressive Arts

National priority – Improvement in children’s health and wellbeing.

All children in our class (P2-P6) took part in a Robert Burns Day celebration which included literacy, expressive arts, social subjects and health and wellbeing activities.

We worked collaboratively with Rhu Primary School to plan some of these activities and our two P6 pupils were invited to join their P6 quiz. This supported one of our school priorities which is to provide opportunities for our children to engage with a wider peer group.

In this specific activity children were learning about traditional Scottish dances as part of wider learning about Scottish culture and heritage. They were set this active challenge to learn and perform a traditional Scottish dance with someone in their family. Below you will see a photo of a brother and sister performing the “Gay Gordons” and father and son “Highland Fling” (photos

taken from videos uploaded).



The children enjoyed this opportunity to be active and energetic at home and they all liked watching each other perform and posting comments of encouragement on the Google Classroom

Parklands School



Our learners, with complex additional support needs, have found periods of lockdown difficult. Accessing remote learning for all has been tricky, however, the teaching staff who know our pupils extremely well, were able to provide engaging activities especially for those learners working at foundation or pre-early level. At this stage, literacy and numeracy are closely linked and through a variety of sensory activities at home, parents worked with staff to engage learners successfully.

Our engagement in 2nd lockdown was more consistent with more pupils engaging across the stages. Seesaw provided ease of access for pupils and their families, alongside a simple format that allowed multimedia access for both pupils and staff. The format allowed staff and parents to clearly state the learning outcome and respond with a photo, comment or verbal message, this also included the ability for feedback from teachers.

The success of Seesaw and engagement of parents has led us to look at how we should now capitalise on this opportunity.



Rhu Primary School

Learning for Sustainability – *Keep Scotland Beautiful*

All pupils joined the fight against climate change by planting 420 saplings as their contribution to offset their carbon footprints.

The whole school project enabled every child to plant at least one tree in and around the local community. The Woodland Trust provided a grant for the trees.

This project provided an opportunity to build and develop partnerships with local businesses and community groups who offered sponsorship, invaluable knowledge and guidance.

Before planting, the children learnt what efforts we can all make to reduce our carbon footprints. They calculated how much we were offsetting carbon emissions by planting our trees and the impact that that had on us and our planet.

Pupils researched the different species of trees and where best to plant them. They listened to instructions of how to plant them and then collaborated with each other to independently plant them.

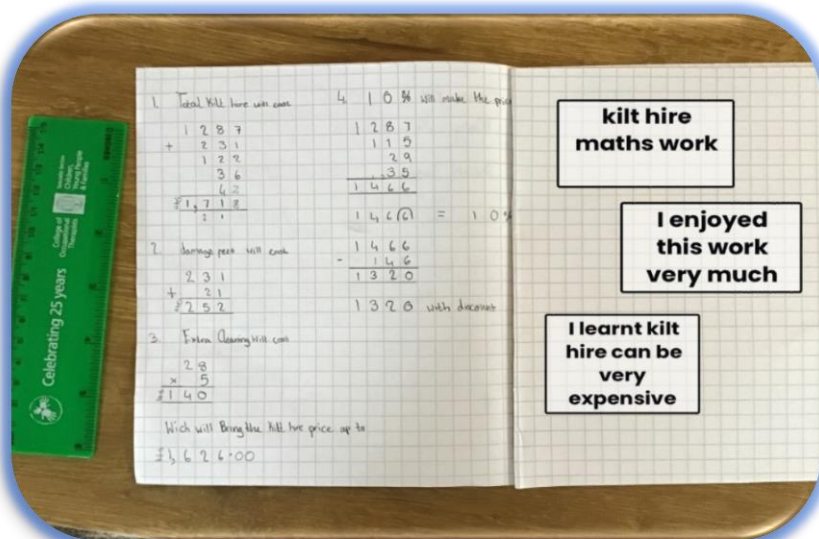


Product design was trialed and pupils researched why the spiral design and material of the protectors provided was fit for purpose.

Long lasting learning experiences for the entire school helped develop a generation of young citizens who understand how vital it is to care for our planet. Pupils were praised for making a global contribution and daily choices that protect our future.

One pupil said: “The tree planting was the best day ever! I have already been to visit my sapling with my family and can’t wait to watch it grow. I want to go to the woods every weekend now!”

Primary 6 took part in an IDL celebration of Robert Burns during remote learning, 18-22 January 2021. 3 pupils completed work from within the hub.



Numeracy: Information and data handling with Burns Supper preferred menu choices; Budgeting for ingredients for 'Burns Scran'; Perimeter/Area work for ceilidh dance floor space; Timetabling in 12/24 hr time for scheduling a traditional Burns Supper; Directions/Mileage for planning a trip to Burns' birth town of Ayr; Percentage and Multiplication work for kilt hire/discounts, Symmetry in designing ceilidh dances; Chronology of dates with Burns' timeline.

Literacy: Scot vocabulary research; Understanding and interpreting poems and songs; Creating unique poetry in Scots; Reciting and performing poems/songs; Researching Scottish recipes and following instructions.

HWB: Using Burns' quotes - "To see ourselves as others see us" and "Now's the day, and now's the hour" to reflect on how we think, act and speak to others-linked into live online PATHS lessons.

Music:

Cup percussion-Scottish Reels: <https://www.youtube.com/watch?v=gTxT7HWtwHg>

Composer of the Week: https://www.youtube.com/watch?v=u78_8ZRcYV0

Whole School Songs: https://www.youtube.com/watch?v=AxV6sli_mZ0

Art/ICT: Burns birthday card design, clan design and menu design via digital platforms or traditional techniques.

Scottish culture was placed as a central consideration across all learning outcomes and experiences. Pupils explored Scottish tradition, identity and language allowing them to explore and identify the changes in Scottish culture.



Parents and pupils fed back that pupils were highly motivated with the activities which, to quote a parent, "gave their learning purpose". Burns Day was celebrated with reason and understanding.

Vide overview <https://www.youtube.com/watch?app=desktop&v=87AB6Clv1KU>

Rosneath Primary School

Outdoor Literacy Lesson on Cracks.

All children in school were able to take part either remotely using google classroom or whilst attending the hub. The lesson involved 4 elements; first hearing a story about a cracked pot, then thinking about their own "cracks" they are proud of (unique skills or behaviours), an outdoor hunt for cracks and finally creating/writing a story about their crack either on paper or digitally.

Many of the children got involved and sent photographs of their cracks and sent their stories. The children have been working on improving their descriptive writing throughout this term's outdoor literacy lessons. Many of the children really demonstrated and applied their knowledge and understanding of their learning through their stories.



The outdoor literacy lessons have helped children engage with literacy, particularly those who have normally struggled for ideas or have been apprehensive of writing. The outside context in Rosneath Peninsula has helped to provide a rich natural environment, which has stimulated their creative ideas. The differing contexts, has supported all of the children's understanding that literacy is everywhere and has also improved individual targeted pupil attainment, whilst enhancing their mental health and wellbeing.

Parent comment: "This was a great task and my child really enjoyed making a story to go along with the photos we had made beforehand based on the ideas she had come up with for her story. She really enjoys getting to type on the laptop rather than writing on paper."

Weekly lessons and teaching videos are available for all pupils to access through Goggle Classroom, 'Outdoor Literacy' tile. Pupils are able to comment and upload their work online.

St Joseph's Primary School



Our music specialist, Mr Guy delivered lessons remotely each week to every class in the school. Although singing was restricted in school, there were no such barriers at home and children (and their families) were encouraged to take part in singing, instrument making and percussion work at home. Great videos were uploaded by pupils who clearly enjoyed these lessons.

Many of our P7 pupils had questions about transition and so our HT at OLSP organised a Google Meet for children and parents to allow them to ask questions and see their fellow pupils. This first contact was so important to many pupils especially as face to face transition days may not go ahead.

P5 were midway through a class novel and were very disappointed when school closed and remote learning took over. With permission from the publishers, Mrs Thomson read the book by recording chapters via Google Meet. This meant that the class were able to finish the book (they loved it!) and were able to complete a range of follow up activities related to the book.

Following our return to school in 2020, P1 staff made plans to film the nativity and Christmas show as we couldn't do live performances. Classes were treated to visions of shepherds and angels outside in the playground and the long journey to Bethlehem was recreated on the football pitch! P2 used sign language to convey their Christmas message while P3 created visual messages to share.



All of these videos were then uploaded to Google Classroom where parents could view their children's learning over the Christmas period.

School Contacts

SCHOOL	HEAD	ADDRESS	WEBSITE
Arrochar Primary School	Alison Palmer	Arrochar Primary, Tarbet, Arrochar, G83 7DG 01301 702261	http://www.arrochar.argyll-bute.sch.uk
Cardross Primary School	Kelly Girling	Cardross Primary, Kirkton Road, Cardross, G82 5PN 01389 841433	http://www.cardross.argyll-bute.sch.uk
Colgrain Primary School	Pauline Walsh	Colgrain Primary, Redgauntlet Road, Helensburgh, G84 7TZ 01436 673557	http://www.colgrain.argyll-bute.sch.uk
Garelochhead Primary School	Denise Donald	Garelochhead Primary Garelochhead, G84 0DG 01436 810322	http://www.garelochhead.argyll-bute.sch.uk
Hermitage Primary School	Elspeth Davis	Hermitage Primary, Argyle Street East, Helensburgh, G84 7EW 01436 672949	http://www.hermitage.argyll-bute.sch.uk
John Logie Baird Primary School	Carolyn Randall	John Logie Baird Primary Winston Road, Helensburgh, G84 01436 674001	http://www.johnlogiebaird.argyll-bute.sch.uk
Kilcreggan Primary School	Frances Bretman	Kilcreggan Primary, School Road, Kilcreggan, G84 0HT 01436 842109	http://www.kilcreggan.argyll-bute.sch.uk
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Rhu Primary School	Linda McBeath	Rhu Primary School Road, Rhu, G84 8RS 01436 820316	http://www.rhu.argyll-bute.sch.uk
Rosneath Primary School	Emma McDermid	Rosneath Primary, Rosneath, G84 0RJ 01436 831354	http://www.rosneath.argyll-bute.gov.uk

St Joseph's Primary School	Michelle Collins	St Joseph's Primary, Old Luss Road, Helensburgh, G84 7LR 01436 671748	http://www.st-josephs.argyll-bute.sch.uk
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