



# **St. Colmcille's Primary School**

## **SCHOOL STRATEGIC DEVELOPMENT PLAN TRANSITIONAL PLAN**

**1<sup>st</sup> August 2020 – 30<sup>th</sup> June 2021**

### **VISIONARY FRAMEWORK**

Our school is a UNICEF Rights Respecting School and Article 29 of the United Nations Convention on the Rights of the Child (UNCRC) underpins our school's visionary framework.

*'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'*

### **VISION**

**St. Colmcille's Primary School –**

**'be the best you can be'**

### **AIMS**

St. Colmcille's Primary School promotes high achievement and learning for life by working with children to:

- practise the Catholic faith;
- be tolerant and respectful of themselves, others and the environment;
- acquire knowledge and skills to be their individual best;
- be highly motivated life-long learners;
- be able to work independently and collaboratively;
- gain technological skills to equip them for the 21<sup>st</sup> century.

### **MISSION**

We believe that each child will succeed through experiencing quality in:

- a caring and supportive environment;
- a broad and challenging curriculum;
- stimulating surroundings;
- innovative teaching and an investigative approach to learning;
- a learning partnership between school, home and the wider community.

We demonstrate our commitment to working as a learning school by:

- striving for continuous improvement in all that we do;
- working collaboratively towards common goals;
- investing in people.

## Rationale

This transition action plan has been drawn up in response to the unique position the school is in due to the Covid 19 pandemic.

As a template to follow, the school is taking the advice given by the Department of Education in identifying key areas of focus in their revised guidance on school development planning issued on 3rd June 2020. The central priority will be the wellbeing of our pupils and staff and as guidance is amended, this transitional plan will be flexible to allow for changes as the academic year proceeds.

The process of evaluating of the 2019-2021 school development plan will run throughout the 2020-2021 academic year and will be used alongside a review of the transition action plan to guide school development from 2022-2024.

## **Baseline**

### *Remote Learning*

Home Learning Packs were provided for pupils from 23<sup>rd</sup> March 2020 – 26<sup>th</sup> June 2020. Paper copies of work booklets were issued on a monthly basis with a 99% uptake on collection of packs.

Online learning was facilitated through the Seesaw app and the activities posted were based on the creative and expressive areas of the curriculum and optional for the pupils to complete.

Weekly video conference calls were conducted during May and June 2020 between the class teacher and pupils with a focus on PDMU/Pastoral Care.

In a Home Learning Survey conducted on 20<sup>th</sup> April 2020, 96.8% of respondents stated that they were receiving enough support from the school regarding their child's education.

### *Key Worker/Vulnerable Childcare*

Key Worker and Vulnerable Childcare was provided from 23<sup>rd</sup> March 2020 until 3<sup>rd</sup> July 2020 with staff being present on site on a rotational basis.

### *Education Restart*

Pupil/Parent Survey was conducted in June 2020 to ascertain how families felt about returning to school. Those pupils/parents who had identified concerns were contacted by their 'new' class teacher in August 2020 to support their return to school.

EA and the Department of Education issued New School Day guidance and a risk assessment template on the safe return to school in August 2020 which the school have implemented.

Outline of Priorities asked to be considered by DENI for the coming year:

- Supporting the physical, mental and emotional health and well-being of pupils and staff;
- Developing effective approaches to remote/blended teaching, learning and/or assessment;
- Developing effective approaches to delivering services to vulnerable learners and those learners who have statements of special educational need;
- Identifying and addressing underachievement, particularly for those pupils who have experienced barriers to engaging in remote learning;
- Enhancing parental engagement to support their child's learning;
- Developing an effective programme of professional learning for teachers

# ST. COLMCILLE'S PRIMARY SCHOOL – MENTAL HEALTH AND WELLBEING Action Plan (2020-21)

**Baseline:** Staff have received training in the whole school nurture approach (Jan 2020) led by Sean Irving from EA and have adopted this approach within the classroom. The Family Works Counselling service has been running within the school for the past 3 years. There has been the development of a sensory space within one of the mobile rooms with plans to further develop this space.

Main Action Point	Responsibility	Timescale	Success Criteria	Monitoring Method	Finance
Staff Health and Wellbeing Day, focussing on the creation of Health and Wellbeing Policy for staff and pupils	H. Walls	SDD– 21/8/2020	Staff will be confident and competent in adopting the Whole School Nurture Approach (WSNA)	Staff Self-Evaluations	1 Staff Development Day
Complete Level 2 of Take 5 School Model.	H. Walls	By June 2021	Staff/Pupils and parents will have an understanding and commitment to developing the Take 5 Steps to Wellbeing.	Pupil/Staff/Parent Survey	N/A
All staff will develop a 'Meet and Greet' routine for pupils on arrival. Staff will model appropriate communication when talking to each other and children.	All Staff	Daily	Pupils will transition happily from the playground to class in the mornings. Pupils will feel safe and secure entering the classroom.	Analysis of Class Behaviour Books Staff/Pupil Survey	
All staff will incorporate calming and energising transitions into their daily routine. Breathing and Meditation techniques for calming and the use of the '5-a-day Fitness' resource for energisers	All Staff	Daily	Transitions between lessons and from playground to classroom will be managed effectively.	InSet evaluation Feedback from teachers/pupils in FS	
Employment of a qualified FamilyWorks School Counsellor 2.5 hours per week to provide specialised support to individual pupils as needed.	H. Walls	Sept 2020- June 2021	Pupils and parents will feel supported in dealing with their concerns/worries.	Feedback from Teachers/Pupils on use of Safe Spaces	£3,500
Development of Outdoor Learning opportunities for children both during curriculum and break times.	H. Walls L. Quinn D. Murray	By June 2021	Pupils will have meaningful opportunities to learn and play outside the classroom environment.	£70- Outdoor Play Course £150- J. Mosley Training £3,000 resources	
Introduction of play based therapy to support pupils with SEBW and social communication needs.	H. Walls	Term 3	Pupils will improve on their communication skills through Thera Play and Lego therapy	£350	+2 sub days
Introduction of Reward systems in line with calmer classrooms training- golden tickets/jar of good choices.	H. Walls	Term 1	Pupils will have a designated space to go to when they are feeling dysregulated. Pupils and staff will understand how to use the Safe Place appropriately.		
Themed events to promote mental health and wellbeing- Nurture Week/ Pastoral Care Week/ Mental Health Day.	H. Walls	24/8/20 – 28/8/20 16/11/20-20/11/20			
Links with Outside Agencies to support mental health- Prime Health and Wellness (Staff Training)/Action Mental Health (Staff/Pupil/Parent Workshops)	H. Walls	23/9/2020 29/9/2020 13/10/20- 16/10/20 20/10/2020			

Henry to have completed an Evaluation of Action by 18<sup>th</sup> June 2021  
 This will inform 21/22 SDP Action.

# ST. COLMCILLE'S PRIMARY SCHOOL – CURRICULUM & SEN Action Plan (2020-2021)

**Baseline:** Curriculum  
The loss of learning from March 2020-June 2020 will require the implementation of a Recovery Curriculum to support pupils as they return to school after Lockdown.

## SEN

Policies and practice have been aligned with the SEND Act 2016, implementation of the Act has been delayed due to Covid pandemic.

Main Action Point	Responsibility	Timescale	Success Criteria	Monitoring Method	Finance
<b>Supporting Learning Through Covid Programme</b> Participation in inquiry-based professional learning and webinars led by Prof. Barry Carpenter	SLT	Thurs 5 <sup>th</sup> Nov Mon 30 <sup>th</sup> Nov Tues 19 <sup>th</sup> Jan	The school will be able to support continued pupil learning throughout the pandemic.	Completion of reflective piece of inquiry based practice and dissemination with staff.	2 days' sub cover £5,400 funding from Engage Programme
<b>Implementation of Recovery Curriculum</b> Teachers meet with class' previous teacher to identify priorities and missed learning.  Phased return of pupils week beg. 24 <sup>th</sup> Aug to assist teachers in identifying need.  PPA time for teachers to plan and evaluate for future learning and teaching	Curriculum Leaders & HW	Wed 19 <sup>th</sup> Aug  Mon 24 <sup>th</sup> Aug- Fri 28 <sup>th</sup> Aug  Weekly	Children will have access to as full a curriculum as possible which ensures they have the skills, knowledge and understanding to achieve their potential.	Monitoring of planners/evaluations  Meetings with Curriculum Leaders/SLT	Accelerated Reader Licence (£2676)
<b>Introduction of the Star Reading Assessment and Accelerated Reader Programme (Y4-7)</b>	HW/CMcA/ CO'N	Term 1	Children will be reading at an instructional level, develop comprehension skills and a enjoyment for independent reading	Star Reading Assessment Data	£680 Funded by DE VL Software Licence Programme
<b>Monitor Progress of children on SEN Register</b> Meet with class teachers to assist with review of IEP and writing of new targets.	HW/CMcA	Termly	Pupils with SEN will be identified and purposeful targets will be in place to assist with their learning. Termly review of progress and targets adjusted accordingly.	Reviews of IEPs Target Books Assessment Data Reports from outside agencies Referral forms	
Review assessment outcomes and impact of IEPs and other school-based support programmes in consultation with Ed Psychologist.	HW/CMcA	Term 1	Children of concern – appropriate school-based support provided and/or referral to RISE or Ed Psy.	Henry to have completed an Evaluation of Action by 18-06-20 This will inform 21/22 SDP Action.	

# ST. COLMCILLE'S PRIMARY SCHOOL – BLENDED LEARNING 2020-21 Action Plan

Baseline: Primary 7 teachers have been using the Seesaw app for the past 3 years as a form of home school communication. All year groups began using the Seesaw app in Sept 2019 for this purpose, it was then used from March 2020 onwards to provide an online learning platform during Lockdown.

Main Action Point	Responsibility	Timescale	Success Criteria	Monitoring Method	Finance
Staff develop an understanding of the terminology of Blended Learning and agree a whole school approach.	CMcA	SDD 20 <sup>th</sup> August 2020	Pupils will be confident in using technology to enable remote learning to continue during periods of self-isolation/ lockdown.	Home Learning Survey Pupil Engagement levels Half Termly Meetings	Purchase on Seesaw Plus account (£200) 6 days Substitute cover.
Creation of a Blended Learning Team to led Staff Development on apps/programs used to facilitate Blended Learning.	CMcA	Term 1	Staff will have a clear understanding of what Blended Learning is and will be competent and confident in providing meaningful online learning which is linked to the curriculum.	Blended Learning Team evaluations.	Website update (£1,000)
Blended Learning Team to meet to create TPL based on Seesaw and Google Classroom Apps and disseminate to staff.	Blended Learning Team (CS, CD, CO K, NMcK) led by CMcA	8 <sup>th</sup> September 15 <sup>th</sup> September 22 <sup>nd</sup> September	Parents will be able to access online learning and will feel confident and supported in developing their child's learning.		
Half termly Staff meeting focussed on Blended Learning approach.	Blended Learning Team	7 <sup>th</sup> Oct + 4 other dates			
Weekly homework to incorporate online learning to enable pupils/parents opportunity to access and use apps as a contingency if future lockdowns occur.	Class Teachers	Weekly			
Development of videos/tutorials to support parents in use of Seesaw/Google Classrooms.	Blended Learning Team	Term 1b			
Use of themed activities on Seesaw (International Week, Maths Week etc.), ParentMail and school website to enhance parental engagement.	HW/CMcA	ongoing			

Colette to have completed an Evaluation of Action by 18-06-21  
This will inform 21/22 SDP Action.