

East Dunbartonshire Council

School Recovery Plan

Name of school: TURNBULL HIGH SCHOOL

Head Teacher: EILEEN KENNEDY

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. A Back to School Information Pack has been provided for pupils and parents.

Priorities for Session 2020/21

- Health and Wellbeing, 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 1	Health and Wellbeing, particularly nurture		
Target	Actions	Timescales	Responsible
To continue to promote the spiritual development of staff as teachers in a Catholic school.	Opportunities for Spiritual development of staff as a community of faith – The Way, The Truth and The Life	Oct Inset Feb Inset May Inset	EK/CMcL/FP
	Whole school involvement in Catholic Education Week – The Way, The Truth and The Life	16-20 Nov	EK/CMcL/FP
Review and develop staff knowledge base in relation to Health and Wellbeing and nurturing approaches to ensure all staff have up-to-date knowledge of school journey	Articles from Respite Finem to be collated and re-distributed to staff for reflection and review	September 2020	CB/CMcL
	Good practice in approaches identified departmentally to be shared across staff, and staff development needs identified through collegiate discussion	Collegiate Calendar	PTs Curriculum
	Showcase of good practice from all staff around departments	Oct - Nov	CMcL Staff Contributors
	Arrange twilight training as part of the Establishment Training Plan, building on good practice shared	Dec - May	CMcL Staff Contributors
	Evaluate progress and devise next steps	June 2020	CMcL
Embedding our Promoting Positive Behaviour Policy – a whole school approach to Restorative Thinking	Staff baseline to find out more about staff levels of knowledge/practice on Restorative Practices	September 2020	CMcL
	Establish interconnectedness of Building Learning Power, Vision, Values and Aims, Charter for Catholic Schools, The Way, the Truth and the Life and Restorative Thinking	September 2020	CMcL/LT
	Develop staff knowledge of Restorative Practices/Thinking (through linking with expert Professor Gillean McCluskey of Edinburgh University). Restorative Thinking in the context of Covid recovery.	Feb Inset May Inset	CMcL All staff
	Review progress from Baseline. Next steps identified.	May 2021	CMcL/all staff
	Pupil/Parent Consultation on the introduction of Restorative Thinking	June 2021	CMcL
Improvements in Mental Health in our school community	Mental Health First Aid – training to be completed by identified staff	September 2020 – December 2020	Staff Contributors
	Liaise with Wallace High on their approaches to improving Mental Health	December 2020	CMcL/LT
	Action plan developed	January 2021	Staff Contributors/CMcL

Planning for review of school vision, values and aims in 2021/22	Exploring the virtues and how these link to our values	December 2020	CMcL/FP
	Pupils learn more about what the virtues are through the RE programme.	March 2021	FP
	Links made with feeder primaries to ensure that the Virtues are part of learning for P6 and P7 learners	March 2021	FP
	Parents event to raise awareness of the virtues and their place in Catholic Education	March 2021	FP/CMcL
	Implementation Plan developed to take forward in Session 2021-2022	June 2021	CMcL/FP

Success criteria	<ul style="list-style-type: none"> • Good practice in relation to Health and Wellbeing identified, and shared across staff for enhanced experience for all • Restorative Practices/thinking embedded to enable the Health and Wellbeing Experiences and Outcomes to be delivered, as a responsibility for every teacher in every classroom • Links with Building Learning Power and Restorative Practices are established. The language of restorative practices is developed and embedded in all school communications and interactions and connected to the language of learning from Building Learning Power for more responsible and independent learners • Restorative practices enable the school vision, values and aims, the Charter for Catholic school and the Promoting Positive Behaviour Policy to be lived out in our school community • Positive Impact of Restorative Practices on demerits, referrals, exclusions, rewards trips • Build on existing support for Mental Health issues across our school community identified in SHINE survey • Implementation plan is prepared for launching the revised Virtues, Vision, Values and Aims
Resources	<ul style="list-style-type: none"> • Collegiate Calendar time allocated for review of Health and Wellbeing articles in Respice Finem • Inset time/collegiate time for sharing of good practice • Microsoft Teams to enable virtual events to take place • Link with Edinburgh University • Inservice tasks/activities devised • Microsoft Forms used to gather evidence
Professional learning	<ul style="list-style-type: none"> • Health and Wellbeing needs Identified through collegiate discussions, sharing of good practice and influences on PRD targets for future improvement • Improved knowledge and understanding of Restorative Practice/Thinking and improved skill in the application of this thinking in all aspects of school life • Mental Health Training • Spiritual Development of Staff – “The Way, The Truth and The Life”
Monitoring and evaluation	<ul style="list-style-type: none"> • Task completion • Feedback from staff at Inset • PRD Meetings identify Establishment Training Plan needs • Professional Dialogue
Progress update	<ul style="list-style-type: none"> • As per school calendar

Priority 2	Family Engagement		
Target	Actions	Timescales	Responsible
To increase parental engagement.	On-going development of Parental Engagement Strategy and application of toolkit	Sept - May	CG/CMcL/EK
	Review of school homework policy	Sept - Dec	HH / CMcL
	Development of communication strategy incorporating targeted family learning programme for equity pupils	Sept - May	PT Equity
	Continued involvement of Parent BLP group	Sept - May	LT
	Parent involvement in action plan development to be established for mental health.	Sept - May	CMcL
	Parent involvement in action plan to be established for blended learning.	Sept - May	LT/DM

Success criteria	<ul style="list-style-type: none"> • Increased engagement with parents to support our improvement journey. • Revised homework policy in place. • Increased contact with parents of equity pupils leading to improved outcomes for equity pupils
Resources	<ul style="list-style-type: none"> • Development days • Time for stakeholder consultations • Time for groups to meet to take forward improvement
Professional learning	<ul style="list-style-type: none"> • Professional reading relating to parental engagement – EDC / Education Scotland
Monitoring and evaluation	<ul style="list-style-type: none"> • Minutes of meetings • Records of contacts / participation • Feedback from parents
Progress update	<ul style="list-style-type: none"> • As per school calendar

Priority 3		Transitions	
Target	Actions	Timescales	Responsible
To develop and implement 'Building Our Community' programme to identify and compensate for any loss of transition experienced by pupils due to Covid lockdown.	Create PSE insert for new S1 cohort in order for them to feel safe, welcomed and secure in THS.	Aug - Sept	PTPC
	Identify and train S3 mentors to support the new S1 cohort	Sept	PTPC
	Review and develop S1 retreats and RE course programme to reflect current covid environment	Sept	PT RE
	Develop programme of sacramental preparation for those young people in S1 who were unable to receive the sacrament of confirmation due to Covid	Sept / Oct	PT RE
	Further development of inter-house programme to promote belonging and team building within S1 cohort	As determined by changes to covid restrictions	PT PE
Moving into school: To ensure P7 pupils are offered a full transition experience for session 2020-2021 which is reflective of current environment	Work with associated primary schools to further develop co-ordinated curriculum in relation to English/Literacy & Maths/Numeracy	Sept - June	DHT S1 PT English & Literacy PT Maths & Numeracy
	Create an 'S1 Learners Experience' video featuring our new S1 cohort to be shared with our feeder primary schools P7 pupils and parents. This is a virtual replacement for the P7 Information evening.	Sept – Dec	DHT S1 PTPC Leadership pupils
	Create a transition booklet for the new P7s culminating in a Q&A with our current S1 class.	Jan - Mar	P Corr
	Develop a programme of Covid proof visit proposals, dependant on Scottish Government guidelines at the time. A) If pupils are able to visit the school we will plan for the two day as visit as previous years B) If pupils are able to visit but they are restricted to their bubble, we will plan for each of the three feeder primaries to visit on separate days.	Apr -Jun	DHT S1 PTPC PT Curriculum

	C) If pupils are not allowed to visit the school but individual staff can visit the primaries, staff from departments visit primary school and conduct half hour lessons as timetabled		
Moving through school: To provide appropriate support for pupils transitioning between stages	Stage meetings with PTsPC and SMT to discuss our covid story and identify pupils requiring support.	Week prior to PSG 17 th September 2020 22 nd October 2020	SMT PTPC
	PSG and TAC meetings will be conducted over teams as per the calendar created by Educational Psychologist.	As per TAC calendar	DHT PTPC PT SfL Wellbeing Teacher
Beyond school: To maximise the number of leavers entering a positive and sustainable destination.	Analyse the 16+ data and leavers survey to identify and target any pupil who yet does not have a positive destination for transition support not received due to lockdown.	Aug-Sept	PTPC
	Update risk matrix and ensure any young person at risk of failing to achieve a positive destination is flagged as red and targeted by SDS	Sept	PTPC Karen Clark SDS
	Appropriate S5 pupils targeted for Top Up and Reach programmes at Glasgow University	Sept	M Hendrie

Success criteria	<ul style="list-style-type: none"> • All of our S1 cohort will feel safe, happy and welcomed in Turnbull High School as evidenced by the Wellbeing Wheel and S1 interviews. • The P7 pupils in our feeder primary schools will have a sound knowledge and understanding of the work of the different departments as evidenced by pupil and parental surveys • All of the identified young people in Turnbull High School will feel included in any planning, in particular our vulnerable young people • All young people who leave Turnbull High School will go on to a positive and sustainable destination
Resources	<ul style="list-style-type: none"> • Microsoft Teams to enable virtual events to take place • Department time to adapt curriculum and create resources • Photocopying
Professional learning	<ul style="list-style-type: none"> • Professional reading – EDC – Planning for Recovery – Transitions • SCES website resources • Microsoft Teams and Sway training
Monitoring and evaluation	<ul style="list-style-type: none"> • Wellbeing audit of our S1 pupils • P7 pupil and parental feedback • Outcomes of PSG and TAC meetings achieved • 16+ data
Progress update	<ul style="list-style-type: none"> • As per school calendar

Priority 4a	Continuing to ensure equity and excellence including educational continuity		
Target	Actions	Timescales	Responsible
To ensure support is in place to identify and address learning loss.	Initial assessment (formative/summative) of pupil learning.	Aug - Sept	Class Teacher
	Identification of adjustments/interventions required.	Aug - Oct	Class Teacher
	On-going support to address learning loss.	Aug - Apr	Class Teacher
	Review BGE courses and timelines and identify resources to address learning loss	Sept - Dec	PT Curriculum
	Review SQA courses and timelines and identify resources to address learning loss and meet updated requirements set out by SQA.	Sept - Dec	PT Curriculum
	Develop and implement skills based supported study programme for PEF pupils to help address learning loss	Oct - Mar	PT Equity
	Develop whole school targeted support programme for literacy and numeracy.	Sept - Mar	PT English PT Maths PT SfL
To ensure digital learning is embedded in practice and is in place as a contingency plan in the event of school closure (whole/part).	Audit of lockdown provision to review most effective aspects and inform next steps.	Aug - Sept	PT
	Develop learning resources, departmental blog and home learning materials to be issued and monitored through GLOW/SMHW/Team/Google.	Aug - Apr	Class Teacher
	Develop communication and access for parents so they can support their child's learning at home.	Aug - Apr	Class Teacher
	As appropriate, work with Virtual EDC Secondary Resource (via PSGs) and West Partnership to develop resources.	Aug - Apr	PT / Class Teacher
To enhance stakeholder understanding of Digital Learning provision	Launch of Digital Literacy policy to stakeholders	Oct	D Mitchell
To audit home learning provision in order to	Conduct and analyse Parental Blended Learning Audit	Oct	D Mitchell
	Conduct and analyse Pupil Blended Learning Audit	Oct	D Mitchell

identify activities which could enhance it	Conduct and analyse Staff Blended Learning Audit	Oct	D Mitchell
	Pursuit of Digital Schools Award to assess and recognise practice	Sept - May	D Mitchell
To enhance stakeholders ICT skills in order to support engagement with Digital Learning	Provision of CLPL at In Service for staff in the effective use of GLOW, SMHW and Teams	Oct	D Mitchell
	Development of GLOW. SHMW and Teams advice and support notes for pupils and parents	Oct	D Mitchell
	Provision of training in GLOW. SHMW and Teams for pupils and parents	Sept - May	D Mitchell
	Ongoing sharing of current and developing good staff practice via Establishment Training Plan CLPL sessions	Sept - May	D Mitchell

Success criteria	<ul style="list-style-type: none"> • BGE pupils are on-track to achieve targets set out in whole school spreadsheet. • Departmental tracking data indicates maintained or improved percentage of S3 pupils achieving level 3 and level 4. • SP pupils remain on-track to achieve their target grade throughout the academic session. • Insight data indicates maintained or improved performance in SQA exams at departmental level. • Staff ICT skill are improved to better facilitate Digital Learning • Parents and pupils are happy with Digital Learning provisions and can confidently engage with them
Resources	<ul style="list-style-type: none"> • PEF funding - £400 allocated to support extra curricular programme to address skills gap • Learning Loss EDC funding - £10,000 topped up by school budget – see appendix 1 • Visualisers – EDC funding topped up by school budget – see • Secondary PDG groups • Access to GLOW/SMHW/Teams/Google • Access to EDC, West Partnership, E-goil resources • SQA on-line learning • Departmental time to support departmental recovery plan – INSET days (pm slot), WTA – development time, SAG sessions, Collegiate time • Time for development of support and training materials • Inset time to deliver IT training • Twilight training sessions • Professional Reading – Education Scotland / West Partnership / GTCS / SQA
Professional learning	<ul style="list-style-type: none"> • Training in GLOW/SMHW/Teams/Google • EDC Professional Learning Catalogue
Monitoring and evaluation	<ul style="list-style-type: none"> • Progress discussion at DMs. • Analysis of data provided through whole school tracking as outlined in school calendar. • Insight data • Analysis of stakeholder Digital Literacy audits at start and end of the session
Progress update	<ul style="list-style-type: none"> • As per school calendar

Priority 4b	Continuing to ensure equity and excellence including educational continuity		
Target	Actions	Timescales	Responsible
Blended Learning Guide to be updated and shared with all stakeholders	Proposed schedule of work sent out to PTs	Sept	LT
	PTs' returns collated	Sept	PTs
	Feedback from PTs reviewed at Blended Learning Meeting and a general consensus agreed	Sept	Blended Learning Group
	Existing policy updated	Oct	LT/LAC
	Overview of ICT procedures for Blended Learning to be incorporated into the Blended Learning Guide	Oct	DM/LT/LAC
	Pupil voice survey across S2 – S6 taking into account SIMD	Sept	LT / LMcD
	Evaluate data to inform Blended Learning Guide in regards to: timing of homework, allocation of homework, ICT skills, access to devices Present findings and devise next steps at Blended Learning Meeting	Sept	LT/LMcD Blended Learning Group
	Develop our whole school Blended Learning Support Guide	Oct	PW & Staff Contributors
	Share our Blended Learning Support Guide with all stakeholders	Oct	PW
	Review and update Blended Learning Guide as and when required	Nov - May	LT/LAC
Embed the strategies of BLP Programme / Parental Engagement	LT to devise a implementation plan to embed BLP, incorporating Revision Support Guide with a view to launching it at the inset on 9 th October	Sept	LT/PW/EK
	BLP Ambassadors to critique the posters and guide	Oct	LT/ BLP Ambassadors
	BLP Ambassadors to develop a strategy to promote BLP ethos across the school	Oct	LT/ BLP Ambassadors
	Building Learner Power Booklet to be launched to all stakeholders: parents via Teams	Oct	LT
	Develop a timeframe to implement the BLP Family Learning Task	Nov	LT/Teaching & learning Committee

Success criteria	<ul style="list-style-type: none"> • Use of BLP strategies is evident in all classes • The language of Building Learning Power is evident across the school • Building Learning Power philosophy is celebrated by all stakeholders • Evidence of Leadership of Change & Leadership of Learning: upskilled staff and young people , development and promotion of a whole school vision
Resources	<ul style="list-style-type: none"> • BLP Booklets to be printed • Access to Microsoft Teams • Collegiate time for departments • Microsoft Forms to gather evidence • Schedule for pupil voice gathering
Professional learning	<ul style="list-style-type: none"> • How to use different digital platforms for Home Learning • Developing our whole school approach to learning & teaching
Monitoring and evaluation	<ul style="list-style-type: none"> • Focus groups • Microsoft Forms • Teacher Observations • SMT Learning Walks • Departmental minutes
Progress update	<ul style="list-style-type: none"> • As per school calendar

As far as possible, the following elements within year 3 of our previous SIP will be taken forward by a small number of key staff using time provided through development days:

- Continue to develop & implement our Literacy Strategy, Numeracy Strategy and STEM strategy with a strong focus on pupil equity and parental engagement.
- Implement Developing in Faith Action Plan: *to include the implementation of the review of our Sexual Health & Relationships Strategy and SCES equality materials*
- Develop whole school Careers Education Strategy. *To include the further development of the BGE skills profile within the BGE.*