

7. Support and Wellbeing

Dedridge Primary School has always placed HWB firmly at the centre of all we do and this approach has continued throughout lockdown.

WL recovery map tasks us to ensure that HWB remains the priority for staff, pupils and families and this will guide us as we enter into the Recovery phase of our curriculum.

The 'one trusted adult' approach will be launched on the first day with a lesson that will be provided to all pupils. Data gathered and analysed will then form our 'one trusted adult' approach.

Values continue to be centre to what we do and these will be promoted through the designing of the new badge competition which has already been launched. This, together with the new school vision 'Taking Our Learning Over the Rainbow' will form the basis of our whole school HWB themed topic. This topic will allow the children to explore their emotions around the changing world around them as well as help formulate the 'Blended Learning' model they will be engaging in.

We will continue to use the Jigsaw / Resilience pack (year 3) to support our learners
#chooserespect is an ongoing approach within the school and will continue into this session.

PEF will continue to support projects through engaging with Action for Children to support particular needs throughout the school.

We have also appointed a PT through PEF who oversee engagement and participation throughout the school with a particular focus on Q1 children.

The school counselling service will be used to support our older pupils.

8. Steps to Address Digital Exclusion

Prior to Lockdown Digital Literacies **were** embedded within daily routines and structures at Dedridge Primary. P5 to P7 learners were using the AAL network to support them in bringing their own devices to school; familiar devices that they can navigate and personalise

(display settings and bookmarks). Pupil Digital Directors have cascaded skills and knowledge to their peers and many staff have taken the opportunity to engage in CLPL in this area.

This has empowered staff and pupils during lockdown to confidently engage in with Sway and Teams. Many children who only have access to a phone have engaged with their learning because of this. However, there are currently ways in which our learners are disadvantaged due to having a mobile phone as their only method of accessing Glow tools. If using a phone for Teams, they will be unable to see files and they are not able to create or edit SWAYs and their method of accessing O365 apps is slightly different. These are considerations that staff need to be aware of and make allowances for when planning tasks.

As a priority during lockdown we wanted to ensure that we engaged our learners and focussed on their Health and Wellbeing. For P4-7 live Teams sessions (3 daily sessions) focussed on checking in with them and ensuring clarity of instructions and tasks as well as an opportunity for them to chat with their Teacher and their peers. For our P3 pupils during the time of Lockdown we have, with the support of our parents, been able to get a large number of them onto and engaging regularly on Teams. Those children not on Teams P1-P3 have been well supported by moving from initially posting tasks via a word document onto our blog to a more interactive style of teaching and learning via SWAY. This has required upskilling of staff via online support. Our SfL teacher has provided individualised SWAYs to support a group of learners with recorded videos, audio instruction and interactive resources for overlearning. This method has also been used to support a pupil with EAL needs and translation supported by a PSW. Having access to resources that children can revisit independently for overlearning has been very important.

Throughout lockdown, the engagement conversations and support have centred around supporting children to access TEAMS and staff have often provided 2:1(2:1 ensured that staff were protected) support to ensure that children could access their online learning.

A number of families (approx. 30) have been supported through being provided with a laptop and this has supported engagement throughout the school. We have also referred our families whom we have identified as not having internet access to the Council team.

Going forward we intend to use the results of the survey to identify the individual needs of our families and to try and support them as best we can. We are considering continuing the

use of a 'laptop lending library' and we are hoping to be able to support families through an approach that meets their needs.

As started our Teams journey with P3 we have been using Assignments very successfully and we see this as an important step forward in how blended learning can be supported.

What is required to make this happen:-

- AAL continuing at Dedridge – children cleaning their personal devices on entering school as this way children are not sharing devices, they are using their own familiar devices and teachers can see it from the pupil point of view and what this looks like at home.
- All children having access to a device that they can access resources given (thought required in planning of assignments as mobiles may be the only device available).
- Assignments set with clarity of instructions, resources needed and pedagogy at the core.
- Lending library of digital hardware once we have established who needs it; ensuring that children are absolutely clear and have the necessary skills to be able to access this independently.

9. Parental Engagement/Pupil Engagement

Throughout lockdown, Dedridge staff have worked hard to ensure that we have supported families to engage in as much of the work we have provided as possible. We have:

- Phoned / emailed / visited vulnerable families on a weekly basis across the school and nursery
- Adapted curriculum models to tap into the interests of individual pupils – see our ASD resource as a particular example of this.
- Engaged P3-7 pupils in a weekly assembly where work / life skills were celebrated and shared this via our blog for all families
- Set community challenges
- Introduced **the majority** Primary 3 pupils to Teams **remotely**
- Planned a fitness fortnight – which began with every child receiving a tennis ball and skipping rope. These were delivered by a staff team
- Planned a virtual camp for our P6 / P7 pupils
- Sent weekly 'hot chocolate' out to families
- Held Achievement Assemblies and sent a certificate out after them
- Supported families with 'resources Tuesday'
- Supported families by giving out laptops (25 children laptops issued)
- Supported families to access school lunches
- 32 pupils delivered school lunches daily

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- Supported families to access support from the Lanthorn community centre – with staff delivering the food parcels . **19 Adults and 36 children have access to food parcels twice a week.**
- Sent birthday E mails to children
- Made videos of staff to share with children
- Made videos of children to share with children
- Produced learning sways in P1-3 so that children could see / hear their teacher
- ‘Caring calls’ were made by some teachers and wellbeing check-in emails sent by most
- Sent out surveys to parents to ask them about home learning and we acted on the results
- Launched our new App during lockdown
- Sent out a weekly newsletter on a Friday to all families
- Engaged in a creative transition project for our P1 families
- Worked alongside Action for Children to support families
- PT (engagement) has constantly monitored engagement of families in terms of HWB
- DHT has monitored engagement figures on a weekly basis
- Weekly SLT engagement meetings have been held
- Learning packs delivered to pupils who requested them
- **2:1 daily** sessions held with a particular child in their home language **with individualised learning resources created and prepared by SfL** - Translation provided to improve access to learning
- 1:1 enhanced transition support provided to a P7 pupil
- Used PEF to engage Studio 44 to try and improve our pupil’s engagement
- Staff supported the local key worker hub enabling us to have regular access to the children who attended and those families collecting school lunches
- Staff's own professional development in the use of IT
- The success of Webinar for training
- TEAMS and the use of IT allowing learning to continue while P3 child while in a different country

In order to increase parental / pupil engagement Dedridge PS is going to be engaging in a new approach to our curriculum.

Departmental leaders will be tasked with working alongside their departments to gather an individual profile on families within our school and to engage in a blended learning model that fits the needs of our individual families. One size will not fit all in this case. Data collected will consist of:

- A survey – every family will be phoned and asked a series of questions. Information will be gathered onto a form
- This information will be used to try to meet the needs of families on an individual basis

- Pupil voice – conversations will be held with the children and pupil voice will be used to help form a ‘blended learning’ model
- HWB survey data will be used to gather the children’s emotions and will be used meaningfully to formulate the next steps in our new curriculum.