



Cedars School of Excellence 2019-2021 Standards and Quality Report and Review of 2019-2021 School Improvement Plan

Introduction

This Standards and Quality report, unusually, covers two school sessions: 2019-20 and 2020-21. The reason for this is the general disruption experienced by the entire education system during the COVID-19 pandemic in these two school years.

Review of COVID-19 Experiences and sessions 2019-20 and 2020-21

Our school was affected by the Scottish Government's decision to force schools to close in the period between March 2020 and the end of the 2019-20 school year, and again from January to March 2021. In 2020, we were completely closed to all pupils and everyone was learning remotely. In 2021, we were open for children of key workers and vulnerable children, which ultimately amounted to about 30% of the school roll.

During that time we were able to maintain various levels of education across the ages 5-18 according to the following approaches:

	March 2020 Closure	January 2021 Closure
Primary	Packs of paper-based materials provided at home for home learning, refreshed periodically as required.	Paper-based materials at home, plus online Google Meet lessons at least once a week and often more frequently.
Secondary	Full provision of live teaching online from Tuesday 24th March 2020 to Summer holidays and again during January-March 2021.	

Our transition to Chromebooks in 2019 (Development Plan Project SI-1) was complete by the time the initial school closures happened in 2020, so we were well positioned to move to online learning and an incredible effort by our staff made that possible.

It is inevitable that a significant proportion of school management time has been spent on COVID compliance in the calendar years 2020 and 2021. It has been necessary to undertake a significant number of unplanned projects and management areas:

- There have been several revisions of COVID-related guidance for schools, sometimes at quite short notice. Every update requires reading and understanding the guidance itself, interpreting that guidance in the context of our school,



rewriting policy and procedures and then communicating those changes to staff, pupils and families.

- We designed an entirely new school timetable for Secondary this year, based on a 'big block' principle. This timetable had to be recreated a number of times over the year to manage different rules for key workers and vulnerable children as well as different levels of staff attendance in school.
- We had to develop a process of understanding which families might have key workers or which children were vulnerable according to Scottish Government guidance, to support attendance at school January-March 2021.
- We have had to develop two distinct models of certifying SQA exams in school - once on an 'inferred attainment' model for 2020 and again on a 'demonstrated attainment' model for 2021.
- We have had to develop a system for managing the ordering, allocation and distribution of LFD COVID test kits to pupils and staff.
- We have had to incorporate daily data reports to Scottish Government into our registration processes.
- Facilities management has required more intense attention to detail than ever before to include COVID compliance in every decision.
- Risk assessments have had to be created or adapted to take account of COVID compliance.
- Many of our support services, school volunteers and out-of-school facilities have been unavailable to us for more than a year.

All of the above, and more, have had significant consequences for our progress through our development plan for 2019-2021.

Having said all of the above, we have had a generally good COVID experience in school. At the time of writing, we have had zero cases of individuals becoming symptomatic in school. We have had a number of self-isolation incidents - either precautionary or because of contacts outside of school - but none have required the intervention of Public Health Scotland in the operation of the school.

At the time of writing, we have lost 98 pupil-days and 42 staff-days to COVID-related self-isolation in the 2020-21 school year.

Impact of COVID-19 on SQA Exams

After the overall closure of schools, the most impactful COVID-related decisions in 2020 and 2021 have been the Scottish Government's decision to cancel all SQA exams for these two school years.

The timings of the school closures in these two years have had differing impacts in each year. In 2019-20, the closure was from mid-March onwards. This meant that all pupils had at least completed prelim exams in December 2019 and January 2020, which gave us an evidence base from which to make reasonable inferences about likely final grades.



In 2020-21, we knew from October 2020 that National 5 exams would be cancelled. The cancellation of Highers and Advanced Highers was not announced until December 2020. The actual closure of schools in January 2021 was not known about until very late in December 2020. As a result, we were able to complete all of our December prelims but none of our January prelims - a situation which affected Higher and Advanced Higher pupils most, although some National 5 courses were also affected.

We maintained online teaching during this period and the school was open to vulnerable and key-worker pupils throughout - none of whom were in S4-S6. We did not receive senior pupils back into school until 15th March 2021.

We devised a programme of assessments to allow us to generate the evidence required by SQA for grades in 2021, according to the 'demonstrated attainment' standard set earlier in the year. These assessments were:

- March 2021: A 'warm-up' assessment to give pupils a baseline for their performance, given the loss of prelims for H and AH pupils in January 2021.
- April/May 2021: A first assessment based on the 2021 exam papers provided by SQA. These assessments were cross-marked and some subjects were also verified by SQA.
- May-June 2021: A final assessment, from which pupils whose evidence was already good could opt out.

Provisional grades were determined by looking at all the evidence available for each pupil and coming to a view with senior management, SQA coordinator and subject specialists about the overall interpretation of each body of evidence. Cross-marking was conducted by teachers in school, where there were two or more teachers able to evaluate marking, or with teachers in other schools through a process facilitated by SCIS.

We are confident that the provisional grades we have chosen for each candidate are fair summations of the evidence we have available to us to consider.

It is a matter of regret that the SQA procedures laid down for 2020-21 do not allow for any sympathetic view on, or adjustments to take account of, individual pupils' circumstances or experience of life in lockdown.

Overall, though, we have come through fire and flood this year with the school intact and pupils having been taught and having made progress. There will be work to do in the coming years, but I do not see the experiences of 2019-2021 as a total loss. We have been forced to consider and make changes that we perhaps would not have had the courage to do in normal times, and these experiences will inform future work.



Future School Development Plans

While the COVID-19 pandemic continues to have an impact on school life, we are not going to develop a new School Improvement Plan until circumstances change. Instead, we will extend the life of the 2019-2021 plan until such time as we have had a school year not impacted by COVID and continue to press on towards the goals set in that plan.

Fraser Speirs
Head Teacher
May 2021



Evaluation of 2019-2021 School Improvement Plan

The [2019-2021 School Improvement Plan](#) contained 11 projects under the following headings:

- Health and Wellbeing
 - HWB-1: Partnership Working
 - HWB-2: Playground Facilities
- Assessment of Progress and Performance Information
 - AP-1: Benchmarking
 - AP-2: Tracking and Monitoring
 - AP-3: Attendance
- Teacher Professionalism
 - TP-1: Teacher Evaluation
 - TP-2: Pedagogy for Play
 - TP-3: Dyslexia and Autism
- School Improvement
 - SI-1: Chromebooks
 - SI-2: Disruption Policy
 - SI-3: Parents' Code of Conduct

At the end of Session 2020-21, very few of these projects have made the kind of progress that could have been achieved in normal school years and some have made no progress at all.

The simple explanation for all of this is the sheer quantity of redevelopment, reorganisation and management attention that was demanded by the COVID-19 pandemic. Many demands have been placed on schools in these two years which were previously the responsibility of other bodies in Scottish education.

Evaluation of Individual Projects

HWB-1 - Partnership Working	
Project Description	Develop partnership working with Mind Mosaic and CAMHS focused on Anxiety, Depression, Autism and Cognitive Behavioural Therapy.
Source	SLT Priority
NIF Driver	Assessment of Children's Progress
HGIOS Indicators	1.1: Self-Evaluation for Self-Improvement 1.5: Management of Resources to Promote Equity 2.1: Safeguarding and Child Protection 2.4: Personalised Support 2.5: Family Learning 2.6: Partnerships 3.1: Ensuring wellbeing, equality and inclusion
Rationale	<p>The school currently operates in a reactive mode when pupils attend Mind Mosaic or CAMHS. We do not have established relationships with these organisations and feedback to the school from these organisations is often weak.</p> <p>We do not have a clearly established procedure for raising referrals to Mind Mosaic or CAMHS.</p>
Objectives	We will develop direct relationships with contacts at Mind Mosaic and Inverclyde CAMHS.
Key Results	<ol style="list-style-type: none"> 1. The school has named contacts at both organisations. 2. The Named Person participates in a review meeting for pupils attending Mind Mosaic and/or CAMHS. 3. Increase school-initiated referrals to Mind Mosaic or CAMHS.
Directly Responsible Individual	Emma Rukin
Timescale	End of Session 2019-20.
Status at End 2020-21	<p>Key results in this project have broadly been met but not in their specifics.</p> <p>The school now has a far better defined process of making referrals to external support organisations and these include:</p> <ul style="list-style-type: none"> ● Inverclyde Social Work ● Barnardos ● Crisis Counselling ● Purple House Clinic



	<ul style="list-style-type: none">● Local GPs <p>We have also initiated an ongoing relationship with Action for Children.</p> <p>The original conception of this project as being specifically about Mind Mosaic and CAMHS did not anticipate the increased range of services that might come on-line during the life of the Improvement Plan and it is pleasing to have a range of options.</p> <p>Due to remote-working arrangements during the pandemic, many organisations have not been keen to develop named contacts for services and have operated many things through central mailboxes and helplines. Short-staffing during the pandemic has made named contacts an unreliable way to approach these organisations.</p> <p>I consider that the broad goals of this project have been met.</p>
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HWB-2 - Playground Facilities	
Project Description	Develop the playground with furniture, activities and covered areas to enable outdoor access during wet weather.
Source	SLT Priority, School Council Request, Parent Consultation
NIF Driver	School Improvement
HGIOS Indicators	1.3: Leadership of Change 1.5: Management of resources to promote equity 3.1: Ensuring wellbeing, equality and inclusion
Rationale	Our local area experiences 188 days with precipitation per year on average, of which 161 fall within the school year (88% of the school year). Currently our playground has no covered areas which means that pupils spend a significant portion of intervals and lunchtimes indoors due to rain.
Objectives	Design and build a covered area for a significant proportion of the school playground.
Key Results	<ol style="list-style-type: none"> 1. Delivery of construction project 2. Significant reduction in the number of intervals and lunchtimes spent indoors. 3. Increased seating and play facilities in the playground. 4. Construct netted area for ball games. 5. Construct safety barriers at corners of building. 6. Produce materials to promote 0.5-mile 'drop-off' zone to encourage walking. 7. Promote information about local after-school sporting activities.
Directly Responsible Individual	Fraser Speirs Head Teacher
Timescale	End 2020-21 for all components.
Status at End 2020-21	<p>We have made some progress in this area with the provision of additional outside seating in the playground. For a period, we had a temporary tarpaulin cover in the playground but this was not a long-term solution as the management of rainwater was very difficult.</p> <p>The school board has approved further investigations into a more permanent rain-cover structure in the playground.</p> <p>We have made some good progress in promoting 'park and stride', walking and cycling to school thus reducing car traffic outside the</p>



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	school. We have also produced materials to promote local sports clubs.
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AP-1 - Benchmarking	
Project Description	Develop structured level planning based on National Benchmarks
Source	SLT Priority & Inspection Report
NIF Driver	Assessment of Children's Progress Performance Information
HGIOS Indicators	1.1: Self-Evaluation for Self-Improvement 1.2: Leadership of Learning 1.3: Leadership of Change 1.4: Leadership and Management of Staff 2.2: Curriculum 2.3: Learning, Teaching and Assessment 3.2: Raising Attainment and Achievement
Rationale	The school is currently redeveloping curricular areas in response to and aligned with the National Benchmarks. This work is already underway for Level 2 Benchmarks.
Objectives	Align our teaching, learning and assessment with the National Benchmarks.
Key Results	1. Develop coherent units of work to cover benchmarks at levels 2, 3 and 4 in all eight Curricular Areas of CfE.
Directly Responsible Individual	<ul style="list-style-type: none"> ● English: Rosalind Creighton ● Expressive Arts (Music/L1/2): Lesley Sutherland ● Expressive Arts (Music/L3/4): Rebecca Crosby ● Expressive Arts (Art & Design): Will Revolta ● Health and Wellbeing: Jenny Revolta ● Mathematics & Numeracy: Andy Creighton ● Modern Languages: Lesley Rankin ● Primary Liaison: Elaine Black ● Religious and Moral Education: Jenny Revolta ● Sciences: Jennifer Offord ● Social Studies: Emma Rukin ● Technologies: Fraser Speirs
Timescale	<ul style="list-style-type: none"> ● Level 2 Units: August 2019 ● Level 3 Units: February 2020 ● Level 4 Units: June 2020 <p>Work on Early and 1st level will be actioned in the next development cycle, taking into account planned work on TP-2 - Pedagogy for Play.</p>
Status at End 2020-21	Little progress has been made in this area due to the loss of development time in the pandemic and this remains a project for 2021-22 and beyond.

AP-2 - Tracking and Monitoring	
Project Description	Develop a comprehensive Tracking and Monitoring system based on results of Project AP-1 and moderated level judgements.
Source	SLT Priority & Inspection Report
NIF Driver	Assessment of Children's Progress Performance Information
HGIOS Indicators	1.1: Self-Evaluation for Self-Improvement 1.2: Leadership of Learning 1.3: Leadership of Change 1.4: Leadership and Management of Staff 2.2: Curriculum 2.3: Learning, Teaching and Assessment 3.2: Raising Attainment and Achievement
Rationale	Once we have completed project AP-1, it will be possible to develop tracking and monitoring systems to track pupil progress through CfE levels.
Objectives	Develop a tracking and monitoring system based on the output of Project AP-1 .
Key Results	<ol style="list-style-type: none"> 1. Tracking tool developed and aligned with levels. 2. Staff trained on use. 3. Data recorded in tracker as units completed. 4. Level progress communicated to parents.
Directly Responsible Individual	Fraser Speirs Head Teacher
Timescale	<ul style="list-style-type: none"> ● Level 2 tracker: November 2019 ● Level 3 tracker: April 2020 ● Level 4 tracker: August 2020
Status at End 2020-21	This project is dependent on AP-1 and is paused until AP-1 makes progress.

AP-3 - Attendance	
Project Description	Promote high levels of attendance at school.
Source	SLT Priority
NIF Driver	Performance Information
HGIOS Indicators	2.1: Safeguarding and Child Protection 2.4: Personalised Support 2.5: Family Learning 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and Achievement
Rationale	While we do not have an overall problem with low attendance at our school, the standard deviation in absence rates is quite wide.
Objectives	Reduce the number of pupils with above-national-average levels of absence to those with IEP-documented attendance difficulties.
Key Results	<ol style="list-style-type: none"> 1. Maintain overall attendance rates at better-than-national-figures. 2. Reduce number of pupils with > 10% absence to those with identified needs documented in IEPs. 3. Introduce frequent attendance reports to parents, including Primary.
Directly Responsible Individual	Fraser Speirs Head Teacher
Timescale	End of session 2020-21
Status at End 2020-21	<p>This project has made substantial progress in terms of the processes put in place to manage attendance.</p> <p>We now have a format of attendance report which is distributed at the end of every term in Primary and Secondary.</p> <p>We have also had to adapt these processes in 2020-21 to:</p> <ol style="list-style-type: none"> 1. Take account of COVID-related absence codes 2. Develop a system of tracking COVID 'events' (e.g. incidents of self-isolation) 3. Take account of school closures on attendance numbers. <p>As well as the identified objectives in this project, we have also developed our understanding of, and guidance procedures to manage, the problem of school refusal, which was a small but significant issue in the re-start of schooling.</p>



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	<p>I consider the goals of this project to have broadly been met. High attendance remains a priority and will be monitored constantly through our attendance processes.</p>
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TP-1 - Teacher Evaluation	
Project Description	Develop robust teacher evaluation processes in line with GTCS Standards.
Source	School Board request & Inspection Report
NIF Driver	Teacher Professionalism
HGIOS Indicators	1.1: Self-Evaluation for Self-Improvement 1.2: Leadership of Learning 1.3: Leadership of Change 1.4: Leadership and Management of Staff
Rationale	In line with recommendations from our May 2018 inspection, we will design and implement teacher evaluation processes that align with GTCS Standards.
Objectives	Design and test teacher evaluation process.
Key Results	1. Agreed process specification exists.
Directly Responsible Individual	Lesley Rankin
Timescale	Design and test: end 2019-20. This project will be revised in the mid-cycle review to focus on the deployment phase.
Status at End 2020-21	Due to varied staff attendance as a result of school closures, as well as the ongoing limits placed on room capacity and teacher time due to COVID requirements, this project remains open for 2021-22 and beyond.

TP-2 - Pedagogy for Play	
Project Description	Develop a pedagogy and rationale for play in P1-P3.
Source	Inspection Report
NIF Driver	School Improvement Teacher Professionalism
HGIOS Indicators	1.3: Leadership of Change 2.2: Curriculum 2.3: Learning, Teaching and Assessment 2.5: Family Learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion
Rationale	Pedagogy of play is an emerging national priority in Scottish education. Some authors have suggested that the lack of unstructured cooperative play time is a part contributor to the emergence of anxiety and depression in teenage years (Lukianoff & Haidt, 2018 ¹).
Objectives	Develop and communicate a pedagogy and rationale for play in early primary.
Key Results	<ol style="list-style-type: none"> 1. Early primary teachers should attend at least one course on play from a nationally-recognised leading organisation in the space. 2. Identify improvements to facilities and school scheduling to allow more time for play. 3. Develop an evidence-based document that articulates our approach to play in the school. 4. Develop materials to share with parents on the benefits of unstructured, unsupervised play.
Directly Responsible Individual	Lorna Speirs P1 Teacher
Timescale	Training and Development: end session 2019-20 Implementation: session 2020-21
Status at End 2020-21	Internal progress has been made on this project, although many of the training experiences for staff have been cancelled or impacted by the pandemic. There have also been significant limitations placed on the types of play, locations for play and materials available to play due to COVID-19.

¹ Lukianoff, G. & Haidt, J., 2018. The coddling of the American mind: How good intentions and bad ideas are setting up a generation for failure, Penguin.



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	<p>As we have returned to school, teachers are conscious that facilitating opportunities to play will have a major role in re-establishing social bonds across the school but particularly in Primary.</p> <p>We are working on this project informally at the moment but the policy and procedures aspect of this project remains live for 2021-22 and beyond.</p>
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TP-3 - Dyslexia and Autism	
Project Description	Improve whole-school training on Dyslexia and Autism.
Source	Staff Consultation
NIF Driver	Assessment of Children’s Progress Parental Engagement Teacher Professionalism
HGIOS Indicators	1.4: Leadership and Management of Staff 2.1: Safeguarding and Child Protection 2.4: Personalised Support 3.1: Ensuring wellbeing, equality and inclusion
Rationale	Our school will continue to develop its capacity to support children with Dyslexia and Autism, the most common difficulties that our pupil body faces. This project links to other projects such as HWB-1 (Partnership Working).
Objectives	Improve the school’s support for children with Dyslexia and Autism.
Key Results	<ol style="list-style-type: none"> 1. Identified lead teachers to attend in-depth courses on Autism and Dyslexia and disseminate learning to all staff. 2. All teachers to attend at least one in-service course on each topic. 3. Develop a unified register of additional support needs across the school. 4. Introduce comprehensive dyslexia screening programme.
Directly Responsible Individual	Dyslexia: Donna Atkinson Autism: Fraser Speirs
Timescale	End session 2021.
Status at End 2020-21	<p>As with TP-2, the pandemic has seriously impacted many of the opportunities for training in these areas, so some key results have not been met.</p> <p>We have been working through professional reading in both areas and have developed processes for using Dyslexia Scotland “What to Look For” checklists to screen for Dyslexia. At the moment, this is being done through teachers raising concerns, rather than screening across the school.</p> <p>Further work remains on this project over time.</p>



SI-1 - Chromebooks	
Project Description	Transition the school 1:1 technology from iPad to Chromebook.
Source	SLT Priority & Pupil Consultation
NIF Driver	School Improvement
HGIOS Indicators	1.3: Leadership of Change 1.4: Leadership and Management of Staff 1.5: Management of Resources to Promote Equity 3.2: Raising Attainment and Achievement 3.3: Increasing Creativity and Employability
Rationale	Our current technology approach is nearly 10 years old and, while successful, is starting to lose its effectiveness as the world moves on. A major driver of the switch from iPad to Chromebook is lack of investment from Apple in cloud services, which is leaving our learners without skills in online collaboration which are increasingly necessary for progress into FE/HE and the workplace.
Objectives	Deliver working Chromebook deployment and train staff and pupils in use.
Key Results	<ol style="list-style-type: none"> 1. All pupils using Chromebook 1:1 regularly through the school. 2. All secondary courses transition from iTunes U to Google Classroom. 3. Staff attend at least 4 training sessions in 2019-20 on Chromebook. 4. Pupils have lesson time dedicated to becoming proficient on Chromebook.
Directly Responsible Individual	Fraser Speirs Head Teacher
Timescale	Delivery: August 2019 Training: Continuous 2019-21
Status at End 2020-21	<p>This project is complete and is maturing across the school. It proved to be a significant factor in our success in maintaining learning during the school closures in 2020 and 2021.</p> <p>When the schools closed, we were able to adopt Google Meet quickly and increase our use of Google Classroom to keep lessons going while school was closed.</p> <p>This project has been an incredible success and I do not think we would have achieved the learning we did during lockdowns without it.</p>

SI-2 - Disruption Policy	
Project Description	Develop a classroom disruption policy and procedures.
Source	Staff Consultation
NIF Driver	School Improvement School Leadership
HGIOS Indicators	1.2: Leadership of Learning 1.3: Leadership of Staff 2.1: Safeguarding and Child Protection 2.3: Learning, Teaching and Assessment
Rationale	Our current disciplinary policy covers all areas of serious indiscipline but currently does not scale down to low-level disruption in the classroom. To support effective learning for all and for the wellbeing of staff, we will develop a policy and procedure for managing low-level disruption in the classroom.
Objectives	Reduce time spent by class teachers managing classroom disruption.
Key Results	<ol style="list-style-type: none"> 1. Produce draft policy and procedures 2. Consult pupils and parents on policy 3. Develop tracker for policy operation 4. Implement policy
Directly Responsible Individual	Fraser Speirs Head Teacher
Timescale	Policy and consultation: December 2019. Implementation: January 2020.
Status at End 2020-21	<p>The aims of this project are broadly complete, although it has not been written as formal policy.</p> <p>We developed a system of ‘relief teachers’ where pupils could be sent in the event of classroom disruption. As it turned out, the existence of such a system applied significant downward pressure on the instances of classroom disruption to the point where it was not considered necessary to develop a formal policy on this.</p> <p>We developed a tracking system for this and trained staff in its use. As a result of the success of this project, we adapted the tracking system to also incorporate minor guidance matters such as missing homework, missing materials and lack of effort.</p>



SI-3 - Parents' Code of Conduct	
Project Description	Develop a Parents' Code of Conduct.
Source	School Board Request based on AGBIS Guidelines
NIF Driver	<ul style="list-style-type: none"> ● School Improvement
HGIOS Indicators	1.4: Leadership and Management of Staff 2.5: Family Learning
Rationale	Recent guidelines from The Association of Governing Bodies of Independent Schools (AGBIS) have indicated that independent schools should develop a Parents' Code of Conduct as a matter of good governance. Our school currently does not have such a policy. This is a guideline-driven priority and not being developed in response to any particular issue.
Objectives	Develop and adopt a Parents' Code of Conduct.
Key Results	<ol style="list-style-type: none"> 1. Draft document completed. 2. Consultation with parents and school board. 3. Adoption of policy, with promotion on web site.
Directly Responsible Individual	Fraser Speirs Head Teacher
Timescale	End of Session 2020-21.
Status at End 2020-21	This project has made no progress so far. It remains a live but low-priority project as we have simply not seen parents in school for more than a year at this point, except in exceptional circumstances.



Project Status Summary

Health & Wellbeing	HWB-1: Partnership Working	Complete
	HWB-2: Playground Facilities	Partially Complete
Assessment of Progress	AP-1: Benchmarking	Incomplete
	AP-2: Tracking and Monitoring	Incomplete
	AP3: Attendance	Complete
Teacher Professionalism	TP-1: Teacher Evaluation	Incomplete
	TP-2: Pedagogy for Play	Partially Complete
	TP-3: Dyslexia and Autism	Partially Complete
School Improvement	SI-1: Chromebooks	Complete
	SI-2: Disruption Policy	Complete
	SI-3: Parents Code of Conduct	Incomplete

Complete	4/11 Projects
Partially Complete	3/11 Projects
Incomplete	4/11 Projects

Additional Major Projects Completed due to COVID

1. Design and implement remote teaching and learning procedures for Primary and Secondary in total lockdown.
2. Train staff and pupils on Google Meet (all levels) and Google Classroom (Primary) as well as GoGuardian Teacher (remote classroom management tool).
3. Continuously adapt to Scottish Government decisions on schools closure and reopening, as well as COVID compliance, across 2020-21 school year.
4. Develop procedures to manage and track COVID-related incidents of absence and processes of reporting to Scottish Government.
5. Develop procedures to manage symptomatic individuals in school.
6. Develop procedures to manage the ordering, reordering, distribution and logging of Lateral Flow Device testing kits.
7. Derive 2020 model of SQA inferred grading and manage evidence collection, marking and evaluation.
8. Derive 2021 model of SQA demonstrated-attainment grading and manage evidence production, marking, cross-marking, quality assurance, equity and fairness

considerations and pupil and parent communication. Extend this model from National 5 to include Higher and Advanced Higher mid-year.

9. Develop procedures to determine which pupils and families meet various criteria for vulnerable or key-worker status, having due regard for the issue that not all pupils whom we might consider vulnerable are considered vulnerable by their families. Similarly, the pressures of the lockdown situation have made some pupils vulnerable who would not previously have been considered as such.
10. Develop a new 'big-block' timetable for Secondary to minimise number of different class/teacher contacts across a day and week.
11. Develop and manage 'skeleton staff' procedures during January 2021 lockdown.

It is worth noting that a number of the above projects had to be completed multiple times over to take into account evolving circumstances - for example, the cancellation of National 5 and then, later, the cancellation of Higher and Advanced Higher exams.

	2019-2021 School Improvement Plan	COVID-19	Total Project Progress	Overall Progress
Complete	4/11 Projects	11/11 Projects	15/22 Projects	68%
Partially Complete	3/11 Projects		3/22 Projects	14%
Incomplete	4/11 Projects		4/22 Projects	18%

Overall, therefore, taking into account the projects we had planned in 2019 and the projects that were thrust upon us by COVID-19 and Scottish Government and SQA decisions, we have made complete or partial progress on over 80% of our projects in the 2019-2021 School Improvement planning cycle.