

# RECOVERY UPDATE

Since children and young people returned to school in August 2020, many things in education look and feel different. Here is an update from North Berwick High School **LAUREN RODGER** (headteacher), and **FRASER McCALLUM** (depute headteacher) about how they have moved on and adapted their practice for the current context.

## NORTH BERWICK High School

**CRITICAL ENGAGEMENT** with **PROFESSIONAL READING** and a **PROGRAMME** of **ACTION RESEARCH** has empowered all teachers to develop their practice. It is leading to well-informed and innovative approaches to **LEARNING, TEACHING AND ASSESSMENT**.

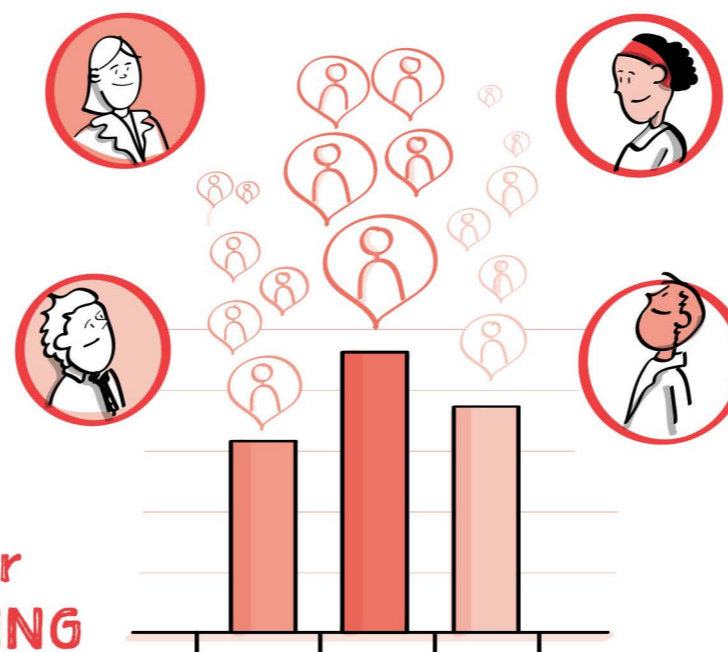


  
**East Lothian  
Council**

Lockdown and remote learning inevitably resulted in the knowledge and skills gap widening for some of our pupils. Our aim is to ensure that there is continued high focus on closing this gap.

### CRITICAL ENQUIRY and TEACHING PRACTICES for EFFECTIVE LEARNING

Collaborative enquiry, therefore, remains a priority for us. Following on from the Professional Learning as Critical Enquiry project with Edinburgh University last session, there is a continued focus throughout this session on: the learning experience of specific pupils; the importance of data-collection methods; and staff sharing insights on pupils' learning. 'Putting Faces on the Data' (Lyn Sharratt & Michael Fullan, 2012) continues to be an important construct in the way we focus on closing the learning gap.

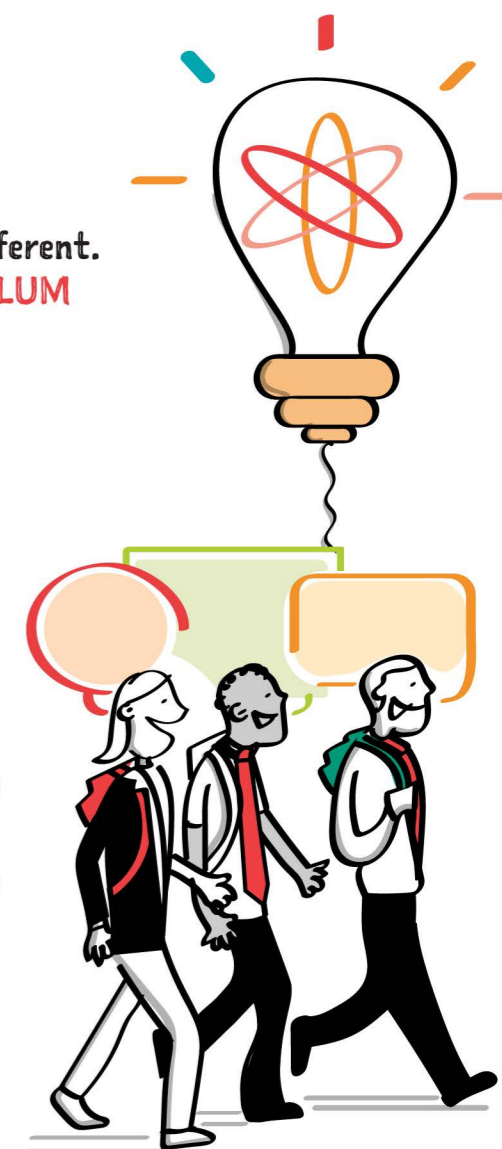


In order to examine, evaluate and develop differentiated teaching and learning practice across the school, individual teachers have been asked to select one or two pedagogical practices from our Teaching Practices for Effective Learning to use as enquiry lenses.

Staff will be sharing their reflections with colleagues on an intra- and inter-faculty basis throughout the session.

### NURTURE/RESTORATIVE PRACTICE

Developing positive relationships in the school community is always one of our main priorities. A crucial recovery action was to ensure that time was allocated for staff to familiarise themselves with the key principles of nurture and restorative practice in order to ensure that all pupils experienced a positive transition and return to school in August.



### DIGITAL PRACTICE

All teachers were asked to complete a digital practice self-evaluation in order to get a deeper insight into their developing skills in using digital tools. From this self-evaluation, a number of virtual workshops on G-suite apps were offered for staff.

