



Charleston School, Aberdeen

Standards, Quality, Recovery & Improvement Plan



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP
CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2019 – 2020</p> <p>Priority 1 – Improvement in outcomes for pupils, through ongoing development of learning and teaching and assessment, particularly in literacy and numeracy.</p> <p>Priority 2 – Closing the attainment gap between the most and least disadvantaged children / young people.</p> <p>Priority 3 – Continued development of curriculum rationale with a focus on progressive planning for pupil leadership and skills development.</p> <ul style="list-style-type: none"> • Development of relevant, engaging learning contexts which support pupils to develop skills linked to DYW. • Development of approaches to pupil profiling and reflection to ensure they understand/lead their next steps in learning. <p>Priority 4 – Further development of the approaches to enhance parental engagement with school which meet the needs of Charleston community.</p>	<p>School Improvement Priorities 2020-2021</p> <p>Priority 1- To ensure that the wellbeing of all learners and staff is continually assessed and supported as part learning approaches.</p> <p>Priority 2- To develop Learning, Teaching and Assessment approaches to support blended learning and ensure digital learning continues to support the process.</p> <p>Priority 3- Continue the development of pupil leadership and skills development linked to DYW standards in light of the current situation.</p> <ul style="list-style-type: none"> • Continue to develop the use of Seesaw to record and track the development of skills. <p>Priority 4- Continue to develop the approaches to enhance parental engagement with an initial focus on supporting parents with distance learning.</p>
<p>Context of the school:</p> <p>Charleston School is located in the community of Cove, an area to the south of Aberdeen city. The school is situated in the private, residential area of Charleston. Charleston School is a co-educational, non-denominational school. Future housing developments will lead to further expansion of the school roll which is currently standing at 246 including 60 nursery pupils. In addition to the main school building, which opened in 1999, there are three temporary classrooms which were put on site in 2002. This year the school is configured at 10 classes. The nursery currently runs a morning session of up to 30 pupils and an afternoon session of 30.</p> <p>Charleston School is part of the Lochside Associated Schools Group (ASG), comprising five primary schools and Lochside Secondary School. We have close links with all of the schools in the ASG. Our aim is to work together to ensure our pupils have consistent learning experiences and opportunities for partnership events.</p> <p>The full time teaching staff equivalent (FTE) of 14.28 includes the senior leadership team (SLT), the Acting Head Teacher (covering maternity leave), a Depute Head Teacher and a Principal Teacher, 8 full time, 2 of which are probationer teachers, and 5 part-time class teachers, including specialist visiting teachers for Music (0.2 fte).</p>	

The Early Years (Nursery) team includes a Senior Early Years Practitioner who was appointed in January 2019 (currently on Maternity leave), 1 full time teacher, and 4 Early Years Practitioners, 3 of which are part time. There is also a trainee EYP through the council secondment/Great Western training partnership. The nursery is currently supported by a Pupil Support Assistant for a child with additional support needs. During session 2019-20 a Permanent Head Teacher, Depute and Principal Teacher were appointed. A further 1 new class teacher started in December.

The Head Teacher is currently on maternity leave and an Acting Head Teacher has been appointed.

As well as classes having weekly music sessions, pupils have the opportunity to apply for individual and group lessons for guitar, brass, woodwind and violin. The Primary 1-7 pupils are supported by around 6 Pupil Support Assistants who work part time. There are currently 1.76 FTE vacancies in the PSA team.

Parental engagement is a key feature in our school and parents are encouraged to be fully involved in the life and work of the school and their child's learning. The school is supported by the Parent Council. The group works with and alongside the school staff and pupils in leading school improvements and raising funds to support school developments, such as increasing access to ICT devices such as Chromebooks and iPads, and subsidising transport costs to allow classes to go on visits and trips which enable children to explore their learning in real life contexts.

Pupil participation is a key priority in our school and pupils have many opportunities to be involved in the work, life and improvement of the school through pupil participation groups, the Young Leaders of Learning programme and ongoing use of HGIOURS within classes. Pupils have a sense of pride in their school and are keen and motivated learners. The school is actively looking to develop closer links with the community and agencies in the community to support learning and teaching opportunities beyond the school gates. Staff are committed to working together and reflecting on practice to provide a high quality experience for our pupils.

Achievements within the school include

- Being awarded the Baillie John Porter Cup for raising attainment consecutively over two years.
- Gaining our level 1 Unicef UK Rights Respecting School Award.
- The Pupil Council securing support from Conoco Phillips to clear and develop the wooded area in the playground

High Level Plan

1

As we return to school buildings there will be significant focus on ensuring the wellbeing of staff, children and families is carefully considered.

1. Improving and developing our approaches to Learning, Teaching & Assessment

2. Supporting the Wellbeing of all

3. Physical Return to School buildings

2

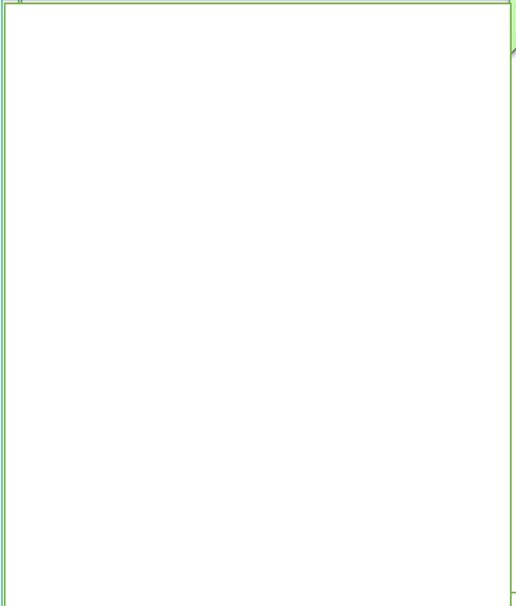
1. Workforce Planning in response to DSM Guidance

2. Developing the curriculum

3. Supporting the Wellbeing of all

4. Planning extended use of the physical buildings

3



Section 1 - Key principles

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for Charleston school. The approaches agreed in the LDPP has guided the development of this individual School Recovery Plan, which will act as the School Improvement Plan for the coming session.

The School Recovery Plan will reflect the key principles as set out in the LDPP and in national guidance:

- Implementation will take full account of scientific and medical advice that it is safe to proceed
- The wellbeing of all pupils and staff will be carefully considered when determining the approach to reopening school buildings
- Risk assessments will be used to support planning and ensure that health and safety legislation and guidance is fully adhered to
- Public health measures will be taken fully into account
- Careful consideration will be given to the balance of in-school and at home remote learning to provide maximum benefit to children and young people
- Planning will build on the experience of delivering Hub and Emergency Childcare provision
- Planning will enable movement up and down the phases of the Route map
- Clear and effective communication with all stakeholders will be paramount

What will this mean for Early Learning and Childcare?

The ELC guidance has only just been shared with schools, hence the limited detail in this plan. Guidance will be studied and implemented in detail over the coming weeks.

Our children will enter the Nursery setting directly through the Nursery entrance. The organisation of drop off and pick up will be carefully coordinated to maintain social distancing when parents are on site.

It is acknowledged that maintaining social distancing with children aged 5 and under is extremely difficult. Children will therefore be arranged in small groups (bubbles) of no more than 8, along with the appropriate number of adults to supervise that group. The membership of the groups (including the adults) will remain the same at all times until restrictions on social distancing in schools are lifted. Whilst members of each group will not be required to remain distances from each other, staff will need to ensure that each group of children maintains a distance of at least 2m from other groups at all times. The use of outdoor space will play a key part in how we deliver ELC with our nursery children having access to the outdoors on a daily basis during their time in school.

What will this mean for Charleston school?

Charleston School is made up of 10 open plan classrooms. 9 of the classroom areas will be used for teaching and learning, as well as the Gym Hall to host the Primary 7 group. Whilst keeping primary aged children 2m apart is very difficult, altering the number of pupils in a class and changing the setup of the classroom will support social distancing from P2-7.

All year groups will return, P1-6 in reduced groups with a regular rota system in place so that parents and children have a consistent routine. Primary 7 pupils will be in school 9 days out of 10. P1-6 classes will be divided into groups with children attending in blocks of days. These classes will be split into three groups, some of which may be of different sizes so that additional supports and staffing can be allocated to some groups.

Movement through the school will be limited and most children will spend their time in the one classroom. The children will enter the school through one of 5 entry points, detailed in the plan below. Their entrance point will be close to their classroom area to limit interactions with others whilst moving through school.

A Nurture Room will be set up in a separate space by Support for Learning Staff to accommodate vulnerable learners. The space will allow these children to have access for increased time, should it be required.

A childcare provision will be available for key workers children, further detail will be available once ACC guidance is released. It is unlikely that standard breakfast and afterschool provision will be available for all families whilst this expectation is in place.

Avoiding physical / social contact within the playground

The playground will be split into 4 sections. Each class area will use the same section of the playground when they are outside and be expected to maintain social distancing rules. The fixed outdoor equipment will not be in use at this time. A limited supply of playground equipment (which allows for social distancing) such as hula hoops, balls and skipping ropes will be available for use and will be sanitised after each play session and risk assessed appropriately.

Breaks will be staggered over 2 sessions to reduce the number of children accessing shared spaces at one time to ensure numbers remain within safe limits. Children will be encouraged to come to school in appropriate outdoor clothing for wet break and lunch times. .

Ventilation in buildings and the use of outdoor space

Staff will be asked to ensure good ventilation by keeping windows open and where possible not closing the doors of small rooms (unless these are fire doors). Children, young people and staff should spend at least once a day outdoors, more if possible, with weather appropriate clothing, keeping at least two metres from each other at all times. Effective outdoor learning will be delivered across many subject areas and the 3-18 learner journey. The 'Woodies' out the back of the school will be used as informal outdoor classrooms set within the natural environment. Care will be taken to ensure that outdoor contexts for learning are fully accessible. Management of symptomatic building occupants

If a child or young person attends the setting with symptoms of cough and/or high temperature, they should go home immediately. If a child / young person is waiting to be collected by their parent or carer, they should be isolated in a private well ventilated room/area (details of this are below) and avoid touching surfaces. Schools will consider the best location given the changed use of buildings. Isolation rooms will be cleaned after use in keeping with national guidance.

The manager should then contact Facilities and ensure appropriate cleaning takes place. Please keep up to date with current guidelines:

<https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/>

Section 2 – Hygiene and health and safety practice Cleaning Routines

Toilets and washrooms will be cleaned daily by cleaning staff to maintain high standards of cleanliness, using methods and cleaning products in keeping with national guidance (COVID-19-decontamination-in-non-healthcare-settings). Additional sanitisation of taps and flush handles will be undertaken by janitorial services on a regular basis during the school day.

All other areas will be cleaned by cleaning staff before the start of every day, paying special attention to door handles, table/counter tops, bannisters, and other areas touched regularly by staff and children, with additional cleaning during the day.



Particular attention will be given to the cleaning of the Isolation Room which will be used to accommodate children that present any symptoms of Covid-19 until their parent/carer can collect them from school. The library will be named as the first 'Isolation Room' and will not be used for any other purpose at this time. The Janitors office will be named as the second, if there are more than 1 pupil displaying symptoms. If a child displays any symptoms, they should be escorted straight to the Isolation Room with a member of staff until their parent/carer arrives. The child will be supervised until they leave the school building. Once the child has been handed over to the parent at the front door, the member of staff will return to the Isolation Room and wipe down all surfaces, chairs and door handles. The cleaners will be notified by the record on the door and the room will be cleaned in accordance with current guidance which can be found at <https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/>.

First Aid- The children will only enter the First aid Room with a member of staff if first aid is required. The staff member will follow the guidance stated in the ACC PPE guidance in relation to wearing PPE. Once the pupil has been treated, the adult must remove all PPE in line with the regulations and the pupil be escorted back to the area that they left. The staff member dealing with the pupil should then return to the First Aid Room and wipe down all surfaces, chairs, bed, door handles, cabinets, sink and toilet.

In both situations (Isolation Room and First Aid Room), all used wipes/ cloths should be disposed of in the lidded bin and the bin liner removed, double bagged with a note on the bag marking the date and time that the rubbish was added. The rubbish will be placed in the boiler room and should be cleared after 72 hours, by cleaning staff. A record will be secured on the outside of the doors (Isolation Room and First Aid Room). This should be completed by the staff member as they enter the room, and will indicate that the room is busy. There will also be blank records on the inside of the doors. Staff are expected to note the initials of the child, date and time that the Isolation Room/ First Aid Room was used. Once the room has been cleaned, the staff member should further complete and sign the cleaning record, also on the outside of the room. Records on the doors will be removed at the end of each week and new records secured in place by PSA staff.

The nurture space (GP Room), nursery and P1 classrooms will see the children working within a 'bubble'. The bubbles of children will be no more than groups of 8, some smaller. Table tops, surfaces and used resources will be wiped down twice a day (break and lunchtime) by staff. Then the rooms will be cleaned at the end of the day by cleaning staff, in line with regulations. All plastic resources used at the end of the day, such as Lego, should be put through the dishwasher at a high temperature to ensure that they are clean for the next day.

It may not be possible to ensure adequate cleaning of some areas of the school, in which case these facilities should be put out of use. Gym hall changing rooms will not be used during phase 1-3 of the recovery plan. Pupils will be asked to bring their own filled water bottle to school and water fountains will be marked '**not in use**'.

Sanitising wipes will be provided to school staff to clean telephones, laptops/desktop computers and associated peripherals and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses.

Where there has been a COVID-19 case, the cleaning regime will be in accordance with strict rules outlined in COVID-19-decontamination-in-non-healthcare-settings.

Use of Learning Resources

School staff will be given sanitising wipes for school staff to undertake cleaning of resources, toys and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in school learning. Resources which are not being used will be removed from class bases to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

All books in the Library will be marked 'out of use'. The Library will be named as the 'Isolation Room' and be used for no other purpose.

Classroom Settings

Within each classroom area, children will have a plastic resources tray apiece, containing a range of resources that may be used during the school day. Typically, this will include jotter(s), writing utensils, counting resources, letter line, scissor, glue stick, rulers, whiteboard, whiteboard pen, and magnetic letters (for younger children). The box will remain on the pupil desk at all times. At the end of the 3 days in school, boxes will be wiped down and stored either on top of classroom units or in the tray units, both out of reach of the children. They will remain there until the group of children return, 2 weeks later.

Reading books may be used by children during their time in school, however, they will no longer be sent home to share with parents. If staff wish to use reading books with their class, they will follow the set procedure of – Books to be placed in the children's resources box at the beginning of their 3 days in school, after their 3 days children will return their books to the quarantine box at the front of the class, the books should remain there for 72 hours, untouched. After 72 hours, all books will be wiped down by staff and returned to the reading cupboards.

Nurture Class, Primary 1/ Nursery

Only resources that can be wiped or added to the dishwasher such as Lego will be out for children to use/ explore. Story books will be available for each 'bubble'. Once the 'bubble' of children leave the school for the week, the books will be put away to quarantine for 72 hours (in the nursery cupboard) before being wiped down and ready to use for the next group the following week.

Playground Equipment

Skipping ropes, hoops and balls will be available for children to play with during playtimes and lunchtime. The equipment will be shared out fairly between classes. Children should only use one piece of equipment per session. At the end of each session the equipment should be wiped down by staff before the children enter the building.

Hand washing

Health Protection Scotland advise that soap and water should be used for hand washing where this is available. Alcohol based hand sanitiser will be used where there is no access to soap and water. Stocks of soap will be checked, and replenished, before the start of every day by facilities staff.

Hand sanitiser will be available at each entrance point to the building. The following doors will have hand sanitiser stations set up for children and staff as they pass.

- The Main Entrance
- Gym Hall Doors (Fire Exits)
- Senior Door (Next to P7 classroom, Area 10)
- Middle Stages Door (Next to Areas 6 & 7)
- Early Stages Door (Next to Areas 2 & 3)
- Nursery Entrance
- Door providing access to the Nursery garden (Fire Exit)

The hand sanitiser station will consist of a small table, a 500ml bottle of hand sanitiser and a box of tissues. Stocks will be checked every day by PSA staff. The administrator will be informed if the stocks are running low and order what is required. Stock will be kept in the cleaner's cupboard.

Children, young people and staff will sanitise their hands with the hand santiser before entering and leaving the building. For pupils, once their belongings are placed on their chair they will asked to go straight to the wet area and wash their hands. Everyone be reminded to wash their hands with soap and water for at least 20 seconds, before eating or handling food, after blowing their nose, sneezing or coughing, and after going to the toilet. Children, young people and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Several posters have been displayed around the school to remind everyone of the need for regular hand washing.

Children, young people and staff will be reminded to cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Each classroom area will have a bin available to dispose tissues in. Bins will also be available around the school (all offices, reception area, gym hall, first aid room (with lid) and isolation room (with lid)). Tissues will be available in each classroom, and pupils should be reminded to use the crook of their elbow if no tissue is immediately available.

Staff will work with children to ensure that there is a clear understanding of these principles during the first few weeks of term in August. The children will then be reminded or good practice, on a regular bases as the term goes on.

Access to Toilets

Pupil Toilets

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing within the toilet areas. This will be managed by the class teacher when the children are in class and the PSAs during break time and lunchtime. The maximum number in each toilet area will be limited to 2 pupils, with the middle cubicle and sink in each toilet being blocked off. Out of use signs will be visible.

During class time, teachers will ensure that only 1 boy and 1 girl from each pod will use the toilet at one time. This will ensure that there will never be more than 2 children in each of the toilets at the same time. Where possible, this will be supervised by support staff. The children will learn about the importance of social distancing from the offset and they will be reminded to follow these rules when they are in the toilet.

During playtimes and lunch times, the children will inform a PSA if they need to use the bathroom. There will be one PSA on 'toilet duty' each day. They will remain by the entrance to the school building and be responsible for ensuring that no more than 2 children are in each of the toilets at one time. Staggered break times and lunch times will assist with this.

There will be a strong emphasis on hand washing after visiting the toilet, and hand washing may require to be supervised for younger children. Once the children return to their classroom area, after a toilet visit, they should go straight to the wet area and wash their hands once more where the teacher will supervise that this has been done. Posters should be used within toilet blocks to remind pupils of the need to wash their hands, and how to do so effectively, and stocks of soap and paper towels will need to be maintained at all times.

Touching the door handle to do this presents a risk of infection spread. Pupil toilet doors will be propped open to reduce the areas of possible contamination. The boy's toilets will still have an appropriate level of privacy maintained.

Staff Toilets

Only 2 staff members can be in the toilets at one time, safely socially distanced. The outer door of the toilets will be pinned open to reduce the amount of handles that need to be touched. The middle toilet will be marked 'out of use' and the door will remain locked. After staff use a cubicle, they should endeavour to leave the cubicle door open to show that the toilet is empty, this will make it clear which toilets are free and which are not before staff enter the areas as well as ensuring reduced contact of surfaces.

To help further reduce the risk of spread of infection, toilet blocks will be kept well ventilated at all times, through having windows open during the school day, and ensuring mechanical extraction systems are working and switched on.

Section 3 – Practical measures to support social distancing in our school.

How will we increase separation?

The agreed metric of 5 sq.m has been used to help determine the maximum capacity of all spaces in school to help determine which spaces may be most suitable for the provision of 'in school' learning. This metric allows for circulation space in addition to the need to adhere to the 2m social distancing rules.

The spaces used for 'in school' learning will be prepared to clarify boundaries. This may include closing off some areas. All staff are being made aware of changes on a daily basis through email communication. A 'return to school' booklet will be emailed home to parents and shared with all pupils during the last week of term. This will contain the relevant information that they need to know for returning to school. Due to the many physical changes in the school environment, regular updates will be posted on the school Twitter page to show the progress of the changes throughout the summer. Should the social distancing measurement reduce over the holiday period, then a new booklet will be available by 11th August 2020 containing updated information.

Staff spaces such as school staffrooms, kitchens and break out spaces will also be subject to social distancing arrangements. The school staffroom can hold 4 adults at one time, following social distancing rules. The chairs have been spaced accordingly. If staff members open the door and there are already 4 persons in the room, they should make their way to the classroom area 10, where they can take a chair and place it on a marked spot. Wipes will be available for staff to wipe the chairs before they are returned to the stack.

The Gym Hall will be used as a learning space for the Primary 7 class. These children will access school 9 days out of 10.

P2-6 groups of pupils have been carefully planned for returning to school. The groups will be static and will accommodate family groups from Nursery through to Primary 7. This will help restrict the number of different interactions each pupil has. Over a fortnight, P2-6 children will receive 3 days 'in school' learning, 6 days 'at home learning' with a digital learning day on the 10th day of the fortnight. The pattern of the '3 day fortnight' can be seen below;

	M	T	W	Th	F	M	T	W	Th	F
Full Days in School	Yellow	Yellow	Yellow	Blue	Blue	Blue	Green	Green	Green	Digital

This model will see over 40% of the pupils in school each day. A full break down of percentages can be seen in Appendix 1.

Groups of primary children will be taught by a limited number of staff. On the days that the children are in school, classes have been split into two groups to allow for staggered starts and finishes. Classes have an entry door that they will use at all times when entering or leaving the building. A draft proposal of the start/ finish start times is outlined below;

Group 1		Group 1 Children	
Arrive	9am	Pod 2- Primary 2 & Primary 2/3	Classroom Area 3 & 4
Break	10.20- 10.40am	Pod 3- Primary 3/4 & Primary 4	Classroom Area 5 & 6
Lunch	12- 12.40pm	Pod 5- Primary 6	Classroom Area 9
Leave	2.30pm		

Group 2		Group 2 Children	
Arrive	9.10am	Pod 1- Primary 1A & Primary 1 B	Classroom Area 1 & 2
Break	10.45- 11.05am	Pod 4- Primary 5 & Primary 5/6	Classroom Area 7 & 8
Lunch	12.30- 1.10pm	Primary 7	Gym Hall
Leave	2.40pm		

Children should not arrive at school until the arrival time for their allocated group. A bell will signal that it is time for the children to line up, one at 9am and one at 9.10am. All children, except Primary 1, should be dropped off at the gates and then make their way round to their allocated entry door. Pupils must maintain social distancing at all times in the playground. Once arriving at their entry door, they should stand on the spot for their line. Class lines will be clearly marked for the first fortnight.

Primary 1 Pupils

As a transition, Primary 1 children will start with half days (9.20-11.50am) for their first block of 'in school' days. Parents should arrive in the school playground no sooner than 9.20am. Pupils should be walked safely round to their entry door and parents should support their child to stand on a spot, in their class line, maintaining social distancing at all times. The children will be taken from their line, into the classroom area by their teacher. No parents will be allowed in the school building. PSA staff will be available to support where needed.

Nursery

The nursery will be able to accommodate 3 'bubbles' of children. Each 'bubble' will have no more than 8 children. There will be a clear barrier between each 'bubble' and staff will ensure that the bubbles of children are always 2m apart. Each bubble will have 1 members of staff attached to them. They will not mix with the other bubbles. There will be 1 member of staff floating between bubbles to ensure that staff can have regular breaks and to support toileting. The outdoor area will be used to hold a bubble.. The children will rotate, per session, which area that they are in so that they can have access to the outdoor area. On the days that children that do not have access to the outdoor area, staff will ensure that they are outside at least once during the session. Nursery staff should always follow the 2m social distancing guidelines at all times.

The classroom areas for P2-7 will hold a maximum of 10 persons following the 2m social distancing guidance. With this in mind, classrooms have been reconfigured to support this. The Gym Hall can hold a maximum of 32 pupils at one time.

While children are in school, classes will spend increased time learning outdoors. Each pod will have a designated area of the playground that they can use as an outdoor space on a daily basis. Classes will be encouraged to spend an increased amount of time outside with an expectation of at least once a day. Outdoor spaces will be timetabled between groups. Outdoor resources such as foil seats, clip boards, outdoor chalk etc have been ordered to support this. It will be communicated to parents regularly, through fortnightly newsletters that children should come to school with appropriate clothing, for all weathers.

The sharing of resources between children and young people during a learning activity will be avoided in order to limit the potential for transmission. Any resource that cannot be easily cleaned/ wiped should be stored away in one of the listed storage areas below. Items such as cushions, curtains, teddy's, material drapes, rugs, dress up clothes will be removed from classroom areas to be stored. Personal belongings of the children, will be taken home at the end of any 'in school' learning.

IT equipment such as computers, laptops and iPads will not be used during the 'in school' learning days. All devices not in use will be stored in one of the storage areas.

Excess furniture and resources from classrooms will be stored in the large GP room, the pupil changing rooms and a classroom in the huts.

All large playground equipment will be dismantled and/ or taped off so that children cannot use including the assault course, boat and the slide.

No Parents will be allowed to enter the school or have access to the school office. Parents will be informed that they must call or email communication to the administrator who will then pass on to the relevant party. SLT will be in the playground each morning to ensure that no parents enter the playground. Staff should not enter the school office either, they should contact the administrator by email or telephone.

If children arrive late to school and miss the opportunity to stand in line at their allocated door, they must wait outside the main entrance on one of the marked dots. A member of staff will be at the door to escort them in. If pupils arrive later than 9.30am, parents must call the school to inform the administrator of their expected arrival time. A member of staff will then be at the door waiting for them to arrive and escort them to their class.

It is important to plan ahead for when social distancing arrangements change to 1m. When this becomes the case, the model would change to allow 50% of each class in school at one time. The children would then have 2 full days in school each week. An outline of this can be seen below.

Day	M	T	W	Th	F	M	T	W	Th	F
Group	Yellow	Yellow	NCCT and Digital Preparation	Blue	Blue	Yellow	Yellow	NCCT and Digital Preparation	Blue	Blue

NCCT- This is the non-class contact time that teachers are entitled to each day.

How will we decrease interaction?

A strict 'stick to the left' policy will be in place, when staff or pupils are travelling from one area of the school to the next. There will be markings on the floor which mark out the safe distance for pupils, along with arrows to support them in the direction that they should be going. Floor markings will measure 2m apart.



Approaches to implementing 'Stick to the Left' will be finalised when staff return in June to ensure arrangements are understandable for pupils. Limiting the numbers of staff who initially return will enable staff to comply with agreed expectations around social distancing. Where possible and beneficial, children and young people will use external space to move around a setting or campus.

Staggered start and finish times have been arranged to reduce the number of children and young people together at one time. A draft of staggered start/ finish times can be seen below.

Group 1		Door	
Arrive	9am	Pod 1- Primary 1A & Primary 1 B	Early Stages Door (Next to Areas 2 &3)
Leave	2.30pm	Pod 3- Primary 3/4 & Primary 4	Middle Stages Door (Next to Areas 6& 7)
		Pod 5- Primary 6	Senior Door (Next to Area 10)

Group 2		Group 2 Children	
Arrive	9.10am	Pod 2- Primary 2 & Primary 2/3	Early Stages Door (Next to Areas 2 &3)
Leave	2.40pm	Pod 4- Primary 5 & Primary 5/6	Middle Stages Door (Next to Areas 6& 7)
		Primary 7	Gym Hall Doors

Signs will be placed on doors to remind pupils of the procedures and times. Fortnightly newsletters to parents will remind parents of procedures. These details will also be available on the school website and sent home through Seesaw/ Google Classroom. All plans will be agreed between the Head Teacher and the school Quality Improvement Manager and shared with parents.

Playgrounds will only be accessed by children for the purpose of attending in-school learning and only an emergency will trigger a need for anyone else on site so that carefully calculated capacities can be maintained. Access to the building will be strictly controlled.

Parents' will be advised to drop children at the allocated time for their group. Children should not arrive early. Parents and carers will drop their child(ren) off at the school gate and refrain from entering school playground to further reduce numbers. Parents and carers will make use of locations nearby that can be used to support a Park and Stride approach to limit traffic near site. The school car park will be open for staff to use and be closed at 8.20am. The 'u' parking section in front of the school will only be available for parents of children in Early Learning & Childcare and those with additional support needs who had previous arrangements will be permitted access to ensure that groups do not congregate. School reception area will not be accessible to parents and carers during Phases 1-3 of the return with all enquires, as mentioned above, made either by phone or e-mail.

In some circumstances (including where the 2m rule will be difficult to apply) a risk mitigation approach will be followed in keeping with Scottish Government guidance. In these circumstances, a group or 'bubble' of set members will be established. This will apply to Nursery, Primary 1 and the Nurture Room children. For some children with additional support needs a risk assessment will be undertaken to mitigate risk with consideration of the space that they are in.

Where possible, furniture will be laid out to guide effective social distancing with surplus furniture cleaned and stored in any spaces not being used. Clear signage will indicate any items of furniture which will not be used where full removal is not possible.

The Childcare classroom will be in one of the empty hut areas at the back of the school. Children in the childcare unit will have different break and lunch times to the rest of the school to avoid mixing groups of children. There is no reason for the childcare unit staff or pupils to enter the main school building. Pick up and drop of times will be staggered from the rest of the school. A draft proposal of times is noted below- waiting on further guidance to support this.

Childcare Unit- Huts	
Arrive	8.50am
Break	11.05-11.25am
Lunch	1.15-1.55pm
Finish	3.15pm



Dining Arrangements

All children in Primary 1-7 will be asked to bring a packed lunch and the provision of free school meal vouchers will continue. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.

To reduce the requirement for cleaning between sittings, children will eat lunch in their classrooms. This reduces groups of children mixing. Lunch breaks will be reduced to 40 minutes for all pupils and classes will be staggered. The first group will start lunch at 12pm and the second at 12.30pm. The second group will not be allowed to leave the classroom to enter the playground area until the first group has been taken into the school and back to their classroom area, by the teacher. Timings will enable smaller groups to access the playground at one time and smaller numbers of staff accessing staffrooms at one time.

4 staff members can be in the staffroom at one time. If there is no space left for staff in the staffroom, the Gym Hall can be used.

All pupils and staff must remain on site for lunch in order to limit their contact with others out with the school. These arrangements will be reviewed as restrictions are reviewed.

Early Years (Nursery) dining will be within the setting area to ensure that children can remain within the space. It is expected that due to the reduced numbers of children attending, the organisation of space will accommodate a rolling snack. The social distance practice within the kitchens will also need to be considered. Specific risk assessment on kitchens will be required, which vary considerably in size.

Evacuation procedures

Circulation routes and entry/ exit points have been altered and evacuation processes have been amended to reflect this. Muster points have been spaced further apart to allow for social distancing. The Fire Evacuation Plan has been amended in response to this School Recovery Plan and shared with all stakeholders and can be seen in Appendix 2.

Orientation

The Senior Leadership Team will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. A map will be displayed and signage used as appropriate to act as an aide memoir. All children will be advised of arrangements prior to their return, through virtual tours and Google Meets, with health and safety a key focus when groups first join 'in school' learning in August.

School transport

Children will be encouraged to avoid travelling to school on either public or school transport with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car, careful consideration will be given to travel plans with sites identified for "Park and Stride" routes identified out with the school site wherever possible and parents/carers encouraged to use these points to minimise activity around the school gates. A Travel Plan is currently being created by the Primary 4 children and will be available on our website once complete.

Bike racks will be out of use in order to limit contact and to maintain social distancing protocols. For children coming to school on bikes or scooters, these must be left with parents before entering the school grounds.

Managing Visitors / Managing Reception

External visitors to the school building will generally not be permitted. The only exceptions to this will be for:

- Local authority officers required to visit the school to provide essential support to pupils or staff (by pre-arranged appointment only)
- Contractors required to access the main building or grounds to undertake essential planned maintenance or repairs (by pre-arranged appointment only)
- Contractors working on a closed construction site within the school building or grounds, where appropriate measures have been taken to entirely separate the construction site and contractor personnel from the rest of the school, and the work has been approved to go ahead by Corporate Landlord officers
- Any other visitors required to enter the building for emergency purposes, including emergency repairs

Parents will not be permitted to visit school to speak to teachers about their children. This will be communicated clearly to all parents. A 'Return to School' handbook will be emailed to all families containing the relevant information for next session. The booklet will highlight to parents' that they must not enter the school building. The fortnightly newsletter will contain reminders of this information too. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance. Staff members will inform parents of the details of their appointment. Appointments may take place over phone call or video message depending on the enquiry.

Signage will be displayed at school visitor entrances to explain that visitors are generally not permitted, and will provide a telephone number for visitors to contact an appropriate member of staff within the building, should they wish to speak with someone or if they have an appointment to attend the school. The school administrator will be responsible for revising the sign in sheets and ensuring they are accurate.

If a visitor has an appointment to access the building, they will be asked first to confirm that they are not displaying any COVID-19 symptoms. Those displaying symptoms will not be permitted access.

Where possible visitors permitted access, will remain within the reception area of the school and speak with the relevant member(s) of staff via the Reception desk window / hatch.

The name and contact telephone numbers of all visitors entering the building will be recorded, along with the date and times of their attendance, in order to support the national Test and Protect Strategy.

Appendix 1

Evacuation Plan

On Discovery of a fire, the nearest alarm point must be rung

- Staff must headcount before exiting the building
- Staff and pupils should evacuate the building by the closest fire exit.
- Social distancing should be maintained if practicable inside but once outside social distancing must be observed.
- Staff will lead pupils to the muster point on the basketball court and playing fields adjacent to the school.
- Staff must ensure pupils maintain social distancing at all times whilst waiting for the all clear.

<u>Area of School</u>	<u>Nearest School Exit</u>	<u>Playground Exit</u>
Pod 1	Pupil entrance 1. known as Infant door	Front of school gates
Pod 2		
Library		
DHT office		
Office	Main Entrance	
HT Office		
Pod 3	Middle stages door	
Pod 4		
GP Room		

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▲ Staffroom		Side exit to playground beside football pitches
▲ Pod 5	Fire exit at end of corridor adjacent to pod 5	
▲ GP room opposite pod 5		
▲ Nursery	Nursery fire exit	
▲ Gym Hall	Fire Exits in Gym Hall	
▲ All Huts Classrooms.	Exit at rear of class	

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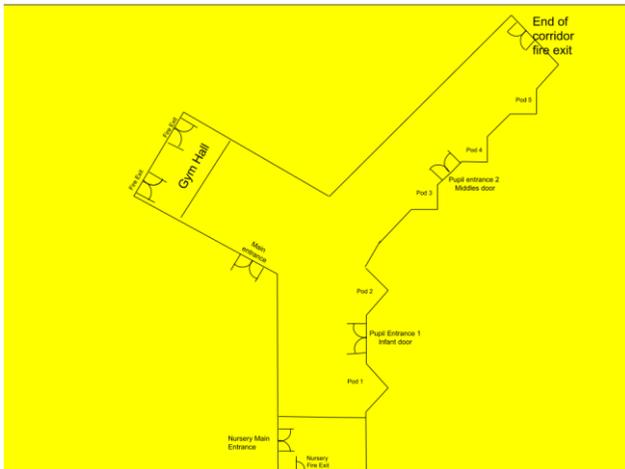
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▲ If the designated exit is blocked the next nearest available exit should be used.



Appendix 2

Induction Period

	Monday	Tuesday	Wednesday	Thursday	Friday
% of children in school Week 1	Inset day 0%	39.25	39.25	38.04	38.04
% of children in school Week 2	38.04	37.64	37.64	37.64	0

Fortnightly Model

	Monday	Tuesday	Wednesday	Thursday	Friday
% of children in school Week 1	41.06	41.06	41.06	42.27	42.27
% of children in school Week 2	42.27	40.66	40.66	40.66	0

Weekly Model

	Monday	Tuesday	Wednesday	Thursday	Friday
% of children in school	50	50	0	50	50

Action Plan 2
 QI 2.3 Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Learners are ready to learn and feel supported to do so	Engagement in learning activities will be positive Positive interaction with all school members	<ul style="list-style-type: none"> Increase focus on Health & Wellbeing throughout planning and delivery Develop programmes of work that support resilience building and mindfulness opportunities 	Ongoing		
Learners are receiving an equitable offer across the authority in Literacy and Numeracy	All schools working to the same plan Evidence of learner engagement Support materials being accessed by staff across the authority	<ul style="list-style-type: none"> Create an agreed plan for each level for writing and numeracy Develop support videos for learners, staff and parents Update professional learning materials to take account of the plan. Provide guidance for staff in engaging in moderation. 	June 2020 Ongoing Ongoing June ongoing		
Learners are increasingly engaged in online learning.	Google Activity Reports will show an increase in the number of learners accessing google classrooms. School Engagement Spreadsheet will show an increase in the % of learners marked as "high" across subjects.	<ul style="list-style-type: none"> Issue Advice Note to learners and parents on how to access google classrooms and the monitoring procedures in place. Include the tracking of learner engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement. Check the devices learners are using. Reissue surveys and contact families individually. Issue accordingly. 	May 2020 Fortnightly Ongoing		
Increased learner confidence in the use of all tools within google classroom – posting assignments, using google meet safely and effectively.	Learners attend and engage in Google Meets. Learner Surveys show learners are experiencing more interactive teaching and explanations. This will show a shift from baseline survey (May 2020).	<ul style="list-style-type: none"> Establish a Learner Focus Group to gain an understanding of the challenges they are facing using online learning. Create user friendly video guides for learners on the use of tools within google classroom. 	June 2020 Ongoing/reactive		
Increased whole staff confidence in the use of tools to support clear explanations and instructions.	Feedback from staff (surveys, focus groups, PR&D, FMs, ESMTs) will exemplify new approaches.	<ul style="list-style-type: none"> Identify training needs on a weekly basis. Weekly drop-in sessions for staff on digital learning. Staff meetings – exemplify approaches which allow for greater explanation and engagement with learners 	Weekly/reactive		

Increased parental confidence in supporting their child with home learning.	Collated parental surveys will show improved confidence in helping their child structure and plan the day, access resources etc.	<ul style="list-style-type: none"> • Collate results of parental survey. Issue FAQs document addressing key areas of concern. • Capture parental feedback through Parent Council, focus groups and surveys. 	June 2020 Monthly		
Achieve continuity in the learning experience for all learners on return to school.	Take a detailed checklist of actions associated with a phased return.	<ul style="list-style-type: none"> • Phased Return Plan based on the advice provided by the national Education Recovery Groups. • Continue to develop digital learning resources as these will be required in any blended learning phased return. 	June 2020		
Increased staff confidence in providing feedback (digitally) to learners. Learners understand their progress and next steps in learning.	Staff, learner and parent surveys report an increase in feedback provided and understanding of progress/next steps in learning.	<ul style="list-style-type: none"> • Learners are provided with clear success criteria. They use this to plan and complete learning activities and as a useful check of their understanding. This will support independent learning and skills within a blended learning environment. • Train staff in the use of verbal feedback tools such as Read & Write. • Agree a strategy with the whole school community on approaches to communicating progress with parents and learners – adapt reporting and parents meeting calendar/approaches. 	August 2020 June 2020 Agree when we know the details of any phased return and what this looks like		

Action Plan 3

3.1 Ensuring Wellbeing, Equality and inclusion

3.1 Ensuring Wellbeing, Equality and inclusion					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	RAG
Ensure our school community has a shared understanding of wellbeing needs	Staff and learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing. Almost all pupils will be supported to focus on specific targets for improvement in relation to wellbeing. All planned H&WB will reflect learners' wellbeing needs.	<ul style="list-style-type: none"> Pupils will reflect on their own wellbeing using the wellbeing indicators. Pupils will be supported to set achievable targets to improve their wellbeing. School staff to consider the impact of lockdown when supporting pupils to achieve HWB targets. SMT will highlight the Wellbeing Indicators regularly in assembly. Pupil Voice opportunities will also have a focus on Wellbeing 	Ongoing		
Relationships across the school community are strong and supportive	Social connections and interactions are positive Learners and staff request support if and when required	<ul style="list-style-type: none"> Plan time for readjustment to in school learning Plan regular 'check ins' with learners, staff and parents Ensure communications are clear, concise and regular 	From June		
All children and young people access a responsive health and wellbeing curriculum	Post Covid-19 need is reflected in the H&W programmes delivered to children and young people Trend data suggests that the curriculum is meeting the needs of children and young people	<ul style="list-style-type: none"> Review current programmes and resources to support the health & wellbeing curriculum Scope how best to build space into the curriculum to enable a focus on wellbeing and give time to process recent events. 	Ongoing		
Increase the number of children and young people with mental health needs being effectively supported	Identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> Staff should Engage with professional Learning to ensure that all staff are able to recognise and proactively respond to mental health needs at different levels (LIAM, Emotion Coaching, ELSA etc.) Develop clear systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs and consider how this will look 	Ongoing		
Improve the effectiveness of supports for children and young people with a range of additional support needs	95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> Consider roles and remits of staff (including Guidance) in supporting wellbeing to promote greater consistency Fully consider the ongoing and improved use of digital to support children, families and staff 	From June		

<p>Increased staff confidence in ability to identify and respond to child protection and non-engagement concerns in a digital environment.</p> <p>Maintain level of safety felt by children and young people.</p>	<p>80% of sample group of staff report greater levels of confidence</p> <p>95% of non-attendance are dealt with as per agreed procedure</p> <p>92% or higher response from children and young people when asked if they feel safe</p>	<ul style="list-style-type: none"> Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding Share and implement non-attendance procedure and link to children Missing in Education protocol Consider development of 360 safe 	<p>Following completion of ACC guidance</p>		
<p>Citywide school compliance with H&S issues</p>	<p>Data provided by internal/external audits</p>	<ul style="list-style-type: none"> Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices 	<p>Ongoing</p>		

