

TULLOS PRIMARY CONTINGENCY RECOVERY PLAN



SQIP 2020-21

Lighting the way to brighter futures

Tullos Primary – Contingency Plan

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 attainment, particularly in literacy and writing and numeracy.</p> <p>Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people</p> <p>Priority 3: Improvement in children and young people’s health and wellbeing</p> <p>Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>Priority 5: Continue to develop Early Years Setting in line with Expansion</p>	<p>School Improvement Priorities 2020-2021</p> <p>Priority 1: Improvement in attainment, particularly in literacy and writing and numeracy.</p> <p>Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people</p> <p>Priority 3: Improvement in children and young people’s health and wellbeing</p> <p>Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>Priority 5: Continue to develop Early Years Setting in line with Expansion</p>
<p>Context of the school:</p>	

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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

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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 schools in order to realise equity and constancy wherever possible. The approaches agreed in the LDPP has guided the development of the Tullos School Recovery Plan, which will act as the School Improvement Plan for the coming session.

The Tullos 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 use of outdoor space will play a key part in how we deliver ELC. We may be able to increase the number of children attending by making routine and extended use of the outdoor environment however we are awaiting further guidance around this.

Children will enter the Early Learning and Childcare setting directly through the back gate and not through the school. The organisation of drop off and pick up will be carefully coordinated to maintain social distancing when parents are on site and different entrance and exits will be used to support this.

It is acknowledged that maintaining social distancing with children aged 5 and under is extremely difficult. Children will therefore be arranged in small groups, 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.

What will this mean for Tullos School?

Tullos has closed classrooms. Whilst keeping primary aged children 2m apart is very difficult, altering the number of pupils in the class groups, changing the setup of the classroom and adding new classrooms will support social distancing.

It is proposed that all year groups in primary school return, but in reduced groups with a regular rota system in place so that parents and children have a consistent routine. Classes will be divided into groups with children attending in blocks of 2 days every week. Classes will be split into two or three groups, some of which may be of different sizes so that additional supports and staffing can be allocated where necessary. Children will be allocated Monday, Tuesday blocks or Thursday, Friday blocks. In some individual cases pupils may be offered increased 'in school' contact to support specific needs.

Movement through the school will be very limited and most children will spend their whole time in the one classroom unless visiting toilets. Room 3 and 4 children will directly enter through the external classroom doors to limit interactions with others. Other classes will be divided in small groups and enter through various external doors to avoid large gatherings.

Local Authorities have been asked to prioritise childcare provision for key workers. In Tullos a Keyworker Hub will support childcare for keyworkers that have been identified through the correct channels. Breakfast Club and afterschool groups will not be available until restrictions are eased due to reducing numbers of social interactions between different groups.

Avoiding physical / social contact within the playground

The size of the playground has been assessed to determine how many children can safely be in a space whilst maintaining social distancing rules. In Tullos we are lucky to have large spaces which will be divided into areas for different classes to play safely. No use of fixed outdoor equipment will be permitted at this time. A limited supply of playground equipment (which allows for social distancing) will be issued to each group and will be sanitised after each play session and risk assessed appropriately.

Breaks and lunches will be staggered to reduce the number of children accessing shared spaces at one time to ensure numbers remain within safe limits and during wet playtimes pupils will remain in their classroom.

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 the older children's rooms. Children and staff will spend more time outdoors weather permitting, keeping at least two metres from others.

Effective outdoor learning will be delivered across many subject areas and the 3-18 learner journey. Informal outdoor classrooms set within the natural environment will be used as spaces for learning where possible. 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, their families will be contacted and the child will need to be taken home immediately. If a child / young person is waiting to be collected by their parent or carer, they will be isolated in the medical room which will be well ventilated and requested to avoid touching surfaces. The Isolation room will be cleaned after use in keeping with national guidance.

The manager should then contact Facilities and ensure appropriate cleaning takes place. Staff to be kept 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 routine

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 consideration will be required when a child accesses the sensory room to ensure that the appropriate cleaning routine is in place between uses. This will also apply to the isolation room for pupils and staff displaying symptoms. This will be included in the risk assessment

Gym hall changing rooms will not be used during phase 1-3 of the recovery plan and pupils will not be required to change for activities. Pupils will be asked to bring their own filled water bottle to school.

Sanitising wipes will be provided to school staff to clean telephones, laptops/desktop computers, printers 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. All staff will bring their own laptop to school and not access the resource room or IT suite computers. Only the teacher in each room will use the telephone or whiteboard to ensure there is no cross contamination.

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 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. Sanitising stations will be set up in Early Years setting and infant classes to clean toys and resources used by more than one individual. Where appropriate the dishwasher will be used to clean resources. Some resources, such as fabric and natural 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 classes to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning and requested to gather the resources in their rooms before return in August.

Books and related resources within libraries will be put out of use, unless they are to be made available to individual pupils for their sole personal use. The Library will be out of use and used for storage of soft furnishings.

Each pupil will have a pack made up of relevant resources which they will keep in their own individual tray. Individual jotters will be issued to pupils to keep in their trays. Reading books and textbooks will be issued to individuals and once completed wiped with a sanitising wipe, place in a cupboard for 72 hours before being reissue and use of textbooks will be limited to groups within classes. Resources will be divided between classes before return in August.

Hand washing

Health Protection Scotland advise that soap and water should be used for hand washing where this is available. Alcohol based hand gels / 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 usable entrance point to the building as well as in points around the school, in the top corridor, infant pgs and the bottom of the stairwell. Stocks of hand sanitiser will be kept in the room beside the janitor's office and administrator will monitor supplies and order more when necessary. Stocks will be checked every day. The Family Room will have a hand sanitiser station due to the lack of a sink.

Children, young people and staff will be reminded to wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when entering the building, 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 and in every classroom to remind everyone of the need for regular and thorough handwashing.

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. 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. Each room will have a waste bin to dispose of tissues and the medical room will have a pedal bin.

Access to 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 EYPs, PSAs in the infant stages and class teachers in the uppers. Only one child in a class will be able to access the toilet at one time. Staggering break times will assist with this. Limits will be placed on the number of pupils accessing a toilet at any one time, depending on the size of the toilet area. Floor markings will be used in the corridors outside toilets to ensure pupils queue whilst maintaining an appropriate distance from others. There will be a strong emphasis on hand washing after visiting the toilet and pupils will be requested to wash hands again when returning to the class. Hand washing will be supervised for younger children by PSAs.

Break times have been staggered and extended by 5 more minutes to allow pupils to access the toilets. At break and lunch there are breaks between classes to allow for pupils to use toilets in smaller groups.

The maximum number in each toilet area will be limited and different numbers of pupils allocated dependant on size of the toilets -

<u>Stage</u>	<u>Room</u>	Boys toilet	Girls toilet
P1	4	Room 4 toilets	
	3	Room 4 toilets/disabled	
P2	5	Infant Boys	Infant girls 1
	6	Infant Boys	Infant girls 1
	7	Infant Boys	Infant girls 1
P3	8	Infant Boys	Infant girls 1
	9	Infant Boys	Infant girls 2
P4	10	Senior Boys	Infant girls 2
	11	Senior Boys	Infant girls 2
	12A	Senior Boys	Senior girls
P5	14	Senior Boys	Senior girls
	15	Senior Boys	Senior girls
	Meeting room	Hall	Hall
P6	20	Hall	Girls outside
	19	Hall	Girls outside
P7	16	Gym	Hall
	17	Gym	Girls outside
	18	Gym	Girls outside

It is recognised that staff toilets are limited. All staff toilets will be limited to single user only, using a visual mechanism to show when the toilet area is occupied. Breaks have been staggered and extended by 5 mins to allow for all staff to access the toilets.

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 will include closing areas in the gym and library while changing Room 14, 2 meeting rooms and Rooms 12A into classrooms. Staff will be made aware of the changes before the holidays and information shared with pupils through videos. The school staffrooms and the resource room will also be organised to ensure social distancing and signs erected as reminders. 2 staffrooms have been created to allow staff to socialise safely.

Groups of pupils will be planned carefully, and membership of groups will be static. Face to face teaching staff will be allocated to only one group per day and PSAs will be limited to specific groups. This will help restrict the number of different interactions each pupil has. Each group has been allocated to a classroom. The classroom allocation depends on the capacity of the room and the number of children and adults in each group as well as any specific needs. Consideration has been given to lack of transition for all pupils.

Reconfiguration of furniture in all teaching spaces will be required to support social distancing and organised before pupils return. Class teachers and SMT will set up classes prior to the holidays taking guidance from Scottish Government. Resources such as colourful tape have been purchased to make restrictions child friendly.

Spaces on the stage and library have been identified for the storage of excess furniture and resources from classrooms. The medical room has been identified for use as isolation spaces for any pupils or staff who develop symptoms whilst they wait to return home. The isolation space will be well ventilated at all times and will not be used for any other purpose, it will require to be cleaned in accordance with current guidance after being used by any symptomatic individuals. The medical room will be temporarily moved to the small meeting room.

As pupils will remain in their own teaching space they will not need to move to other spaces within the school. The only movement necessary will be to toilets and entry and exit. Corridors have been divided and contraflow system in place and adult supervision will ensure social distancing. The outdoor spaces will be utilised for physical activity as well as outdoor learning wherever possible. Classes will be able to access allocated areas in the playground to facilitate outdoor learning and physical activities which will aid separation. Resources will be selected by teachers/PSAs/EYP and allocated to specific groups. Unsuitable resources that are not easily cleaned will be removed from use.

The sharing of resources between children and young people during a learning activity will be avoided in order to limit the potential for transmission and pupil resource packs will be created before the pupils return in August. In the infant classes home school resources will be carefully considered and issued to individual pupils. This may include practical activities which will be placed in appropriate bags before sending home. This will also apply to children who require specific resources to support their home learning. Personal belongings will be taken home at the end of any 'in school' learning. Children will be discouraged from bringing any belongings from home into school.

Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Group A	HWB Wed Additional support	Group B	Group B

To maximise the number of pupils on site while taking into consideration guidance on social distancing and room size capacity and staffing, we have divided the stages into 2 classes. Each class is divided into 2 or 3 groups, responding to the needs of the pupils within that class. Each group will be allocated a 2-day block of in school, small group learning with their teacher, followed by 2 days planned cooperative learning opportunities and independent work facilitated remotely by an allocated teacher and supported by PSAs. On Wednesdays there will be a focus on health and wellbeing and pupils will undertake specific wellbeing tasks developing skills through interdisciplinary learning. In some cases pupils who require extra support or are deemed vulnerable will be invited into school for part of the day. Every effort is made to ensure that family groups attend on the same 2 days a week although with such a large school this can't always be accommodated. Using this model will ensure that all our pupils receive in school learning every week.

Following the release of the Scottish Government's guidance on the safe reopening of ELC settings on the 15th June 2020, the Early Years team have been able to develop a model that is in line with said guidance. This model proposes children are offered either morning or afternoon sessions with extended use of the outdoor area. Children will be placed in small groups of up to 8 children creating a "bubble". Each bubble will have a dedicated member of staff and the children and staff can move freely among themselves. The Nursery will be set up to support the separation of the bubbles within the room.

How will we decrease interaction?

A contraflow system in the corridors will be established to ensure social distancing. Corridors will be emptied of furniture and dividing lines and arrows will support pupils and staff in adhering to the social distancing in corridors. Pupils will walk in single file, social distanced. All pupils will be regularly reminded of this by their teacher and signs placed around the school.

Limiting the numbers of staff who initially return will enable staff to comply with agreed expectations around social distancing. Only staff allocated a class/group will attend school. Digital learning will be supported by home working. An extra staffroom has been created to ensure all staff have access while being able to social distance.

Groups of children arriving and departing at the same time will be avoided and class groups will have staggered start and finish times to reduce the number of children together at one time. The different arrival and departure times will vary for class groups depending on the door used and route to the classroom. Lining up will not be required; doors will be opened at the allocated time and a drifting in approach will be adopted. Signs will be placed on doors to guide pupils. Every effort will be made to accommodate family groups however this is not always possible. Plans will be agreed between the Head Teacher and the school Quality Improvement Manager and shared with parents and pupils.

The school will adopt an agreed protocol for drop off and pick up. Parents and carers will refrain from entering school playground to further reduce numbers although consideration will be given to new pupils starting and special educational needs and plans agreed with parents prior to starting. School gates will be allocated to the different classes to avoid bottlenecks of parents congregating. Restrictions will be put on entering the school car park with only 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 made either by phone, e-mail, Google or Microsoft Teams.

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 by the administrator and SMT.

Groups of children will be taught by a limited number of staff who have been identified. Specialist teachers will not be taking classes but will support class teachers with the delivery of expressive arts.

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. Rugs will be removed and stored.

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 for some very young groups of learners in Nursery, P1 and for some with additional support needs.

Where children attend childcare within school, movement between areas and groups will be risk assessed and managed to limit contact as much as possible.

Table of classes – times and entrances

<u>Stage</u>	<u>Room</u>	<u>Start</u>	<u>Break</u>	<u>Lunch</u>	<u>Finish</u>	<u>Entrance/exit</u>
P1	4	9.15	10.50-11.10	12.45 – 1.25	3	Classroom outer door
	3	9	10.20-10.40	12 – 12.40	2.45	Classroom outer door
P2	5	9	10.20-10.40	12 – 12.40	2.45	Infant side door
	6	9.15	10.50-11.10	12.45 – 1.25	3	Infant side door
	7	9	10.20-10.40	12 – 12.40	2.45	Infant side door
P3	8	9.15	10.50-11.10	12.45 – 1.25	3	Infant top door
	9	9	10.20-10.40	12 – 12.40	2.45	Infant top door
P4	10	9.15	10.50-11.10	12.45 – 1.25	3	Senior side door
	11	9	10.20-10.40	12 – 12.40	2.45	Senior side door

	12A	9.15	10.50-11.10	12.45 – 1.25	3	Senior side door
P5	14	9	10.20-10.40	12 – 12.40	2.45	Senior side door
	15	9.15	10.50-11.10	12.45 – 1.25	3	Senior side door
	Meeting room	9	10.20-10.40	12 – 12.40	2.45	Senior side door
P6	20	9.15	10.50-11.10	12.45 – 1.25	3	Front door
	19	9	10.20-10.40	12 – 12.40	2.45	Front door
P7	16	9	10.20-10.40	12 – 12.40	2.45	Front door
	17	9.15	10.50-11.10	12.45 – 1.25	3	Front door
	18	9.15	10.50-11.10	12.45 – 1.25	3	Front door

Dining arrangements

All children 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. Children will eat lunch in their classrooms. This reduces groups of children mixing. Timings of staggered lunch breaks in 2 groups will be introduced to enable smaller groups to access the playground at one time and smaller numbers of staff accessing staffrooms at one time. Between each group there is a break of 5 minutes to allow PSAs to support the next group.

All pupils 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.

Lunch Timings
12 – 12.40
12.45 – 1.35

Early years provision is in the process of being planned following guidance from the Scottish Government. Risk assessments will be required before children return.

It is expected that due to the reduced numbers of children attending, the organisation of space will accommodate a rolling snack and planned accordingly.

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. Signs will be altered and displayed in all rooms.

Evacuation arrangements for children with complex needs or disabilities have been reviewed with refreshed Personal Evacuation Plans in place.

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 before return. A map will be displayed and signage used as appropriate to act as an aide memoir. All children and parents/carers 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 with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car parents/carers will be encouraged to park with careful consideration and use parking nearest allocated gate to minimise activity and aid social distancing.

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. If staff require bike storage, they will use identified areas within the school.

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 through Group Call before term starts. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance. School administrators will manage the allocation of appointments and communicate with parents and staff.

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.

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. School administrator and support assistant will be responsible for completing signing in sheet.

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>		