School Recovery Contingency Plan

Contents

Our school mission, vision and values

Our school mission, vision and values to create a culture of excellence and achievement were co-created by pupils, families and school staff in session 2017/18 and will be reviewed in session 2022/23:

Our Mission
what our school does

Inspiring Individuals; Outstanding Together

Our Vision
what our school aspires to do

Our vision is to *inspire* every *individual* pupil with the best educational experiences and opportunities, within and beyond the classroom, and provide pupils with personal support that empowers them to be *outstanding* and achieve a positive destination working *together* in partnership with others in school.

Our Core Values:
what we believe in that shapes our school community to realise our mission and vision:

Respect
We believe every individual deserves a respectful, safe and positive school environment where they are treated and valued with dignity.

Community
We believe in a Lochside Academy family of pupils, parents, staff and partners that is outstanding together to ensure pupils are successful.

Aspiration
We believe in empowering young people to be ambitious and have high expectations of themselves through high quality teaching and learning.

Equity
We believe in ensuring that every individual has the same opportunity to attain, achieve and succeed with resources aligned to their needs.

Resilience
We believe in nurturing the physical, mental and emotional health of individuals to enhance their wellbeing to get it right for every child.

Responsibility
We believe in leading by example, acting with honesty and integrity and being accountable for our own actions and decisions.

Context of the school

Lochside Academy opened to pupils on Thursday 23rd August 2018 following the closure of Kincorth Academy and Torry Academy in July 2018. Our school services the areas of Kincorth, Torry and Cove with pupils being drawn from the following associated primary schools in the catchment area: Abbotswell, Charleston, Kirkhill, Loirston, Tullos and Walker Road.

Our school building was designed as a modern stimulating learning environment, making maximum use of the external light and views, as well as supporting internal visibility and interaction. The building is much more appropriate for 21st Century education and supports a greater degree of openness, interaction, sharing and mobility.

Our overarching vision of "Inspiring Individuals: Outstanding Together" illustrates our aspiration that all school stakeholders will be inspiring individuals who are, as teachers, ambitious to deliver an outstanding education that inspires every young person in our care; as learners, ambitious to be outstanding learners who inspire one another to shape our learning community; and collectively as an inspirational community we will be outstanding together. To achieve this, our school staff are a passionate team dedicated to delivering high quality teaching and learning as we aspire to outperform schools with a similar SIMD profile to us relative to achievement and attainment.

The school is managed by a Senior Leadership Team of 7 (Head Teacher, 5 Deputy Head Teachers and a Support Services Manager, 8 Faculty/Principal Teachers, 7 Principal Teachers of Guidance, 1 Principal Teacher of Targeted Support and 2 Principal Teacher posts of Achievement & Partnership and Curriculum & Equity.

Our House led by our Principal Teachers of Guidance are valued by pupils and parents alike. Each pupil belongs to one of seven Houses: Alvie, Blair, Clunie, Don, Esk, Faskally and Gowan and this facilitates clear communication and points of contact for our pupils and parents. The House Teams play an essential role in maintaining contact with families as we plan our physical return to school buildings and implement blended learning in August 2020.

At time of writing (June 2020) we are functioning in a virtual learning environment as our school building is closed due to the COVID 19 pandemic. Central to our improvement planning for 2020-21 is the physical return to our school building and delivering blended learning. Blended learning comprises of both in-school learning and remote learning outside school. Due to the COVID 19 pandemic and associated safety measures, there will be a phased return to the school building for our pupils and it is essential that we continue to develop our remote learning provision to complement in- school delivery.

National, Local and School Improvement Priorities

National Improvement Framework Priorities	**Local Outcome Improvement Plan (LOIP) Stretch Outcomes**
- 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	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.
School Improvement Priorities 2019 – 2020 Lochside Ac SIP 2019-20.pdf	**School Improvement Priorities 2020-2021** - Physical return to the school building - Blended learning - Wellbeing

Action Plan 1:   School Building Recovery (physical return to the school building)

Section 1 – Key Principles

Lochside Academy's School Building Recovery and physical return to school building action plan is based on key extracts from Aberdeen City Council's *Local Delivery Phasing Plan (LDPP)* and the **ACC School Recovery Timeline, Guidance and documentation.**

Pupils will resume physically attending Lochside Academy from August 11th 2020. It is planned that there will be a blend of in school and home learning until we are guided by the Scottish Government that we can re-open fully for all pupils.

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for schools to realise equity and consistency wherever possible. 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 reflects 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 young people
- Planning will build on the experience of delivering Hub and Emergency Childcare provision
- Planning will enable movement between phases of the Route map

- Clear and effective communication with all stakeholders will be paramount

In determining the capacity of the school we have taken account of:

- Numbers of pupils we can safely accommodate at any one time, based on appropriate risk assessments
- Numbers of staff available to work in school
- Classroom space and capacity
- Protecting teacher time to plan, deliver and correct home learning.

Whilst physical distancing (increasing separation and decreasing interaction) measures are in place, provision of education will be through a blended model of Digital Leaning and in school provision.

Clear communication will be made in advance with parents/carers and young people around expectations in terms of physical distancing, hand washing and travelling to and from school. As the new environment will be different for all young people as they return to school there will be an induction for all young people to support them in understanding the new procedures, including one-way systems, break and when appropriate lunchtime protocols and fire evacuations, for example.

Classroom design will be adapted to ensure there are 2m gaps between pupils. This will limit capacity of the school and so will mean that all pupils will be able to attend. The curriculum will, therefore, adapt and change as we move through the phases.

When determining groupings of young people accessing the building, schools will make decisions based on several factors including, but not limited to, transport, staff availability and room availability. To support this, schools may be able to utilise additional space outside and in other nearby buildings.

S1-3 Broad General Education: To limit interaction, pupils will be limited to one classroom space, or 'home room' wherever possible with staff moving between a limited number of classes. Increased use of outdoor space will be made wherever practicable. The curriculum will focus on health and wellbeing, literacy and numeracy. Some movement may be required to allow for specialism for S3 pupils. This will be risk assessed, movements will be staggered to avoid interactions and appropriate cleaning will take place.

S4-6 Senior Phase: In the senior phase, young people specialise in a range of specific subjects. In order to access specialist subject teaching, including practical rooms, they will have to move between areas, as required. As with S3 pupils, this will be carefully risk assessed by schools to avoid interaction and maintain social distancing. Appropriate cleaning will also be required. Consideration may be given to appropriate equipment being provided to enable young people to wipe down their desk/chair/surfaces before leaving the room. To reduce movement we will be using our sports hall, assembly hall and dining areas as larger teaching blocks.

Where practical rooms and equipment are required for SQA purposes, risk assessments will be required to ensure social distancing takes place and appropriate cleaning takes place before being used by another group of young people and staff. Content of courses may be re-ordered to support social distancing where this is thought to be of benefit and will not disadvantage learners. Guidance on considerations for practical Science & Technology has been published by SSERC, and is available here: www.sserc.org.uk/wp-content/uploads/2020/06/Science-Tech-return-to-school.pdf

Where capacity allows, we are increasing our 'in school' contact for those deemed vulnerable.

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). Young people and staff should spend more time outdoors, with weather appropriate clothing, keeping at least two metres from others. Effective outdoor learning can 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, 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 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 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 young people, with additional cleaning during the day.

Particular consideration will be required when young people will require access to sensory spaces to ensure that an appropriate cleaning routine is in place between uses. Cleaning arrangements will be considered on a school by school basis as part of the risk assessment process.

It may not be possible to ensure adequate cleaning of some facilities / 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 fountains will **only** be used for refilling if required. This will be supervised by an adult.

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 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.

Books and related resources within libraries will be put out of use. Library spaces themselves however may be used for other purposes, for example for providing additional general teaching space.

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, unless there is immediate access to soap and water in these areas. Stocks will be checked every day.

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. 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 handwashing.

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.

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 the classroom teacher or PSA on toilet duty, if available. Limits will be placed on the number of pupils accessing a toilet at any one time. There will be a strong emphasis on hand washing after visiting the toilet.

Section 3 – Practical Measures To Support Social Distancing In 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. It will be important to ensure that all staff and pupils are aware of the changes in the use of the building. Staff spaces such as school staffrooms, kitchens and break out spaces will also be subject to social distancing arrangements.

Groups of pupils will be planned and membership of groups will be static. This will help restrict the number of different interactions each pupil has.

Reconfiguration of furniture in these spaces may be required to support this.

Spaces will be identified for the storage of excess furniture and resources from classrooms, and for use as isolation spaces for any pupils or staff who develop symptoms, whilst they wait to return home. Isolation spaces will be well ventilated at all times and will not be used for any other purpose, as they will require to be intensively cleaned after being used by any symptomatic individuals. We have identified two isolation spaces in the West Wing of the school that can be accessed via an external door allowing pupils to be collected by parents safely.

The sharing of resources between young people during a learning activity will be avoided in order to limit the potential for transmission. Personal belongings will be taken home at the end of any 'in school' learning.

How will we decrease interaction?

Where necessary a one-way system will be established to ensure social distancing. Approaches to implementing one-way systems will be finalised when staff return in June to ensure arrangements are sensible and understandable for pupils. Limiting the numbers of staff who initially return will enable staff to comply with agreed expectations around social distancing.

Groups of young people arriving and departing at the same time will be avoided and year groups and classes will have staggered start and finish times to reduce the number of young people together at one time as identified in this school recovery plan. The amount of different arrival and departure times will vary depending on the number of routes in and out of buildings. Plans will be agreed between the Head Teacher and the school Quality Improvement Manager and shared with parents.

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. 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. Restrictions will be put on entering the school car park(s) with only parents of young people 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.

School grounds will only be accessed by young people 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.

The number of interactions will be limited as far as reasonably possible in secondary schools.

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.

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 may apply for some very young groups of learners, for some with additional support needs and in some practical subjects subject to risk assessment.

Dining Arrangements

All young people will be asked to bring food as appropriate and the provision of free school meal vouchers will continue. Young people will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.

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.

Evacuation arrangements for young people 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. A map will be displayed and signage used as appropriate to act as an aide memoir. All young people 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.

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. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance.

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.

Pupil Numbers in school from 12 August 2020:

Subject to appropriate risk assessments and guidance from Scottish Government and Aberdeen City Council and available staffing, we will maximise the number of pupils that can attend Lochside Academy as follows:

Day	Year Group	Breakdown of pupil numbers	Total number of pupils	Percentage of school roll
Monday	• S1 & S2 • Target Support	(S1) 240 + (S2) 218 + (TS) 27	485	45%
Tuesday	• S2 & S3 • Target Support	(S2) 218 + (S3) 222 + (TS) 27	467	43%
Wednesday	• S1 & S3 • Target Support	(S1) 240 + (S3) 222 + (TS) 27	489	45%
Thursday	• S4, S5 & S6 • Target Support	(S4) 207 + (S5) 129 + (S6) 72 + (TS) 27	435	40%
Friday	• S4, S5 & S6 • Target Support	(S4) 207 + (S5) 129 + (S6) 72 + (TS) 27	435	40%

Percentage of pupils in school on individual days:

	Monday	Tuesday	Wednesday	Thursday	Friday
% of young people in school Week 1	Inset day 0%	43%	45%	40%	40%
% of young people in school after Week 1	45%	43%	45%	40%	40%

Transitions

P7 – S1

We are aware that for this group of students the transition to Lochside academy will be unique and plans will reflect the need to support this group to settle in and thrive. Following lockdown, planned transition activities moved online.   These included video introductions for pupils to Lochside staff; curricular materials and tasks shared with p7 teachers for use on-line; virtual tour of the school available on-line; and Google meets with Miss Stove (Year Head) for all P7 classes. We also ran an on-line parents' information evening and continue to prioritise clear and timely communication.

As per our plans for the safe return to school, pupils will initially only be in school for two days per week with the rest of their learning being on-line. This blended learning offer has been discussed with pupils/ parents during meets and final plans will be clearly communicated in advance. Pupils will also take part in an orientation exercise to ensure all processes and expectations are clearly understood. This is a necessary part of our plans to ensure levels of risk are managed safely.

In line with the rest of BGE S1 pupils will also be educated in small bubbles and will not travel round the school building. We are acutely aware of the difficulties this will present in relation to settling in and will prioritise on-line sessions that allow pupils to meet in their class groups of 30. Guidance teachers will take the lead in this provision and will prioritise activities that will focus on settling in, health and well-being, resilience and positive mindsets.

Our curricular provision and supports will be under constant scrutiny and review in relation to both National guidance and feedback from stakeholders. We aim to safely increase the time pupils have in school as we move through the planned phases outlined in this document.

S3 – S4

The majority of young people in S4 will change from studying the 8 subjects they did in S3 down to 7. On their first day back at Lochside Academy, S4 pupils will attend an induction where it will be explained to them how the new blended way of learning will operate and the procedures and expectations we have of them to keep everyone safe.

As per our plans for the safe return to school, S4 pupils will attend school on Thursday and Fridays with practical sessions throughout the week. This will continue and reviewed regularly. They will be in smaller groups than would normally be the case but will be following the timetabled classes they chose before the lock down came into effect.

One of our main priorities on returning to school will be to emphasise to the new S4 pupils the importance of engaging with and trying their best with all the work set, both whilst in school and on-line. Teaching staff will be retaining the work completed and using it as evidence for SQA purposes.

Senior Phase

Following the publication of SQA examination results there is always a degree of re-coursing. We have planned this into our phased induction process in August.   As always young people will be offered course choice advice based on their prior attainment, SQA course entry qualifications and career pathway.

Uniform

In accordance to Government Guidance and The Local Phase Delivery Plan, it is recommended that all staff and pupils wear clean clothes every day and long hair should be tied back. The safety and security of our young people is of paramount importance therefore we request that every child attends school wearing a clean uniform, this will consist of black trousers or black jeans with a white shirt/blouse & school tie.

All teachers and wider staff are required to wear clean clothes every day and tie long hair back.

We recognise that these can be challenging times financially and we are looking to support ALL families that may not be able to provide full school uniform at this time. We would recommend parents/carers buy either a plain white school shirt or blouse from local supermarkets until we are more certain about the future. If ANY family thinks purchasing the required uniform would be difficult please contact the school. This will be dealt with confidentially and we will be able to support you.

Section 5 – Blended Learning Model: In-School Curriculum and Remote Learning

Curriculum Rationale

It is important to explain the thinking behind our recovery curriculum model. Due to the constraints arising from COVID 19, full-time in school provision is not possible at time of writing (June 2020). Any curriculum model must allow young people to build on their prior learning and ensure appropriate progression. We also have to ensure that young people have access to quality learning in all curriculum areas. Currently, the only way we can do this is to design a curriculum which supports blended learning. Another key consideration is that any curriculum plan must be designed to allow us to return to full-time in school provision when it is safe to do so. The initial focus of the curriculum is to reconnect with young people as they return to school.

Since the school closed on 20 March, we continued with our normal curriculum planning and senior year groups changed timetable and joined new google classrooms. We did this earlier than planned. Our pupils in the Senior Phase (S4/S5/S6) started their new timetable on 11 May which allowed our senior pupils 4 extra weeks in their new virtual classrooms to prepare for SQA courses. We monitor the levels of pupil engagement and it is clear to see that our young people appreciated moving on and starting new learning and new courses, highlighted by an increase in engagement in S4/5/6 courses. Weekly Home Learning documents are sent to all parents and published on the website to allow parents/carers and pupils to effectively plan their home learning. A significant number of our parents (794) signed up to Google Classroom for 'Guardian Summaries', strengthening our home-school links. Our young people have established sound learning routines and are engaging effectively with online home learning. In designing our in-school curriculum offer, we have been careful to ensure that this works in partnership with our home learning. Our teaching staff have the challenging task of preparing learning activities which work within school and home.

In S1-S2, we have prioritised literacy, numeracy, Humanities and health and wellbeing. We will maximise opportunities for dialogue with young people to rebuild relationships and resilience. As detailed earlier, each year group will be in school on designated days. Teachers are currently planning how they will

make best use of in-school teaching time and home learning time. We continue to upskill our teachers to deliver virtual teaching episodes via a range of Google Suite applications to further engage our young people.

In S4-S6 our young people will continue to study the subjects they have chosen and prepare for SQA qualifications. Designated days have been assigned for in school learning where our young people will experience direct teaching in their chosen subjects. A focus on live demonstrations/explanations which work in partnership with the home learning tasks posted on google classrooms will maximise the use of in-school learning and teaching. Additional practical subjects with seniors will be prioritised on the S1-3 days in school to allow SQA coursework to be completed appropriately whist maintaining social distancing and following government guidance.

Costing the school recovery plan

The Scottish Government have stated that we will have a blended learning model of education whilst social distancing continues. To ensure we have a model that is fully blended (i.e. where the learning in school complements the learning that takes place at home) we must protect time for teachers to plan, prepare, correct and feedback to pupils online as well as plan, prepare and deliver lessons in school. Teaching smaller class sizes is obviously more expensive in terms of staff time (as 3 hours is required to teach three sets of ten pupils, rather than 1 hour for thirty pupils). This means that the amount of time in school has a disproportionately large impact on teaching time for online delivery. We must, therefore, be careful to ensure the online delivery is able to supplement work done in school. This is important as there will be limited opportunity in school for pupils to complete work and share with staff due to possible spread of COVID-19.

Remote Learning & Engagement Framework

Remote Learning Framework (Draft 3).d

Lochside Academy has created a framework for promoting good teaching practice for engaging learners in remote learning. Additionally, this framework promotes an understanding of the different barriers that exist to prevent learners engaging with remote learning and signposts our response to known barriers for learner engagement with remote learning and staged procedures for intervention when a young person is not engaging at all with remote learning.

Action Plan 2:   Improving 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? *What evidence will we have?*	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Young people are increasingly engaged in online learning.	*Google Activity Reports will show an increase in the number of young people accessing google classrooms.* School Engagement Spreadsheet will show an increase in the % of pupils marked as "high" across subjects.	• Issue Advice Note to pupils and parents on how to access google classrooms and the monitoring procedures in place. • Include the tracking of pupil engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement. • Check the devices pupils are using. Reissue surveys and contact families individually. Issue accordingly.	May 2020 Fortnightly Ongoing	• School digital engagement process • SAC Attendance Champions to support pupil engagement	
Increased pupil confidence in the use of all tools within google classroom – posting assignments, using google meet safely and effectively.	Pupils attend and engage in Google Meets. Pupil Surveys show pupils are experiencing more interactive teaching and explanations. This will show a shift from baseline survey (May 2020).	• Establish Pupil Focus Groups across year groups to gain an understanding of the challenges they are facing using online learning. • Create user friendly video guides for pupils on the use of tools within google classroom.	June 2020 Ongoing/reactive		
Increased staff confidence in the use of tools to	Feedback from staff (surveys, focus groups,	• Identify training needs on a weekly basis.	Weekly/reactive	• In house sharing of good practice	

support clear explanations and instructions.	PR&D, FMs, ESMTs) will exemplify new approaches.	• Weekly drop-in sessions for staff on digital learning. • Faculty and staff meetings – exemplify approaches which allow for greater explanation and engagement with pupils			
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.	• 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	• Chromebooks to facilitate blended learning • Establish Support Desk	
Achieve continuity in the learning experience for all pupils on return to school.	Overtake a detailed checklist of actions associated with a phased return.	• 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	• Chromebooks to facilitate blended learning	
Increased staff confidence in providing feedback (digitally) to pupils. Pupils understand their progress and next steps in learning.	Staff, pupil and parent surveys report an increase in feedback provided and understanding of progress/next steps in learning.	• Young people 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 pupils – 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	• CLPL offer Wednesday PM	

New Senior Phase pupils will have a bank of assessment evidence to allow staff to reach a professional judgement on their progress and estimate grades (2021)	Assignments held within google classrooms. Faculty Tracking information. Notes from Faculty moderation meetings.	- Start Senior Phase Courses on 11 May 2020 - All staff to gather assessment evidence from the very start of each course for each pupil. - Assessment and moderation calendar built into faculty quality improvement procedures. - Adapt any plans based on information from the SQA and national Education Recovery Groups on the exam arrangements for 2021.	May 2020 May 2020- May2021 August 2020?		
Support learners who may not have achieved the exam results they had hoped for in the 2019-20 SQA certification.	Appeals processed. Positive destination and leaver data. Re coursing complete and any changes made.	- Review course choice (as required) based on August 2020 examination results. - React to NESCOL's confirmed position, this may involve re coursing for pupils and sourcing alternative options. - Process appeals and any associated documentation and release of staff.	August 2020 August 2020		

Action Plan 3: Ensuring Wellbeing, Equality and Inclusion

3.1 Ensuring Wellbeing, Equality and inclusion				RAG
Improvement Outcomes What do we hope to achieve?	**Measures of Success** How will we know this has been achieved? *What evidence will we have?*	**Actions Required** What do we need to do?	**Timescales**	**Resources** Who and what is required? (including cost/fund)
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.	• 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	• 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	• 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. • Consider the development of city wide resources to support delivery of a course/ exploration to help children and young people make sense of things.	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.	• 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.	• 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		
Increased staff confidence in ability to identify and respond to child protection and non-engagement concerns in a digital environment. Maintain level of safety felt by children and young people.	80% of sample group of staff report greater levels of confidence 95% of non-attendance are dealt with as per agreed procedure 92% or higher response from children and young people when asked if they feel safe	• 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	Following completion of ACC guidance		
Citywide school compliance with H&S issues	Data provided by internal/external audits	• Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices	Ongoing		

Pupil Equity Fund (PEF) Plan

Non-Staff Intervention/resource		Staff Intervention/resource	FTE
Accelerated Reader		Depute Head Teacher	1
Master Your Learning (Nat 5 Close Reading)		Attendance Champion	1
Resources to ensure equity during recover period and beyond		Literacy teacher to support recovery	1
		Numeracy teacher to support recovery	1

Communication Schedule

To Whom	Details	Timescale
Staff	Induction and Stage 1 Overview Plan shared with all staff on 11 June.	11 June 2020
	Meetings with Faculty PTs to plan the subject specific timetable and rooming for in school provision and in home learning	15 –19 June 2020
	Weekly updates for all staff on key issues/actions.	Weekly throughout June 2020
	Weekly Extended Senior Management Team meetings to plan blended learning and all associated actions. Faculty PTs to feedback any issues raised at weekly faculty meetings to HT.	Weekly throughout June 2020
	Draft Risk Assessment issued to Trade Union Representatives for feedback.	9 June 2020
	Staff meetings on 25 June and 2 July 2020 to finalise timetables and go over H&S issues.	25 June, 2 July

Parent/Carers	Weekly HT update letter	Ongoing
	HT meeting with PC Chair to provide an overview of the School Recovery Plan.	10 June 2020
	LPDP to be issued	15 June 2020
	Guide for Parent/Carers on re-opening (this will contain practical information such as uniform requirements) to be issued.	22 June 2020
	School Recovery Plan to be issued.	25 June 2020
	Recorded PowerPoints explaining the blended learning timetable for each year group and how this will work to be posted.	1 July 2020
Young people	Recorded PowerPoints explaining the blended learning timetable for each year group to be posted on google classrooms. Each pupil will be emailed a timetable for the induction weeks.	Last week of term
Ward Cllrs	School Recovery Plan to be presented to local cllrs.	Week beginning 22 June
Central Officers	School Recovery Plan which includes school improvement priorities to be posted on Teams	19 June 2020

Appendix 1: Parent / Carer Guide for the school reopening

Lochside Parent
Guide to School Reop

Our Parent / Carer Guide for Lochside Academy reopening in August 2020 is available by double-clicking on the PDF icon.

If reading this School Recover Contingency Plan as a PDF then our Parent / Carer Guide for Lochside Academy reopening in August 2020 is available online at: https://lochside.aberdeen.sch.uk/school-recovery-contingency-plan/