



Local Delivery Phasing Plan

Version 1 June 12th 2020





Version	Change	Date approved by IMT
1.0		11th June 2020

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Section 1 - Responding to school building closures on 23rd March

COVID-19 school closures led to a significant and rapid change in our operating environment. This necessitated a quick review of systems and processes to ensure that Aberdeen City Council could effectively support the education and wellbeing of children and young people in a digital environment.

All schools worked hard to ensure that children, young people and families were familiar with Google Classroom and started to identify families without access to a suitable device and connectivity.

Schools were asked to identify and plan appropriate support for children and young people identified as vulnerable. The Education Staged Intervention Framework was refreshed to guide practice and provide minimum expectations around the level of support to be afforded to families. This was extended as Multi-Agency Operational Guidance for practitioners across the partnership to clarify how GIRFEC should be delivered.

Enhanced virtual support was put in place for around 3000 school pupils who were identified as requiring more than access to an appropriate digital curriculum. In some cases, daily phone contact was put in place. Data from a recent survey confirms that almost all families (92%) with school age children feel that the support is about right.

89.1% of parents/carers feel confident in being able to contact staff with questions, suggestions or a problem

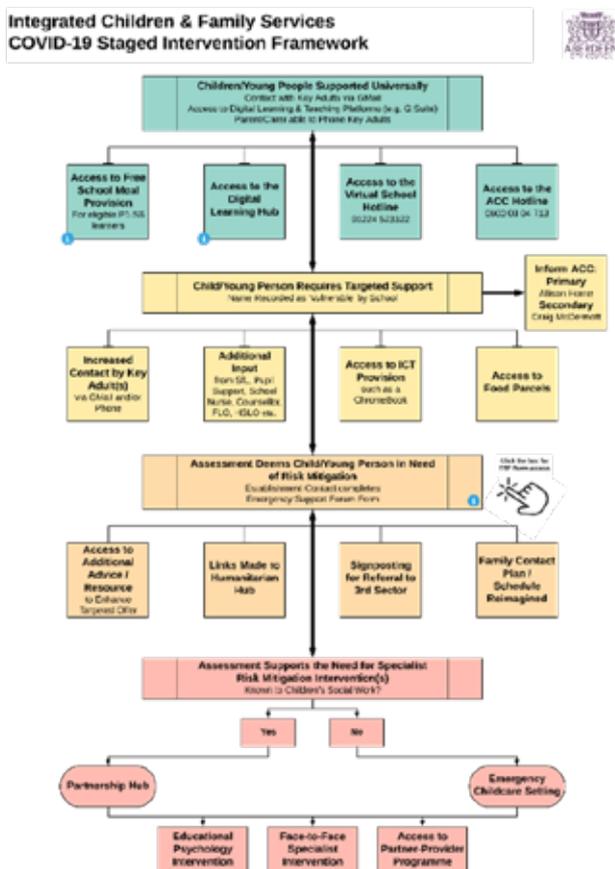


90.6% of parents/carers agreed they can access the necessary digital resources to support their child's learning

93.9% of staff agree there are systems in place that allow effective communication at all levels



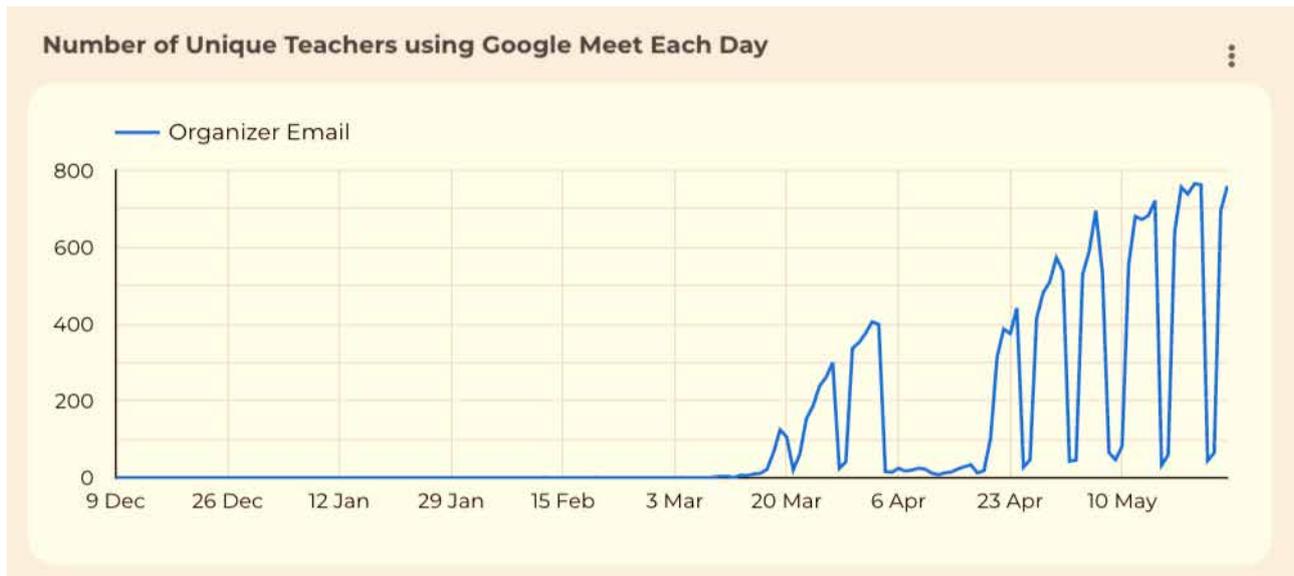
91.5% of children and young people feel they are able to ask staff questions and make suggestions online



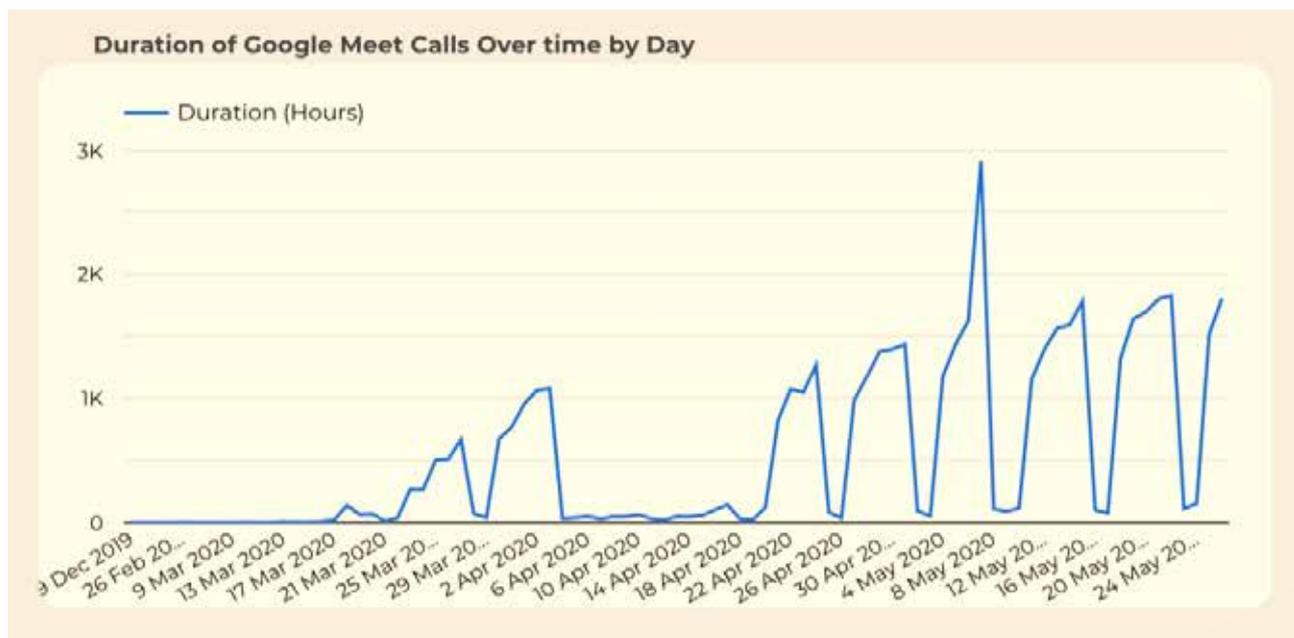
Enabling access to the Digital Curriculum

A Digital Hub was established to house advice and guidance for children and young people, parents, carers and staff.

As schools and our Virtual School Helpline identified barriers to digital engagement, the service developed a range of practice guidance to help clarify expectations and support practice. Staff have willingly engaged with the supports available and confidence in digital delivery has grown.



Number of Unique Teachers using Google Meet Each Day



Total Hours in Google Meet Each Day (Teaching Staff)

The Education Service continues to review engagement with Google Classroom on a monthly basis.

As of 18th May there were **26,765 Google Meets**, an increase of **142%** on the previous 30 days



School staff and school leaders are to be commended for their tireless work to ensure that children and young people across Aberdeen City continue to access the curriculum when buildings are closed.

Access to devices and connectivity continues to be a focus.

The service has issued over **3500 chrome books** and **300 Myfi devices** over the last 10 weeks



1.8 Million files were created or uploaded to Google Drive over the month, an increase of **100%** on previous 30 days



There are **23,300** Daily users in Google Classroom and **23,461** Daily users in Google Drive across **5630** Active Google Classrooms



Requests from families continue to be processed and additional devices have been ordered to support in the longer term.

A range of professional learning and support arrangements continue to be well attended by staff seeking to develop their digital skills. We are extremely grateful to our accredited Google educator staff who have supported colleagues ably by sharing innovations and promoting excellence in digital delivery.

On Monday 18th, there were **11,909 activities and replies** posted in Google Classrooms by Teachers



Establishing Hub Provision

Children and Family Services identified that some children and young people required a level of support beyond that possible through schools' enhanced provision and from planned contact with colleagues in Children's Social Work. Officers worked with Family and Community Learning to scope a delivery model. Thinking was captured in a guidance document which was used to establish consistently safe practice and record a position that would be easily evaluated against.

The three Hubs for children in need of care and protection (based in each priority area) were operational from the 8th of April and overseen by a Children's Social Work Team Manager. Day to day coordination of activities and experiences is led by Education with roles and responsibilities clearly defined.

In recognition that many of the challenges faced by families which impact on children are poverty related, the Hubs have helped provide food parcels for the local community and financial assistance. The kind £6000 donation from the Airyhall Community Council will support the Hubs to provide further support to children and families.

The Education Service established six Emergency Childcare Hubs in response to the COVID-19 pandemic and over 1000 families were offered a childcare place. It was agreed that Hubs for children in need of care and protection should sit separately from those delivering Emergency Childcare to reflect the different needs of learners. This approach enabled professionals to make real choices in terms of the most appropriate provision and resulted in emergency childcare places being offered to those in need of respite rather than intervention. Provision was made for pre-school children at Ashgrove to ensure that our youngest children were supported by staff with sufficient knowledge of early child development.



A recent internal and external evaluation has confirmed the positive impact of the Hubs on children and young people.

Extract from Education Scotland external evaluation:

'The hub is not based in a school and so children and staff have taken ownership of the environment and made it suit the needs of all. The more relaxed atmosphere helps children to remain calm and feel they can take the lead in some of their activities and learning'

'The ability to use the resources in the community centre means that the hub is supporting the parents and carers as well as the children. This helps to develop a more relaxed atmosphere at home and benefits the children. The Friday coffee, made by a local parent/development worker creates a relaxed environment where staff and children mingle within the context of social distancing. This helps to build positive relationships across the service'

'The leadership of the headteacher has led to an effective blend of people being brought together to plan and deliver outcomes for children. The unreserved commitment from all staff to collaboration and multi-agency working means that solutions to problems are found quickly and new ideas are developed at pace'

We must consider how to maintain this effective multi-agency working in order to continue to mitigate risk.

Emergency Support Forum

An Emergency Support Forum was established to allocate and prioritise Hub placements. Hub capacity was initially set at 10 per session. In consultation with the teams operating the hubs, this was safely increased to 15 as routines became better established.

Requests for assistance from the Hubs can be made from either Education, Children's Social Work or Health although the expectation is that the team around the child agree the referral and make application following a multi-agency meeting. Vulnerability factors are identified by the requester. Request data is tracked and monitored on a weekly basis in order to ensure our system adjustments are responding to emerging trends and need. Emerging themes around mental health, substance misuse and poverty are fed into the ACC Care for People Workstream. Early review data evidences the Hubs' positive impact in terms of risk maintenance and mitigation for children and families.

The Forum has ably enabled the service to plan for the long-term impact of this pandemic with data from the Emergency Support Forum guiding the development of the National Improvement Framework Plan for session 20/21.

The implications of COVID-19 systems on our return

It is important to ensure that the good practice developed during the pandemic continues to be a key feature of our response over the coming months and years. The systems developed have enabled a far more agile response to emerging needs. The need for agility is likely to be required for some considerable time.

Head Teachers and central officers undertook scenario planning to help come to a shared understanding of how the pandemic may have impacted on families across the city. This process enabled the service to fully consider changes required to curricular and support models in order to best meet the needs of children and families. This thinking helped inform our National Improvement Framework Plan which acts as our high-level Return Plan

Section 2 - Planning the Return

COVID-19 School Recovery - Phased Return for Aberdeen City			
Phase	Epidemic Status	National Guidance : Schools & ELC	Local Arrangements : School Buildings
Lockdown	<ul style="list-style-type: none"> High transmission of the virus. Risk of overwhelming NHS capacity without significant restrictions in place. 	<ul style="list-style-type: none"> Schools and childcare services closed. Measures in place to support home learning and to provide outreach services to vulnerable children. Critical childcare provision for key workers and vulnerable children provided through hubs, nurseries and childminding services. 	<ul style="list-style-type: none"> Schools buildings closed to pupils and staff. Some buildings open for: <ul style="list-style-type: none"> Children of key workers. Vulnerable pupils.
1	<ul style="list-style-type: none"> High risk the virus is not yet contained. Continued risk of overwhelming NHS capacity without some restrictions in place. 	<ul style="list-style-type: none"> School staff return to schools. Increased number of children accessing critical childcare provision. Re-opening of child minding services and fully outdoor nursery provision. Transition support available to pupils starting P1 and S1 where possible. 	<ul style="list-style-type: none"> Schools buildings closed to pupils and staff. Some buildings open for: <ul style="list-style-type: none"> Children of key workers. Vulnerable pupils. Staff return to school buildings on a restricted basis, where safe to do so. Guidance to be issued.
2	<ul style="list-style-type: none"> Virus is controlled but risk of spreading remains. Focus is on containing outbreaks. 	<ul style="list-style-type: none"> As Phase 1. 	<ul style="list-style-type: none"> As Phase 1.
3	<ul style="list-style-type: none"> Virus has been suppressed. Continued focus on containing sporadic outbreaks. 	<ul style="list-style-type: none"> Children return to school under a blended model of part-time in-school teaching and part-time in-home learning. Public health measures (including physical distancing) in place. All childcare providers reopen subject to public health measures, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need. 	<ul style="list-style-type: none"> Social distancing - limited classroom capacity. Blended learning - groups attending school in rotation. Restrictions on movement around building. Reduced hours / staggered start & finish times. All pupils take packed lunch / free school meal vouchers continue. Regular enhanced cleaning. No external visitors or external lets.
4	<ul style="list-style-type: none"> Virus remains suppressed to very low levels and is no longer considered a significant threat to public health. 	<ul style="list-style-type: none"> Schools and childcare provision, operating with any necessary precautions. 	<ul style="list-style-type: none"> Minimal social distancing - increased classroom capacity Open for all pupils attending daily. Reduced restrictions on movement around building. Standard start and finish times. Regular cleaning. External visitors and external lets permitted.



On 21st May 2020 the First Minister made a statement in Parliament which detailed a Route Map for moving Scotland out of lockdown.

This included information on the approach to reopening schools on a phased basis as detailed in A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland.

The Framework and associated guidance documents trigger a need for Local Authorities to start considering the local arrangements required to implement Phases 1, 2 and 3 of the Route Map to support a safe, phased reopening of schools. The supporting documents promote broad national consistency by stipulating what ‘should’ be done whilst ensuring appropriate local flexibility for education authorities, schools and staff to adapt approaches that best suit their communities’ needs. In short, the guidance details what may be done, subject to local arrangements. Local Authorities are asked to give due consideration as to how to build an agile system ready to respond to either a return to lockdown or progression to Phase 4 of the Route Map.

Section 3 - Our Local Phasing Delivery Plan

The Aberdeen City National Improvement Framework (NIF) Plan is our high-level plan and is available in Appendix 1. This 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 consistency wherever possible. The approaches agreed in the LDPP will guide the development of Individual School Recovery Plans. These plans will act as School Improvement Plans for the coming session.

Key Principles

The following key principles mirror the 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

Governance and decision making

Through scenario planning and the subsequent development of the National Improvement Framework Plan, the service has collaboratively identified the key decisions and workstreams required to effectively move out of the lockdown phase and through Phases 1-3.



Five Workstreams have been established to take decisions around workforce, wellbeing, buildings, curriculum and equity. An additional workstream focusses on Early Learning and Childcare provision and the on-going delivery of Emergency Childcare. These workstreams comprise school senior leaders and central officers from across many functions.

The scope of each workstream is detailed in the NIF Action Plans. The challenge in preparing for the return to school buildings is that all the workstreams are inextricably linked. Only by understanding the capacity of all rooms in a school, knowing how children can socially distance whilst moving in the school, understanding how many pupils may be transported to school at one time and understanding the workforce available to support in-school learning can we begin to structure the curricular experience from August. The Chief Education Officer has a role in coordinating the work of the workstreams to ensure that progress is aligned.

As a result of the many variables there is likely to be considerable local variation in School Recovery Plans.

The service has engaged with pupils and parents and carers in the development of this Plan (Appendix 2). More extensive engagement with the parent and pupil forum is anticipated as School Recovery Plans are developed. Accessible versions of this Local Delivery Phasing Plan are available in the appendices to support communication with parents and carers and children and young people.

Each workstream has considered feedback from stakeholders and identified potential solutions to help ensure a safe return for staff and pupils. Workstream leads take proposals to twice weekly HT meetings for collective agreement by the wider Head Teacher body.

LNCT has agreed that staff will begin the 20/21 session on 10th August. The 10th August will be an in-service day for staff. Groups of children will begin attending for 'in school' learning from August 11th. The school year will end on 25th June 2021.

The service has invited feedback from colleagues across the Regional Improvement Collaborative and from Education Scotland. The final document was presented to the Councils Service Reinstatement Working Group on Monday 8th June and then to the Local Authority Incident Management Team for approval on Thursday 11th June 2020.

Timeline for implementation

Many of our schools have been closed for 10 weeks and a number of actions are required to ready them for a safe return by children, young people and staff.

Phase	Activity
<p>Lockdown Phase</p> <p>23rd March – 18th May</p>	<ul style="list-style-type: none"> ➤ School staff deliver a digital curriculum through Google Classroom ➤ 3200 chrome books and 300 Myfi devices issued ➤ Schools maintain contact with families to support wellbeing as agreed in the Staged Intervention Framework ➤ Virtual Professional Learning offer to staff ➤ Provision of Emergency Childcare for 1000 families in partnership with Funded providers and childminders ➤ Provision of lunch and snacks in childcare settings and Hubs ➤ Provision of Hubs for vulnerable groups ➤ Emergency Support Forum established to track needs and inform system changes ➤ Transition arrangements developed for children and young people including the provision of 'virtual' tours
<p>Lockdown Phase</p> <p>18th- 22nd May</p>	<ul style="list-style-type: none"> ➤ Publication of Scottish Government National Education Recovery Framework ➤ Finalise National Improvement Framework Plan as the high level return plan ➤ Risk assessment process for staff return begins ➤ Consideration of staffing arrangements for continuation of key worker Emergency Childcare and vulnerable pupil Hubs to December ➤ Corporate landlord to ready buildings for staff entry ➤ Recovery Workstreams established ➤ Pattern on HT recovery meetings established
<p>Phase 1</p> <p>25th – 29th May</p>	<ul style="list-style-type: none"> ➤ Publication of Scottish Government supporting guidance on Education Recovery Framework ➤ Publication of FAQs on the re-opening of school buildings ➤ Identify School Estate Team school responsibilities ➤ Confirm process for reinstatement of services ➤ Confirm safety checks required for each school and implement ➤ Draft School Recovery Plan template ➤ Finalise Risk Assessment process to enable access to school buildings by small groups of staff

<p>Phase 1</p> <p>1st – 5th June</p>	<ul style="list-style-type: none"> ➤ Engage with parents and carers and children and young people to help finalise draft Local Delivery Phasing Plan ➤ Share Local Delivery Phasing Plan with Trades Unions and colleagues from another Authority/Education Scotland for comment ➤ Approval of and publication of Local Delivery Phasing Plan ➤ Issue School Recovery Plan template to guide capacity assessment process ➤ Issue Risk Assessment Template and schools to begin to consider and mitigate risks arising from the return of children to school from August in collaboration with School Estate Team to help develop School Return Plans ➤ HTs to work collaboratively with staff in decision making ➤ School staff to review and amend the generic risk assessment to enable groups of staff to return from mid June ➤ Staffing movement agreed for Emergency Childcare and Vulnerable Hubs ➤ Agreement on principles of blended model for each sector ➤ Implement transition plans ➤ Survey of staff to help determine workforce capacity in August ➤ LNCT agree change to schools terms dates in light of SNCT guidance ➤ Re-open ELC admissions
<p>Phase 1 and 2</p> <p>8th June – 3rd July</p>	<ul style="list-style-type: none"> ➤ Schools to continue to develop the Risk Assessment and mitigate risks in collaboration with the School Estate Team and staff teams (including TU health and safety reps) ➤ Limited number of staff visiting buildings to consider classroom lay out and orientation plans when permission is granted for limited access ➤ Schools engage with stakeholders in the development of their School Recovery Plans ➤ Physical distancing arrangements considered for individual subject areas and faculties ➤ Agree 'reference rooms' for classroom set up ➤ All School Recovery Plans completed and shared with stakeholders ➤ On-going provision of Emergency Childcare and Vulnerable Hubs ➤ Support for ELC funded providers to re-open
<p>Phase 1 and 2</p> <p>6th July – 7th August</p>	<ul style="list-style-type: none"> ➤ Set up of all classrooms in keeping with reference rooms ➤ Installation of signage and floor marking ➤ Installation of hand sanitizer stations ➤ Production of floor plans to support pupils and staff orientation
<p>Phase 3</p> <p>11th August</p>	<ul style="list-style-type: none"> ➤ Groups of children and young people return to school in keeping with School Recovery Plans ➤ School buildings open to small groups of learners from 11th August. ➤ Blended learning for pupils with mix of in-school teaching and home learning. ➤ Emotional/Wellbeing support for pupils returning to school ➤ Closure plan in place if virus status changes and Public Health advice changes ➤ Free school meal vouchers to continue with children asked to take a packed lunch
<p>Phase 4</p>	<ul style="list-style-type: none"> ➤ Schools and childcare provision, operating with any necessary precautions

Financial Implications

The financial implications of implementing the range of mitigations associated with this plan are considerable. The costs will be detailed in a report to the Urgent Business Committee in June 2020. The report and associated appendices will be available on the committee pages of the Aberdeen City Council website in due course.

Section 4 - Hygiene and health and safety

Public Health Commitment

Public Health Scotland will continue to inform Scottish Government decisions around a return to school buildings and have established surveillance arrangements to monitor rates of infection as the country moves out of Lockdown and through the phases of the Route Map. Staff can find further information [here](#).

Aberdeen City Council and NHS Grampian work closely together to prevent and control infections in schools. Schools will repeatedly remind everyone with fever, new continuous cough or loss of taste or smell to stay at home and seek testing. Schools will be vigilant for staff, pupils and students developing such symptoms in school, and will have processes in place to safely isolate them pending an immediate return home. Anyone who tests positive for COVID-19 will be contacted by NHS Grampian by phone so that close contacts can be identified as part of the national Test & Protect programme. Close contacts of someone with COVID-19 include anyone living in the same household as them, as well as anyone who has been within 1 metre of them for any length of time and within 2 metres of them for 15 minutes or longer. All close contacts enter 14 days isolation at home. Enabling everyone to maintain continual physical distancing, alongside environmental and hand and respiratory hygiene measures, will be of primary importance in minimising the risk of contact and spread in the event of a case of infection. The Local Public Health Teams continue to be available to offer advice and guidance to schools.

Test and Protect has a vital role to play alongside other public health measures such as social distancing and good hand and respiratory hygiene (washing hands and avoiding touching the face). All school staff will be asked to familiarise themselves with the local [Test, Trace, Isolate and Support \(TTIS\) strategy](#).

All school staff will be asked to familiarise themselves with the national Test & Protect programme.

ACC-COVID 19 Procedures

Guidance has been produced to provide staff with the information on new work procedures and precautions to take during the COVID-19 pandemic.

This guidance covers working in Aberdeen City Council Offices, meeting service users or undertaking visits to service users at home, delivery of all Education childcare services and the collection of waste by waste operatives.

This guidance will be under constant review and supports the various risk assessments and advice within this Local Phased Delivery Plan.

Who can attend 'in school' learning?

The phased return to school settings will only be offered to staff and pupils who are not shielding, self-isolating and present with no symptoms of COVID-19 in keeping with Scottish Government advice.

Individuals with serious underlying health conditions are strongly advised to follow shielding measures to keep themselves safe, and staff or pupils who are shielding are therefore not expected to return to school in person while that guidance remains in place. Children who have household members who are at very high risk of severe illness (requiring 'shielding') should have an individual risk assessment conducted before the most appropriate place of work is determined. Those who cannot attend will be able to access/deliver their curriculum digitally until it is safe for them to return. Decisions on when to physically return will be taken in response to Scottish Government guidance.

There is some evidence that COVID-19 may impact disproportionately on some groups (Minority Ethnic communities with underlying health conditions) and individual risk assessments will be undertaken if this approach is welcomed by the individual.

Further information, including the list of underlying health conditions that make people extremely vulnerable, is available in the Physical distancing guide on the NHS Inform website.

Any member of the school community who presents with COVID-19 symptoms and cannot leave the building immediately, will be advised to wait in a pre-identified and well-ventilated space until they can be collected. Two or more cases will be reported to the local Public Health Team.



Accurate records of absences will continue to be kept through HR systems.

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 more time outdoors, with weather appropriate clothing, keeping at least two metres from others. Alternative use of doors should be discussed and agreed with Corporate Landlord.

Effective outdoor learning can be delivered across many subject areas in 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.

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.

Clear agreements will be put in place with Robertsons who operate the 3Rs estate.

Particular consideration will be required when children and 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.

Consideration will need to be given to the provision of sanitising wipes for school staff to undertake cleaning of telephones, laptops/desktop computers and associated peripherals, toys and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. 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.

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.

The use of PPE

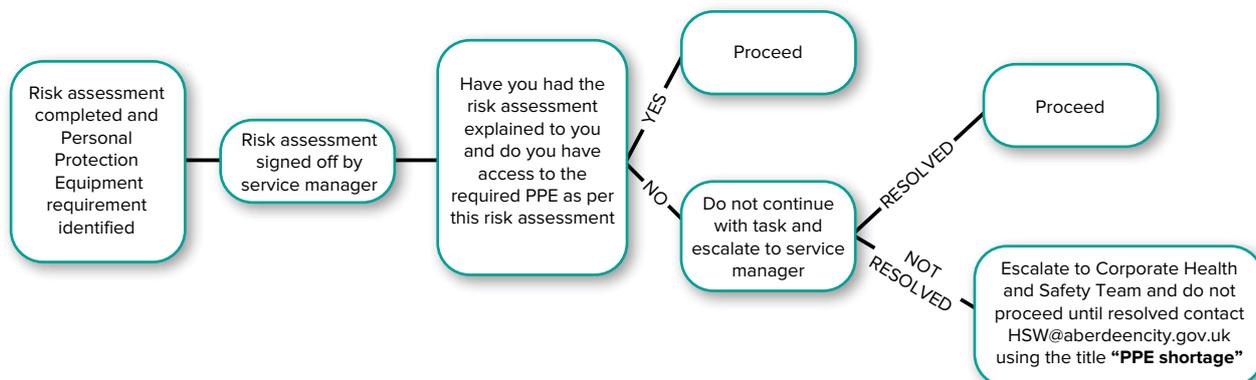
Staff should use personal protective equipment (PPE) when participating in the high risk activities identified below and within the guidance.

Activity	Circumstances in which PPE is required	What to use?
Staff directly supporting a child	<p>When staff are doing the following high-risk activities:</p> <ul style="list-style-type: none"> • Medical care, eg feeding or nappy changing is required, and the staff member is within 2 metres for a period of 10 minutes or more • Physical direct care (within 2 metres) with individuals for a period of 10 minutes or more which might include movement of a client • Direct care to a child / young person within a childcare setting if they have a temperature or new continuous cough and is waiting for an adult to collect them where is not possible to maintain the 2 metre distance 	<p>Aprons (Change after each child)</p> <p>Gloves (Change after each child)</p> <p>Fluid repellent surgical masks (Change after session of care)</p>

It is essential that supplies are used appropriately to ensure they remain available for essential situations, which will be identified in risk assessments for individual pupils.

Thorough and effective hand washing and hand hygiene will reduce the spread of COVID-19. There are specific techniques to put on and take off protective gloves, if staff are not trained in using gloves, they can spread any contamination to their clothes and wrists.

All settings should follow the PPE Guidance for Education and where the appropriate PPE is not available, or staff have not been trained in its use support, where possible should be delayed until such times as the issue has been resolved by following this flow chart.



Hand washing

Stocks of soap will be checked, and replenished, before the start of every day by facilities staff. All schools have access to warm water.

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.

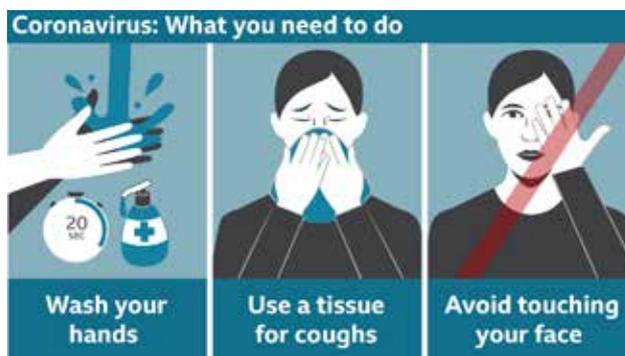
Hand-washing technique with soap and water



Children, young people and staff should 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 the nose;
- after sneezing or coughing; and
- after going to the toilet.

Children, young people and staff should avoid touching their eyes, nose or mouth, especially with unwashed hands.



Children, young people and staff should cover the nose and mouth with a disposable tissue when sneezing, coughing, wiping and blowing the nose. Dispose of all used tissues promptly into a waste bin. Then wash hands or if facilities are not available use 60% alcohol-based hand rub. If there are no tissues available, cough and sneeze into the crook of the elbow.

The risk assessment process

No member of staff will be able to enter a school building without being briefed on the mitigations identified as necessary through the risk assessment for the return of staff to school buildings process. (see Appendix 2)

Risk assessments will be developed at school level in June to enable the school to welcome children and young people in small groups from August 11th. School estates, health and safety and the Education Quality Improvement Team will help support this process. School risk assessment must be agreed by all staff and discussed with the school Quality Improvement Manager. Completed Risk Assessments must be circulated to all staff including Trade Union health and safety leads.

Risk assessments are likely to be 'live' documents. Any changes to the mitigations put in place will be raised with staff as soon as reasonably possible with an updated copy of the risk assessment circulated soon after. Discussions around health and safety should feature as part of the daily school routine.

School Leaders will ensure staff are fully aware of expectations and ensure that all staff are clear of expectations of children and young people. Expectations will be clearly communicated to children and young people prior to re-entry to school buildings.

Practical mitigations which must form part of the school risk assessment process

Increasing separation and decreasing interaction are fully explored in Section 5 but there are other considerations for staff.

Staff should avoid, as far as possible, physical contact with children and not make games and activities which encourage physical contact available. This may lead to staff having to review the order of courses and programmes.

Some resources are not easily cleaned and use of these should be avoided. As a general rule resources which are soft and made of fabric should be removed from use. Most resources with hard surfaces can be relatively easily cleaned between uses.

Work completed during the day should be taken home with homework completed digitally. Staff should review the use of physical home/school communication to mitigate against contamination. Staff may wish to consider digitisation.

Children and young people should walk single file throughout the building and must not hold hands or hug each other. Signage and one way systems will support this where appropriate.

The size of the playground will be assessed to determine how many children can safely be in a space whilst maintaining social distancing rules. No use of fixed outdoor equipment will be permitted at this time. A limited supply of playground equipment (which allows for social distancing) should be sanitised after each play session and risk assessed appropriately.

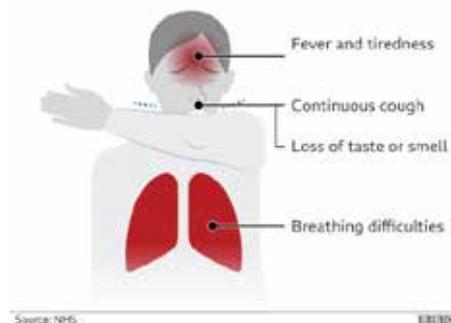
Individual schools will consider how best to stagger breaks to reduce the number of children accessing shared spaces at one time to ensure numbers remain within safe limits and consider wet weather alternatives.

Particular consideration should be given to how school staff will comfort children who are distressed and individual risk assessments or risk mitigation approaches should be taken, reflective of age and stage. The Educational Psychology Service will be able to advise individual schools on suitable approaches which should be agreed with families wherever possible.

If a staff member or child/young person develops a new continuous cough, notices a lack of taste and smell and /or high temperature, they should stay at home and not attend the setting. Staff or children/ young people with these symptoms should stay at

home for a minimum of seven days from the start of their symptoms, even if these symptoms are mild. If a staff member or child/ young person lives with someone who has symptoms of cough and/or high temperature, they should stay at home for 14 days.

Coronavirus: Key symptoms



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.

School staff will be asked to be vigilant to any potential signs of COVID-19 and will always err on the side of caution.

Access to Toilets

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing within the toilet areas. Staggering break times should 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. There should be a strong emphasis on hand washing after visiting the toilet, and hand washing may require to be supervised for younger children.

It is recognised that staff toilets can be limited in some school buildings. Very small staff toilets should be limited to single user only, using a visual mechanism to show when the toilet area is occupied. Where feasible, it may be appropriate to allocate some senior pupil toilets for staff use (taking them out of use for pupils).

Section 5 - Practical measures to support social distancing in school buildings

A number of measures require to be taken to minimise both the risk of infection and transmission. These include:

1. increasing separation; and
2. decreasing interaction.

How will we increase separation?

In order to safely welcome groups of children and young people to engage with 'in school' learning it is important to determine the number of children, young people and adults who can be in individual classrooms and the teaching spaces deemed most appropriate for use in each school building.

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.

Initial findings would suggest that a maximum of one third of all pupils can attend 'in school' learning at any one time although there is significant variation at individual school with some schools unlikely to achieve the aspiration of one third. The potential to access to additional spaces or buildings will be explored where necessary.

The spaces used for 'in school' learning will require to be prepared to clarify boundaries and plans are being put in place at individual school level. This may include closing off some areas although different arrangements will be required in each school. It will be important to ensure that all staff and pupils are aware of the any 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.

Every attempt will be made to ensure that family groups in a school access 'in school' learning on the same days although this is unlikely to be possible in all cases. All schools will aspire to provide a regular pattern of 'in school learning' with the same learners being welcomed into school buildings on the same days.

How will we decrease interaction?

Some older school buildings have narrow corridor spaces although each is different in design. Where necessary a one-way system will be established to ensure social distancing. Decisions on the need for one-way systems will be agreed by Head Teachers and the School Estates Team on a school by school basis during the risk assessment process.

Approaches to implementing one-way systems will be finalised when groups of staff return in June to ensure arrangements are safe, sensible and 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.

Groups of children 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 children and young people together at one time. 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 Head Teachers and the school Quality Improvement Manager.

All schools will be asked to adopt an agreed protocol for drop off and pick up, this will include asking parents and carers to refrain from entering school playgrounds to further reduce numbers and consideration of if there are locations nearby that could be used to support a Park and Stride approach to limit traffic near the site. Travel planning will be one of the considerations in the School Recovery Plan and there is likely to be considerable variation from school to school. Restrictions will be put on entering school car parks, with only parents of children in Early Learning & Childcare and parents of some children with additional support needs permitted access to ensure that groups do not congregate. School reception areas will not be accessible to parents and carers during Phases 1-3 of the return with all enquires made by phone, e-mail or TEAMs meeting.

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 to be on site so that carefully calculated capacities can

be maintained. Access to the building will be strictly controlled.

Groups of primary children will be taught by a limited number of staff, specialist staff will be based on one school and not able to move between settings. Decisions on where specialist staff are located will depend on the availability of staff for 'in school' learning. 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. Where rooms in a school building are of a similar size/shape school staff will agree the layout of a reference room which will be used to guide. Arrangements will vary at individual school level depending upon the quantity of surplus furniture and the availability of storage space. Clear signage will indicate any items of furniture which should not be used where full removal is not possible.

Clear expectations of social distancing will be shared with children and young people. These will be shared with parents and pupils prior to a return for pupils so that everyone is aware of actions to be taken should social distancing rules not be complied with.

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.

Socially distanced dining arrangements

Nursery snack will be prepared and eaten in the nursery. It is expected that due to the reduced numbers of children attending, the organisation of space will accommodate a rolling snack. Social distancing in school kitchens will be a considerable challenge and will require time to carefully plan for. Specific risk assessment of kitchens will be required.

All children will be asked to bring a packed lunch and the provision of supermarket vouchers for those in receipt of free school meals will continue. Many dining rooms in schools may have to be used as teaching areas to enable larger groups of children to attend in school learning.

In most cases, and to reduce the requirement for cleaning between sittings, children will eat lunch in their classrooms. This reduces social interaction between class groups. Staggering break times, for example by different year groups, will be necessary to ensure that large groups of children and young people do not access outdoor space at the same time. Each school will require to consider the number of groups to determine local arrangements. This approach will also limit the number of staff accessing staffrooms and kitchen facilities at one time.

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.



Socially distanced evacuation arrangements

If the layout of facilities is changed, and/or circulation routes or entry/ exit points are altered, consideration should be given to evacuation procedures (e.g. in the event of a fire or other incident). Muster points should also be considered to ensure appropriate social arrangements are maintained between individuals / groups as far as practically possible. This should be included as part of the risk assessment for the setting. Evacuation arrangements for children with complex needs or disabilities should be reviewed in light of any changes, with a review of Personal Evacuation Plans undertaken as part of the planning process.

Socially distanced school transport

Children should be encouraged to avoid travelling to school on either public or school transport with walking and cycling being promoted where safe to do so. Where walking/cycling is not appropriate and where parents/carers transport by private car, careful consideration will be given to travel plans which promote Park and Stride. Wherever possible parking sites/locations out with the school site will be identified and parents encouraged to use these points to minimise activity around the school gates.

With social distancing requirements in place transport capacity will be significantly reduced (e.g. 16 seat minibus can only carry a maximum of 3/4 children) and some parents may choose to transport their children.

School transport will be prioritised to those most in need of transport assistance, i.e. pupils with additional support needs and then families with no other means of transporting children and young people. Where possible larger vehicles will be deployed, double runs undertaken, or multiple vehicles will be used to replace an individual vehicle. This will impact on the deployment of Escorts.

Transport Providers will be required to adhere to Transport Scotland's Guidance for Transport Operators. Children will be advised to follow safer travel guidance, which would include the wearing of face coverings, where deemed appropriate, except for very young children or those with particular conditions.

Transport will be scheduled in line with available transport provider resources, the requirements of schools (e.g. staggered start times) and ensuring adherence to social distancing as far as possible. There is recognition that it will not always be possible

for 2m to be maintained on passenger transport and risk mitigation will be put in place where this cannot be achieved, i.e. ensuring journey time is minimised and transport is as direct to school as possible. Where possible the same Driver and Vehicle will be used to transport the same group(s) of children.

Where Escorts are deployed on transport, the same Escorts should also be used on each vehicle, so there is reduced contact between Driver/Escort crews and passenger groups. Where possible, schools should supervise the boarding and alighting of transport at school to ensure social distancing is maintained between the vehicle and school.

In situations where children become symptomatic of COVID-19 'in-school', parents/carers will be required to provide transport home. Transport providers will not be able to transport symptomatic children.

Schools will also consider how bike rack/sheds can be managed to ensure social distancing and the cleaning of surfaces. These considerations at school level will be included in school risk assessments.

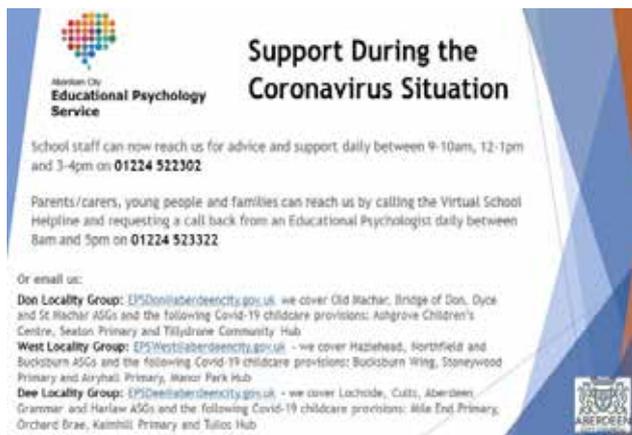
Cross-border transport for Aberdeenshire pupils attending an Aberdeen City school will require input from Aberdeenshire Council's Passenger Transport Unit.

Orientation

Senior leadership teams will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. A map should be displayed and signage used as appropriate to act as an aide memoir. Agreement will be reached on how staff will ensure children are familiar with arrangements as assembly grouping will not be permitted at this time. Particular consideration will need to be given to the accessibility of plans for both those with English as a Second Language and for those who use additional communication systems. It is anticipated that some orientation will be required virtually before children re-enter buildings as well as when they enter the building again for the first and school will carefully consider the communication needs of their community when making plans.

Section 6 – Supporting the Health & Wellbeing of all

A health & wellbeing framework will be developed to support the needs of staff, learners and families and ensure appropriate support mechanisms are in place for all. We will regularly communicate available supports through existing channels of communication.



Health & Wellbeing of staff

This is a difficult time for staff with many juggling difficult personal circumstances as well as adapting to new ways of working. Normal life has changed very suddenly, and nobody is sure how long this will last. This is bound to cause emotional difficulties for many people. Aberdeen City Council recognises and acknowledges this and urges staff to speak to their line manager if things are difficult for them. The pandemic has impacted the financial situation of many and we appreciate that struggling to balance finances can significantly impact on wellbeing. Financial support information is available for staff through People Anytime.

Trades Unions offer a range of health and wellbeing support for members. This is available through local Reps and Secretaries.

The Educational Psychology Service have established a helpline for staff on 01224 522302 to ensure there is support for any member of the workforce requiring support at this time. The Council offer a free, confidential, 24-hour counselling service, Time for Talking, 365 days a year. Time for Talking can be contacted on 0800 970 3980 or via the website: www.timefortalking.co.uk.

Staff in Emergency Childcare and Hub provisions have accessed the 'Going Home Checklist' and found this helpful. The checklist is a simple but effective

tool, which encourages reflection and mindfulness. The checklist is available in Appendix 4.

The Authority continue to share a range of professional learning offers for staff and officers in partnership with wider organisations and our Educational Psychology Service. People and Organisation offer an extensive range of wellbeing supports for staff. Consultation and collaboration will continue to be undertaken with the wider workforce to ensure this offer is responsive and meets the needs of individuals.

NHS Education for Scotland has produced guidance to support those helping others in distress during and after the COVID-19 Pandemic based on Psychological First Aid. Mental health first aid training is also available through the People and Organisation pages.

The Building Capacity Team structure will also be developed to provide leadership in the area of Health & Wellbeing and in relation to developing and supporting a workforce that are well supported to physically and mentally meet the needs of their daily roles. This work will closely align with the work being driven by colleagues in People and Organisation.

Adherence to Test and Protect

All school staff will be asked to confirm that they are familiar with the Test and Protect (Test, trace, isolate and Support) strategy and be supported to follow up to date health protection advice on isolation if they or someone in their household exhibits COVID-19 symptoms, or if they have been identified by NHS contact tracers as a close contact of someone with the disease.

Staff who develop symptoms consistent with COVID-19 must stay at home, self-isolate, and complete the ACC form. Children who develop symptoms should contact the NHS for advice on testing. Those who do test positive for COVID-19 will be asked to continue to self-isolate for 7 days and their close contacts, identified through contact tracing, will be asked to self-isolate for a full 14 days. The following guidance is available on self isolation All NHS Boards have an enhanced COVID-19 contact tracing service in place from 28 May. Staff should be aware that they may be asked to isolate on more than one occasion.

School Leadership Teams will aim to minimise the operational impact of individual staff or groups of staff being required to self-isolate and will have business continuity plans in place to mitigate risks to provision of 'in school' learning.

Health & Wellbeing of Learners

The COVID-19 pandemic has resulted in a significant rise in the number of children, young people and families showing signs of mental health fragility. This escalating need led to a rapid review of the progress being made to improve our shared provision to children, young people and families in order to improve supports during and post crisis.

Nurture Groups and nurturing approaches are increasingly being introduced across primary, secondary and early learning and childcare (ELC) settings within Aberdeen and a focus will be on using nurturing principles across all 'in school' learning. Demand for 'in school' teaching spaces may result in some standalone nurture spaces being repurposed in the short term.

Further partnership working will be developed through the Health & Wellbeing Collaborative, where consideration of joint service delivery will be planned and piloted in identified locations within the City. This collaborative approach will support and extend the positive steps and good practice that has been

evident through the development of the Hubs and build a stronger continuum of provision for children, young people and families impacted by mental health issues.

Greater focus on Health & Wellbeing as part of the curriculum delivery will be developed to ensure learners are given the opportunity to build resilience, develop mental and emotional strength and make use of physical activity to support this where possible. All decisions will be based on research which supports the relationship between physical and mental wellbeing.

Supporting the wellbeing needs of children and young people

Hubs for those in need of care and protection will continue to play an important part in our continuum of provision as we embark upon blended learning. As is the case currently, hub support will be considered on a case-by-case basis with care and protection a continued focus. Most children/young people will access the required support as part of the blended learning model. For some children, hubs may provide a short period of transition to the blended model of learning in school and learning at home, and a small



number may require continued Hub input for a longer period of time: the views of the multi-agency team around the child sit centrally to this and Hub reviews will continue to convene on a monthly basis. Plans are currently being progressed to move school based staff away from Hub provision.

The Emergency Support Forum will continue to meet twice weekly and review requests for assistance and allocate additional support from our Hubs. Data from the Forum will help ensure our ongoing response is cognisant of emerging data to enable system changes to be made as appropriate.

Supporting children and young people with additional support needs

The Staged Intervention Framework has been published to guide consistent practice. Children with complex additional support needs will be contacted by schools to help plan an effective transition back into school buildings. This planning will include parents and carers with Educational Psychology support where appropriate.

The calendar for child's planning support and associated transitions has been reimagined to ensure compliance with legislation and to facilitate appropriate and adequate planning during key transition points: into nursery; into primary school; into secondary school; post-school destination. Guidance on supporting transition virtually has been published to support planning.

A number of families have contacted the Virtual School to share how lockdown has negatively impacted on the routines and structures of children with a range of additional support needs, although most notably children and young people with Autism Spectrum Condition. The Service are currently discussing experiences with a range support groups across the city to help support planning for particular groups.

Supporting staff to meet the needs of learners in the short and longer term

An updated and progressive professional learning offer is being developed using the NHS Optimising Outcomes framework as a blue-print: Informed, Skilled, Enhanced, Expert. It covers areas that were highlighted from:

a) data contained within SEEMiS prior to COVID-19;

b) face-to-face consultation with stakeholders; and

c) emerging data from the emergency support forum: Autistic Spectrum Condition, ADHD, Dyslexia, Downs Syndrome, Inclusive Practices, Mental Health and Wellbeing, and Trauma/ Attachment.

It is hoped offering professional learning in this way will provide the tools required to strengthen universal approaches in the early phase of the blended learning offer by ensuring that all staff have access to high-quality professional learning. Similarly, it is anticipated those in specialist support roles (such as Support for Learning, PT Guidance etc.) will have access to enhanced learning opportunities and guidance over the coming weeks.

Safeguarding our children and young people

A move from learning at home to a blended model will require slightly different approaches to our safeguarding arrangements. Work is underway to refresh our exemplar safeguarding protocol to ensure that all staff are aware of how best to support children and young people the safeguarding signs to be aware of and know how to take immediate action.

Supporting those at risk of substance misuse

Taking into consideration emerging trends of the COVID-19 pandemic an action plan has been developed to support the prevention of and early intervention in cases of substance misuse in children and young people. The plan will provide children, young people and their parents/carers with access to an online learning toolkit, key substance misuse messages and online engagement events. We will design and deliver appropriate interventions and support for children, young people and families identified as 'at risk' of substance misuse related issues. School staff will be offered substance misuse professional learning opportunities and the development of a multi-agency framework will ensure that Children and Family Services have a joined up approach in the prevention and early intervention of substance misuse in children and young people.

Section 7 – Delivery of the curriculum

As school staff start to return to school buildings towards the end of June there will be a reduction in the level of 'in home' learning being provided by teaching staff. This is necessary to ensure that staff can effectively plan for the safe return of pupils from August 2020.

The central team will provide guidance for health and wellbeing, literacy and numeracy activities to support staff to prepare for delivering a blended learning offer. This support for staff will be complemented by resources being developed by Education Scotland.

All schools will re-open to groups of pupils on 11th August. Decisions required around holiday and in-service arrangements will be taken locally at LNCT following receipt of guidance from the Scottish Negotiating Committee for Teachers.

Workforce planning

The blended model of education that we expect to see for a period of time may lead to requirements for workforce flexibility and increased staffing where possible. Increasing staffing capacity, with the exception of Early Learning and Childcare, is likely to continue to be a challenge across the city.

A proportion of staff may also be shielding or absent due to Covid-19 symptoms, which may affect their ability to attend physical settings. Staff may require access to childcare to allow them to attend school under the blended model of education and this will be organised. Staff who are shielding will be asked to support 'in home' learning.

A number of actions are required to determine how peripatetic and central staff should be deployed. The Workforce Recovery workstream is in the process of determining the availability of teaching and support staff to ensure there is sufficient capacity in the workforce to prepare settings and deliver education under a blended model of education in keeping with SNCT agreements.

Phases 1-3 will not see education support services being able to undertake peripatetic duties. It is proposed that all staff not currently directly attached to school settings (inclusive of some members of the central team) be asked to report to either a school or Hub setting where they are able to do so.

This assessment of availability will be used to inform School Recovery Plans. Ongoing monitoring of data

will help to develop agile school plans.

In School learning

Children and young people will be grouped thoughtfully to ensure that smaller teacher; pupil ratios can be used to accelerate pupils progress in the core curriculum. Several factors including, but not limited to, transport, staff availability and room availability will inform the final decisions being taken by Head Teachers.

The curriculum will adapt and change as we move through the phases in the Route map. In the first few days there will be focus on ensuring that children and young people are aware of the health and safety measures in place and a need to help learners make sense of recent events. This focus will ensure that children can re-engage positively with 'in school' learning and rebuild relationships with peers and staff.

All children up to early secondary will focus on health and wellbeing, literacy and numeracy for the remainder of the first term; this will help ensure that staff can effectively identify appropriate next steps for individuals. Where possible outdoor space will be used as a context for learning and staff may take an interdisciplinary learning approach in planning outdoor learning. Some specialisation will be available for those in S3 where possible.

Learners in the senior phase will continue to study all courses although the timetable will change with young people accessing longer blocks of time in order to minimise the number of different groups of young people taught in a day.

In home learning

In home learning will complement and support learning that takes place in the school setting.

Responses from the Learning at a Distance questionnaire showed that almost all families were happy with the provision of learning through Google Classroom. G Suite will continue to be utilised for the provision of 'in home' learning.

Teachers who are able to attend school buildings will be teaching smaller groups and will have less time to directly teach groups who are learning at home. Staff who are unable to attend school buildings will have a key role in supporting 'in home' learning.

The local authority will continue to support families through the provision of chrome books and My-Fi dongles. Given the number of devices issued to families, we will consider how the virtual school helpline may be expanded to provide limited technical support to families who may not have the necessary digital literacy to make use of the provision.

Ensuring equity

The COVID-19 pandemic has led to a considerable increase in the number of families impacted by poverty. In the first week of April 2019 there were 4 applications for Free School Meals, 198 families made application over the same week in 2020. As a result there has been a considerable rise in the number of families claiming free school meal vouchers. It will be important to ensure that families are able to access

financial inclusion services and plans are being put in place to co-locate these services with our Hubs in the three locality areas.

The use of Pupil Equity Funding (PEF) is likely to be quite different this year with schools responding to changes in pupils and family needs following Lockdown. PEF guidance is currently being updated to reflect the current operating environment. Local data will be shared with schools to support planning and many Associated School Groups are collaborating to pool resource to best support families.

Schools will continue to promote and raise awareness of the many supports available across Aberdeen City.



Section 8 – What will this look like in each sector?

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

The expectations in terms of handwashing, social distancing and travelling to and from school will be clearly communicated to families in advance of the return to school buildings. 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 lunchtime protocols and fire evacuations, for example.

Classroom design will be adapted to ensure there are 2m gaps between all pupils and adults within the room. This will limit capacity of the school and so will mean that all pupils will not be able to attend at all times. To ensure 2m gaps between people in all directions, an allocation of 4 square metres of floorspace per person is required. In addition, it is necessary to allow some space for circulation around the room, normally calculated at 20% of the total available floorspace. The revised capacities of classrooms have therefore been calculated based on an allowance of 5 square metres per person in each room or teaching space.

When determining groupings of young people accessing the building, schools will make decisions based on several factors including, but not limited to, transport, potential loss of learning and staff and room availability. Schools may be able to utilise additional space outdoors and in other nearby buildings where possible.

Early Learning and Childcare (ELC)

The challenges around social distancing with very young children and delays to the capital programme as a result of the pandemic impact on our ability to offer 1140 hours from August 2020. The Scottish Government recognise the negative impact of the pandemic on ELC expansion programmes and have temporarily removed the duty to deliver 1140 hours.

It is our aspiration to deliver 600 hours over 20/21 whilst recognising that this may be a challenge in some settings. Parents and carers will be asked to identify their preferred location of provision to enable allocations to be made as we work towards

delivering this model. National guidance encourages a prioritisation of continuing provision of Emergency Childcare and this must be considered in developing plans.

The use of outdoor space will play a key part in how we deliver ELC. Some settings may be able to increase the number of children attending by making routine and extended use of the outdoor environment. The utilisation of outdoor space will require active involvement from our Early Years workforce. To this end, the service will continue to offer professional learning and outdoor learning to support best and safe practice.

A child centred approach will continue to underpin the delivery of ELC to all eligible children. We are committed to providing high quality ELC and supporting and nurturing our children and families. The offer of PEEP training and enhanced Child Protection training will support staff in this commitment and develop staff confidence as we adapt to this new way of working.

The Early Years' Service will maintain provision of Emergency Childcare. Officers are currently looking at the distribution of volunteer staff in our Emergency Childcare so that staff can be released in advance of children returning to 'in school' learning. Consideration is also being given to the locations of provision and ideas of how best to manage children moving between their 'in school' learning in their local school and their access to Emergency Childcare provision and where possible this will be addressed through the provision of Key Worker childcare in individual schools. Demand for the provision is currently unclear and officers are engaging with parents and carers and a range of partners so that we can plan how best to offer provision over the longer term.

Where possible, children will enter the Early Learning and Childcare setting directly and not through another part of the school. The organisation of drop off and pick up will need to be carefully coordinated to maintain social distancing when parents are on site. This will be arranged at setting level to take account of individual circumstances.

Where capacity allows, settings could increase 'in school' contact for those deemed vulnerable.

Primary schools

The primary school estate comprises a mix of closed classrooms and open plan schools and this is likely to mean a significant level of variation in capacities from school to school. 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.

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 days. In most cases 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 one classroom space. Where possible children will directly enter through an external classroom door to limit interactions with others whilst moving through school.

Where capacity allows, schools should increase 'in school' contact for those deemed vulnerable.

Local Authorities have been asked to prioritise childcare provision for key workers. It is unlikely that standard breakfast and afterschool provision will be available for all families whilst this expectation is in place.

Secondary schools

The secondary school estate comprises a range of buildings and the surplus capacities of each varies considerably. This will impact on the offer available from each secondary school.

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. Decisions around what can be delivered will be taken at individual school level. 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 risk assessed and carefully managed by schools. 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 schools may consider larger teaching blocks e.g. moving from a 6 period day to a 3 period day.

Where practical rooms and equipment are required for SQA purposes, risk assessments will be carried out, social distancing protocols observed and appropriate cleaning will take place before a room is used by another group of young people. Content of courses may be re-ordered to support social distancing where this is thought to be of benefit and will not disadvantage learners.

Digital learning is likely to continue both in school and at home to ensure SQA courses are completed and that pupils have access to subject specialists. We will consider how schools may collaborate on the generation of digital content to support senior phase courses.

Where capacity allows, schools could increase 'in school' contact for those deemed vulnerable.



Arrangements for releasing staff for SQA Appeals (post results service)

The Authority will consider, in discussion with Head Teachers, to supporting requests from the SQA to release subject specialists involved in specific SQA teams to support and undertake the post-results service.

Special Schools and provision for children with complex additional support needs

The requirement for social distancing may have an impact on children and young people with additional support needs. Additional or alternative spaces may be utilised if available, regardless of where they normally learn. Greater flexibility will be realised through the creative use of outdoor space.

All special schools have continued to offer support to a proportion of children and young people over the last 9 weeks and the current working practices will be developed to accommodate the gradual re-entry of all children. This will have an impact on those who have been attending daily with an expectation of 'in school' and 'in home' learning for all. Rotas will be carefully considered to ensure that we continue to mitigate risk. Availability of transport will be a factor in determining groupings.

Appropriate arrangements will clearly be dependent on the needs of the individuals and should therefore be assessed on a case by case basis considering the physical nature of the building, pre-COVID-19 approaches to meeting need and the risk of the wellbeing of the child must be given to medical needs, personal and intimate care needs, health and wellbeing needs, the learning environment, daily routines etc.

Risk assessments already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments will require to be updated as a matter of priority in light of changes to provision such as environment and staffing, whilst also remaining mindful of the additional distress young people may be experiencing due to COVID-19. These risk assessments and individual plans will be completed in collaboration with parents and carers.

In some cases, social distancing will be extremely challenging to implement. In recognition of this a risk mitigation approach will be taken in keeping with the national guidance.

When assessing potential risks and how these can be managed and controlled, the following should be considered:

- The impact of social distancing on an individual in relation to medical needs; personal/ intimate care needs; health and wellbeing; learning; learning environment; and routines
- The plans currently in place for each pupil need to be reviewed and updated e.g. Child's Plan, Individual Education Plan, Co-ordinated Support Plan, Individual Health Plan, Personal Emergency Evacuation Plan
- Arrangements for support at different times during the day e.g. support with learning, handling, hoisting, personal and intimate care, support during soft start, breaks, lunch times, down times, home time etc. and how this can be managed in relation to staffing and social distancing will have an impact on which spaces are appropriate for use and may require creation of very small groups of children and young people
- Timetabling and positioning for access to sensory equipment/ resources will have to be reviewed considering the increased cleaning regime that will be required
- As it will not be possible to identify sufficient designated quiet spaces for individuals the creation of groupings and access to the school will have to be carefully thought through to ensure needs can be met for all learners
- Where the use of PPE is risk assessed as being required, all staff should be trained in how to put on and take off PPE (as required by Health and Safety Regulations) and to ensure staff limit the spread of COVID-19
- The creation of "bubbles" will need to reflect the number of staff required to meet needs and keep individuals safe as well as contact with peers

All arrangements will reflect current national guidance.

Section 9 – Changes to status

The Scottish Government will take decisions based on the scientific evidence and we may be asked to move up or down a stage on the Route Map at short notice. Updated expectations in terms of social distancing measurements may reduce the 2m rule in time.

In order to be prepared schools will be asked to note capacities if a metric of 1m was used as they develop their recovery plans. This approach is likely to lead to plans being well formed in advance of any national decision.

A change to a 1m distance would lead to capacities in schools being considerably increased. Some schools may be in a position to welcome nearly all pupils back into 'in school learning' whilst others may move to two groupings. Final decisions would be influenced by Public Health measures in place at the time.

There could be scenarios where Public Health Scotland advise of a need to locally 'lockdown' schools or communities. The Scottish Government has the power to reimpose lockdown nationally, in regions or locally. The Scottish Government has made clear that community engagement and consultation would precede any local or regional lockdown.

The Scottish Government also retain the power to close schools for coronavirus-related reasons by issuing an educational closure direction. Such a direction could close schools nationally, regionally or locally. The Scottish Government may choose to issue such a direction if they feel it necessary to reimpose lockdown or where there is an outbreak of coronavirus in a particular area or school.

It may also be the case that an outbreak of coronavirus in a school will not lead to the Scottish Government issuing an educational closure direction. The decision to close a school in this scenario would be for Aberdeen City Council as the Education Authority to take in partnership with the NHS Grampian Public Health Team.

In these circumstances the Chief Education Officer will represent the views of the Head Teacher and of Corporate Landlord in discussions with Public Health Scotland. The views of clinical and medical experts will be the most important factor when deciding to close a school.

The Council has the authority to close schools for reasons of health and safety. These closures may be for relatively short periods, such as inclement weather. They may also be for more extended periods, such as when school buildings are damaged and become unsafe.

A move back to lockdown would see the practice outlined in section 1 of this report being reinstated with the additional establishment of secondary Hub provision for those in need of care and protection.

Each workstream established (wellbeing, curriculum, buildings, workforce and equity) will consider the implications of the different phases in the Route map so that a full range of options are ready to be considered when changes are made.

The publication of new national guidance or identification of additional cost pressures will trigger a review of this Plan. Any changes will be approved through the Incident Management Team prior to publication.



National Improvement Framework Plan 2020-2021



<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>1. Workforce</p> <p>The following worst-case planning assumptions have been agreed. They will be kept under review to ensure that this service plan remains dynamic over the COVID-19 pandemic.</p> <ol style="list-style-type: none"> Percentage of workforce are bereaved. Percentage of the workforce has mental health needs. Dynamic staff vacancy level in part due to the need for some to shield Challenges recruiting and sourcing additional staff Conflicting advice and messaging Some staff questioning how proactive others have been in their response to COVID-19 Gap in digital skills Uncertainty resulting from changing national guidance and expectations
<p>a) Wellbeing of All</p> <p>The following worst-case planning assumptions have been provisionally agreed. Ongoing monitoring of data will enable these to be refined over time.</p> <ol style="list-style-type: none"> Percentage of children are bereaved Percentage of children have mental health needs Perceived risks by parents leading to lack of school attendance and expectation of long-term digital delivery Non-attendance by young people who perceive risks to themselves Percentage of children have witnessed domestic abuse Percentage of children have been at risk on-line Increased substance misuse/risk taking behaviours Children and young people negatively impacted as a result of parent/caer forced withdrawal from illegal substances Increased incidents of self-harm Escalated needs of those with ASN due to disrupted learning and routines Significant assessment required to determine loss of learning Children and young people requiring time to process recent events Increased number of attachment type issues making re-entering buildings challenging for some A need to support for parents/wider family in order to support pupils Anger at loss of opportunities - SQA exams. Loss of trust and faith in the system High number of staff feel returning to work will be unsafe 	<p>2. Curriculum</p> <p>https://www.evidenceforlearning.net/recoverycurriculum/</p> <p>Based on the 5 losses outlined in this research, a recovery curriculum should be built on:</p> <ol style="list-style-type: none"> Lever 1: Relationships – we can’t expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning. Lever 2: Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school. Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss. Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners. Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.
<p>4 - Planning the Physical Return</p> <p>We don’t know what the conditions for a return to school buildings will be, but we are likely to have a ‘blended offer’ for a considerable period of time with groups of children returning in small numbers. As the ‘R’ rate reduces a number of conditions for a return could be attached:</p> <ol style="list-style-type: none"> School building capacity will be reduced A need for staggered start/finish times, staggered break/lunch times. Those in need of care and protection return first Particular cohorts return and social distance across the school Those transitioning able to return in small numbers Socially distant travel arrangements for all groups Consideration for the residency at Aberdeen Music School Varying floor plans of schools generally reflective of when buildings were built Ability of some learners to follow social distancing advice Need to communicate the plan to all learners and families in advance Need for increased cycles of cleaning and provision of hygiene products 	<p>5. Finance and Equity</p> <ol style="list-style-type: none"> We will need to find significant efficiencies in light of the costs of COVID-19. There will be greater scrutiny of the impact of spending on outcomes Education as preventative service How do we make best pool resources – a time for innovation and thinking differently PEF and SAC funding – how to we target groups across the Local Authority Significant increase in the number of families living in poverty Increased demand from families previously accessing private education Financial implications of ‘social distancing’ adaptations to buildings ELC Expansion requirement relaxed On-going need for technology and connectivity to address equity

Route map Phases 1-3 Responding to the pandemic

In order to respond to the COVID-19, Improvement groups will work collaboratively to action the mitigations detailed above and to develop a consistent, responsive, data driven and non bureaucratic approach to:

1. Workforce Planning
2. Supporting the Wellbeing of all
3. Developing our Curriculum
4. Return to School buildings
5. Finance and Equity

This plan will be reviewed on a fortnightly basis to ensure that it remains agile to our operating environment.

Route map Phase 4 - Embedding the new norm

At some point restrictions will be reduced and capacity in schools will be able to increase. Improvement Groups will continue to work collaboratively to action mitigations necessary to start moving to a 'new norm' with a continued focus on the need to be constant, responsive, data driven and non bureaucratic. Areas for consideration are likely to remain very similar.

1. Workforce Planning
2. Supporting the Wellbeing of all
3. Developing the curriculum
4. Planning extended use of the physical buildings
5. Finance and Equity

Moving to phase 4 on the Route Map will trigger a refresh of this plan.

Beyond Route map Phase 4

Restrictions will be lifted fully and there will be a need to fully implement a new norm. This new norm is likely to look very different from the system we left behind on the 23rd March and may have changed inspection frameworks to reflect wider changes in the system.

Moving beyond this phase will trigger a refresh on this Plan

Action Plan 1

Workforce planning 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)	
Improved access to up to date workforce intelligence and ensure consistent approaches to recruitment and timely contingency planning. Increased confidence shown by SLT in how to manage those returning to work	A system will be in place to provide Individual schools and the education service with an accurate and dynamic overview of staffing to inform workforce planning and the new blended offer across all schools and services. Agreed protocol/system leading to seamless allocation of additional staff	1. In collaboration with P&O gather data in order to understand the scale of the challenge and provide appropriate support in order to sharpen contingency planning arrangements <ul style="list-style-type: none"> • Number of new referrals to Time to Talk • Number of staff off sick/reason • Numbers shielding • Need for childcare (Refer to SG guidance in terms of chronic conditions/TU alignment/reliance on medical staff) 2. Develop an approach which <ul style="list-style-type: none"> • tracks vacancy levels over time • helps schools utilise all staff in the system to implement contingency planning • provides clear guidance on digital recruitment and induction of new staff in partnership with P&O • supports national guidance on returning to work (including implications of refusal) 	Fortnightly update from June	Closing the Gap Improvement Group/Operations Support Team / P&O	
Improved digital skills of the workforce	Increased number of staff showing/reporting confidence in delivering remotely	1. Agree core skills required for blended offer, light touch audit and plan appropriate professional learning/capacity building. 2. Build confidence in the use of TEAMS to support professional collaboration	Ongoing	Raising Attainment Improvement Group / Building Capacity	
All Secondary staff required able to be released for SQA appeals	Workable protocol in place leading to greater consistency	1. Plan of how to support staff to be released for SQA appeals	By August	Employability & Positive Destinations Improvement Group/QIO	
Maintain provision of Emergency Childcare over summer	100% of eligible families receive a service	1. Plan for continued provision and extension of Emergency Childcare over summer months and beyond with due consideration given to staffing and to the buildings being used.	By June	Early Years' Service	
Increased number of staff, no matter their role, able to contribute to aspects of service improvement	Increase in number of staff reporting improved opportunities for involvement in service decision making.	1. Plan how best to engage staff beyond SLT level in strategic decision making. <ul style="list-style-type: none"> • Consider use of Office 365 tools 	By March 2021	Leadership of Change Improvement Group / Building Capacity	

Improve communication at all levels of the system	Increase in number of education service staff reporting that they have access to accessible and timely communication	2. Review communication at all levels for accessibility and efficiency	By September	Leadership of Change Improvement Group / Building Capacity	
Increased leadership capacity across the system	Increasing numbers of staff seek leadership development opportunities	3. Continue to develop leadership at all levels and consider leadership development models during a Covid-19 blended offer.	By November	Leadership of Change Improvement Group / Building Capacity	

Action Plan 2

Wellbeing of all					
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)	
Certainty of new term commencement	Agreed local position in place around holidays.	1. Review SNCT advice regarding the new term commencing on 11 th August	As soon as received	Chief Education Officer and LNCT	
Reduced risk to the wellbeing of vulnerable children and young people	Agreement at system level of those to be prioritised and supported for in-school learning people	1. Agreement on level of risk to groups to determine phasing arrangements for children and young people: <ul style="list-style-type: none"> • Agreement of how support will be delivered before and after summer for different groups • Consideration of the needs of individuals with additional support needs to support individualised planning to address disrupted learning • Consideration of groupings or 'bubbles' 	By June	Supporting Learners Group	
Increase in the number of children and young people with mental health needs being effectively supported	95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	1. Agree and implement an approach to support the mental health of children and families including consideration of ACC as a Nurturing City. 2. 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.) in keeping with the national mental health strategy 3. Explore how to improve the continuum of services for children and families (counselling, community supports, commissioned services etc.) and reflective of the outcome of the Care Review in collaboration with Community Planning Partners	By June	Leadership of Change Improvement Group / EP Service	
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	1. Improve the quality of Health and Wellbeing programmes in schools <ul style="list-style-type: none"> • 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. 2. Link with ADP to develop a continuum of support for young people including refresh of Substance Misuse approach in schools (Substance Misuse Plan)	From June	Leadership of Change Improvement Group / Raising Attainment Improvement Group Operational Support Team	
Appropriate signposting to support agencies to ensure staff, learners and families are appropriately supported	95% of self-identifying families are signposted appropriately	1. Link with charity to enable appropriate signposting for those who are bereaved 2. Link with domestic abuse partners to enable appropriate support and signposting for those impacted.	By August	Leadership of Change Improvement Group	
Staff able to confidently deliver services to children, young people and families	Reduction in staff with recorded stress/mental health needs	1. Ensure that appropriate systems are in place to support the wellbeing of all staff and utilise coaching approaches as appropriate	Ongoing	Leadership of Change Improvement Group	

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.	<ol style="list-style-type: none"> 1. Accelerate Supporting Learners work to ensure that the needs of the 'new norm' can be swiftly addressed. 2. Link with ASN support groups to identify pressures to help plan next steps. 3. Reshape services around post Covid-19 needs and explore new models of delivery including digital 4. Consider roles and remits of staff (including Guidance) in supporting wellbeing to promote greater consistency 5. Build on the success of Hub provision to support those most vulnerable and align with mental health work above. 6. Fully utilise digital to support children, families and staff 7. Engage with partners on planning provision for vulnerable learners, including those due to leave school in December 2020. Timetable or curricular provision agreed for identified learners. 	Ongoing	Supporting Learners Group	
Decrease in notable signs of ineffective transition including attendance and exclusion	10% Decrease in exclusion post transition 5% increase in attendance post transition	<ol style="list-style-type: none"> 1. Strengthen transitions at key transitions points and from phase to phase 	Ongoing	Supporting Learners Group	
Increased levels of 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	<ol style="list-style-type: none"> 1. Refresh exemplar Safeguarding Policy to support consistent practice and develop Child Protection like scenarios to guide positive engagement with expectations 2. Develop a Covid-19 non- attendance procedure and link to children Missing in Education protocol 3. Further development of 360 safe 	From June	Raising Attainment Improvement Group	
As per CFC Plan	As per CFC Plan	<ol style="list-style-type: none"> 1. Work with Community Planning Partners to become a Child Friendly City (link to plan) 	Ongoing	Employability & Positive Destinations/ Partnership Team	
Increased parental participation % in supporting and development of Children & Young People's services around service delivery, decision making, policies and school improvement.	PIE Data School/City Parent Survey Data	<ol style="list-style-type: none"> 1. Improve the level of engagement and partnership with parents and carers in supporting learning 2. Continue to develop the Parental Learning Hub to provide accessible support of parents/families 3. Survey parents to determine the extend to which in-home learning is consistent and straightforward 	Ongoing	Employability & Positive Destinations / Partnership Team	
Citywide school compliance with H&S issues	Data provided by internal/external audits	<ol style="list-style-type: none"> 1. Consistent health and safety practices 	By July 2021	Employability & Positive Destinations / Operation Support Team/H&S	

Action Plan 3

Curriculum 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)	
A consistent understanding and appropriate, responsive implementation of curriculum delivery which will have a blended approach	All Staff are confident in the safe delivery of learning and address non-engagement appropriately. Learners engage safely and fully in % of learning activities Evidence of curriculum/timetabling planning to recognize LMI – QI 3.2?	<ol style="list-style-type: none"> Develop guidance on a blended offer for schools and families (when in receipt of SG guidance (link with action plan 4) Review curriculum delivery based on social distancing protocols (especially practical subjects) & hygiene Build confidence in delivering outdoor learning Support secondary specialists in practical subjects to meet the needs of learners remotely Exploration of 'bring your own device' Take account of any updated guidance on CfE and Inspection Use Google Analytics to track engagement and plan next steps for those likely to have significant loss of learning and develop staged approach Work collaboratively with SDS so our system responds positively to labour market information 	From May	Raising Attainment Improvement Group / Employability & positive destinations Improvement Group / SDS	
Digital City Campus providing virtual real time delivery of a menu of National courses, recorded by identified subject specialists.	No of digital courses delivered, no of students participating and quality of course awards	<ol style="list-style-type: none"> Provision of Digital City Campus/collation of city wide resources to support delivery of a Digital Academy. <ul style="list-style-type: none"> Example – Higher physics – introductory lesson with course outline, SQA requirements, approach to assessment Build this up for each subject. This can support those pupils re-coursing and those where there has been a loss of learning Implications on practical subjects in a blended and restricted curriculum for BGE/Senior Phase E-Scoig Keep arrangements under review in light of anticipated SQA guidance 	From June	Raising Attainment Improvement Group / Employability & positive destinations Digital Lead/ DHT Digital/ESO	
Digital delivery of learning and teaching is fully supported and meets the needs of our learners.	100% learners have access to digital provision to support learning. Increased staff confidence in digital delivery	<ol style="list-style-type: none"> Protocol for the provision of digital devices and use when schools re-open and work to address digital infrastructure in secondary schools Continue provision of professional learning to support digital delivery Continue to improve quality digital learning approaches in keeping with ACC Digital standard Clarify and maximise the role of QAMsOs to develop digital moderation 	Ongoing	Raising Attainment Improvement Group / Building Capacity Team	
Individual level of need is understood timely and responded to appropriately	Learner feedback will show that they feel fully supported to engage with the curriculum	<ol style="list-style-type: none"> Develop guidance to support staff to re-establish relationships based on initial assessment of need <ul style="list-style-type: none"> Quick assessment required Consider how to obtain this when education is not the lead professional 	Ongoing	Raising Attainment Improvement Group / Leadership of Change Group / Supporting Learners Group	

ASG understanding and application of the Skills 4.0 framework to develop the employability skills for post covid and beyond.	Embedded practice evident within the curriculum - QI 2.3?	1. Agree an ACC Skills progression based on 4.0 which takes account of the skills most required in the current operating environment	From September	Raising Attainment Improvement Group / Employability & positive destinations Improvement Group / SDS	
Increase range and number of FA's offered to city pupils. Support schools to maintain the breadth of Learner Pathways offered by NESCoL college link courses.	Pilot Introduction of L4/L5FA's. Numbers of participating pupils in L6 FA's. Audit numbers of pupils on college link courses.	1. Work collaboratively with SDS, NESCoL, DYWNE to support senior phase learner pathways such as FA's, college link courses	Ongoing	Employability & positive destinations Improvement Group / SDS/DYWNE/QIO	
Transition to DoE direct to schools' approach, incorporating the Evolve system.	Transition Completed.	1. Implement DoE direct to schools' approach and associated Evolve solution.	From August	Employability & positive destinations / Partnership Team.	
Improved confidence in parents of young children	All families able to access socially distanced PEEP	1. Develop language and numeracy strategy to include oral language development 2. Implement PEEP in all Early Learning and Childcare settings	From August	Closing the gap Improvement Group / Attainment Advisor / Early Years' Team	

Action Plan 4

Planning the Physical Return 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)	
All staff aware of safety measures in place	Risk assessment process mitigating identified risks to a safe level	<ol style="list-style-type: none"> 1. Risk assess and mitigate any risks prior to any staff re-entering a school building and arrangements for regular review 2. Protocols agreed at school level and implemented 	By May	School and central team time	
Smooth transition takes place on return to school settings which is reflective of school community needs	<p>Learners, parents and staff feel confident and supported before and during the transition period and return to school</p> <p>Learners fully understand the guidance and expectations when returning to school</p>	<ol style="list-style-type: none"> 3. Development of overarching Local Phased Delivery Plan based on Scottish Government guidance with detail of priority groups, potential for family groups, implications of open plan spaces, patterns of in-school attendance to comply with social distancing and staggered entry and egress 4. Engagement with stakeholders to get a sense of feeling in order to effectively plan 5. Comms strategy to be developed 6. Include clarity of expectations for young people with regard to social distancing and escalation 	By June	Employability & positive destinations / Supporting Learners Group/Partnership team	
Appropriately planned working arrangements are in place for all school staff, taking into account individual school contexts	All schools are well placed to return to buildings with clear guidance to support decision making	<ol style="list-style-type: none"> 1. Form a group with Corporate Landlord and Health and Safety to explore issues and identify potential mitigations <ul style="list-style-type: none"> • Develop sector specific guidance (ELC, Primary, Secondary and Special) to help schools consider the implications so that bespoke arrangements around delivery of the curriculum and use of resources can be put in place in keeping with Local Phased Delivery Plan. Sub split secondary plan to guide consideration of both the BGE and the Senior Phase • Schools work with Facilities and Corporate Landlord to prepare the building for compliance with social distancing protocols, restricted spaces, one way systems, limited contact between groups, ventilation and capacity and layout of classrooms. • Bring schools together, sector/ ages to share potential mitigations • Approach agreed for hygiene facilities – toilets, handwashing, hand gels in classrooms etc. • Implications of greater amount of learning outside(shelter and clothing) • Approach agreed for cleaning routines throughout the day • Approach agreed for school catering • Consideration of need to temporarily expand the learning estate 	From May	Employability & positive destinations / Andrew Jones / Andy Campbell	

Offer of ELC known for 20/21	All eligible families able to access ELC	Repeat admissions process for ELC based on the level of ELC that can be offered from August			
Children and young people able to access in-school learning	Clear arrangements for individuals in place	1. Approach agreed for school transport – how many pupils can be transported at one time on a school bus? Transport plan required.	From June	Cross function	
Sufficient provision of PPE for schools to re-open when advised to by Scottish Government	PPE in place for school re-opening	2. Ensure adequate provision of PPE and training as appropriate. Ensure this is kept under review to reflect any relaxation/change in expectation	From June	Leadership of change Improvement Group / Employability & positive destinations / Early Years	
Keyworkers able to access childcare until December	All eligible families have an offer of childcare in keeping with working arrangements	Review staffing and location arrangements to ensure continued provision of Emergency Childcare and vulnerable hub provision	From May	Early Years' Service	
Continuation of support for vulnerable children	Children are risk able to access provision safely			Raising Attainment Improvement Group	

Action Plan 5

Finance & Equity					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)	
Minimal impact of COVID on children, young people and families due to the appropriate planning in response to needs	Schools have confidence to plan appropriate interventions which impact positively on individual learners. Budgets are well managed.	<ol style="list-style-type: none"> 1. Development of strategic approach to promoting equity post COVID 2. Provision of locality poverty data to inform school planning 3. Develop closer working with financial inclusion services 4. Review PEF and SAC guidance when issued 	From June	Closing the gap Improvement Group / Early Intervention & Community Empowerment	
Empowerment of schools to plan at a local level to meet the needs of school communities and individuals within them.	Needs analysis will evidence the appropriate planning and implementation of DSM. Each school community will directly address the needs of their individual school community effectively.	<ol style="list-style-type: none"> 1. Implement DSM 2. Agree most effective use of the Partnership Forum to support children and young people across the ASG based on Post COVID data 	From August	Closing the gap Improvement Group	
Clear direction of travel around the school estate understood by all	Documented direction in place	<ol style="list-style-type: none"> 1. Collaborate around school estate strategy 	Ongoing	Quality Improvement Team	
Delivering effective services on budget	Budgets are effectively managed	<ol style="list-style-type: none"> 1. Review budget proposals in light of COVID 2. Refresh central structure and remits to realise a £150,000 saving 	Ongoing	Chief Education Officer in collaboration with all	

Appendix 2: Risk Assessment to enable small groups of staff to return to buildings

Appendix 2: Risk Assessment to enable groups of staff to enter buildings in June

Date: 29.5.20	Assessed by: Eleanor Sheppard Signature:	Location: All Education & Childcare Settings Service: Children & Family Services	Assessment No: 1 Review date: ongoing
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Key: S = Severity L = Likelihood R = Remaining risk rating

What has the potential To cause harm (hazards) and what harm might result	Who and how many people might be at risk	What are the preventative and protective measures already in place	S	L	R	What further action, if any, needs to be taken to reduce risk	By whom and by what date
COVID-19 Spread of Infection when staff are in the building	Employees	<p>No member of staff who is shielding will be allowed access to school buildings in June. They should continue to work from home in keeping with Local Authority guidance.</p> <p>Any employee showing symptoms of Covid-19 or sharing a house with someone with Covid-19 should remain at home as per the government's guidance. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection</p> <p>All employees requested to attend a school building should review this exemplar risk assessment and agree the content at school level. The risk assessment should</p>	4	2		Monitoring of safe practices by all and be prepared to challenge this appropriately if unable to comply	All staff

		<p>then be circulated to all staff and a copy shared with the school QIM and school TU reps.</p> <p>Prior to attending a school building the Head Teacher will undertake a health and safety orientation which will include:</p> <ul style="list-style-type: none"> • Full review of the content of this risk assessment • A verbal check on the general health of staff • Expected Social distancing practices • Handwashing requirements • Any restricted areas of school, including any areas where construction / maintenance work is being undertaken • Muster points in the event of an emergency • Request confirmation that staff members do not have an underlying medical condition 				
Restrictions on maintaining 2 metre recommended social distance when commuting leading to an increased risk of infection for	Employees	<p>Wherever possible private transport should be used to maintain isolation from the public when commuting to the office.</p> <p>If public transport cannot be avoided, the employee should be encouraged to follow current government advice in respect of “face coverings”.</p>	4	2		<p>Consider if staff in outlying areas who require public transport can continue to work from home to limit frequency of journeys</p> <p>SLT</p>

those reliant on public transport		On arrival at the site, employees should thoroughly wash their hands for at least for 20 seconds or use hand sanitiser gel immediately on entry to the workplace.					
COVID-19 Spread of Infection due to poor personal hygiene	Employees	<p>Staff should follow good infection control guidance (Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings)) and put in place the guidance from Health Protection Scotland.</p> <ul style="list-style-type: none"> • Handwashing procedure posters should be displayed in areas where handwashing takes place • All staff to wash hands before entering setting and build handwashing into daily routine • Where tissues are used, bin them immediately, then wash hands • Avoid touching eyes, nose and mouth with unwashed hands • Cough directed to crook of elbow • Staff hair tied back where appropriate and clothes changed daily <p>Handwashing should take place:</p> <ul style="list-style-type: none"> • When entering the building • After using the toilet • Before and after handling food • Before leaving the building/getting into their car • When arriving home 	4	2		<p>Individuals to follow this assessment and be challenged by others if not perceived to comply with this.</p> <p>Update Risk assessments in line with any changes to national and local guidance.</p> <p>If allergies to hand gel consider the provision of bottles of (tap) water, soap and paper towels with them to remove the need for hand gels.</p> <p>Regular handwashing and use of disinfectants can cause dermatitis so checks in place by supervisors to ensure no skin conditions developing.</p>	<p>SLT within each setting</p> <p>Ongoing reminders of agreed risk assessments and updates where required by SLT</p>

						Restricted number of staff in a room.	
COVID-19 spread of infection due to unintended breaches of 2m social distancing rule or sharing of equipment	Employees	<p>Maintain 2m distancing where possible</p> <ul style="list-style-type: none"> • Minimise physical contact with the person – e.g. no hand shaking. • Consideration given to emergency evacuation procedures/ fire drill & muster point in advance of entry • Minimise contact with surfaces, e.g. tables, furniture. • Do not share items that come into contact with your mouth such as cups & bottles. • Staff to provide and use their own cups and cutlery where possible. • Minimise sharing of items such as dishes, pencils & towels • Numbers of staff in a room to be restricted to comply with capacity figures <p>Ensure that all staff understand protocols outlined in this risk assessment.</p>				All staff to monitor practice and alert SLT of any potential risks. This will trigger a review of this risk assessment	All staff
Risk of infection due to close contact / Spillages – bodily fluids, blood, vomit	Employees	<p>Staff should wear appropriate PPE including Fluid resistant face masks (type IIR) if there are any bodily fluids to be cleaned.</p> <p>Ensure regular order of supplies and resources (4 week advance order)</p>	4	2		Ongoing review of access to relevant PPE for each setting.	

		<ul style="list-style-type: none"> Weekly stock check completed and all orders to be completed by end of day Friday <p>Central Order of</p> <ul style="list-style-type: none"> Gloves Aprons Face Masks Hand Sanitiser <p>Local order of</p> <ul style="list-style-type: none"> Tissues 					PPE Coordinator
Risk of infection due to unintended transfer of infection from contaminated surfaces	Employees	<p>In ACC premises cleaning will be undertaken by ACC cleaning and janitorial staff in accordance with national standards. Robertsons to clean all 3Rs buildings in keeping with ACC expectations which are aligned to the national guidance</p> <p>During each session, cleaning and disinfection of frequently touched objects and surfaces (e.g. telephones, keyboards, mouse, door handles, desks, tables) should be undertaken by staff with surfaces being wiped when leaving for the day. Wherever possible telephones should not be shared to further reduce risk. Disposable wipes should be placed in a bin. Clothes used for cleaning should be washed at 40 degrees.</p> <p>A clear desk policy will apply in order to minimize the risk of a spread of infection</p>	4	2		Monitoring of safe practices by all and be prepared to challenge this appropriately if unable to comply	All staff

		<p>Telephones should be sanitized before use given how closely they are held to the face. Staff should not share equipment wherever possible.</p> <p>Doors entry where there are push buttons or other manual exit requirements will be cleaned as for high contact points.</p> <p>Water fountains which rely on user control will not be used and will be marked as not in use.</p>				
Lack of effective cleaning routines leading to a spread of infection	Employee	<p>All schools will be cleaned before any staff arrive on site.</p> <p>To reduce the risk of infection, an enhanced cleaning schedule of contact points, rest areas, and toilets needs to be implemented, a minimum of twice per day.</p> <p>Suitable disinfectant cleaner to be used throughout the school and available within each room at high use areas for all staff and pupils to use at their own desks workstations and chairs. If possible staff should not share desks. Staff will clean desk before and after use where they have to share desks.</p>	4	2		<p>All staff to monitor</p> <p>All staff to monitor</p>

		<p>Staff using equipment to be trained in its use and COSHH assessment to be in place.</p> <p>In 3Rs schools agreements to be in place in respect of the cleaning of the communal areas within the building.</p>				
Use of more relaxed staff social area leading to spread of infection	Employees	<p>Maximum occupancy of the rest area/staff room to be defined by school, agreed and communicated to all staff - based on two-metre social distancing rules.</p> <p>Where possible access and egress route into and out of rest area should be defined with two-metre social distancing markers along route.</p> <p>Suitable disinfectant to be available in the area to wipe down surfaces and equipment that has been used.</p> <p>Tables and chairs will be organised to ensure social distancing arrangements.</p>	4	2		<p>All staff to monitor</p> <p>All staff</p>

		<p>If tables and chairs within the area are used these should be wiped down before and after use with the provided disinfectant and paper towels.</p> <p>Where rest area/staff room is not large enough to allow staff to have lunch in the area whilst maintaining social distancing staff should be allowed to have staggered breaks.</p> <p>All cutlery, plates etc to be washed and put away immediately.</p>				
Inappropriate storage of food and beverages leading to spread of infection	Employees	<p>Staff where possible should bring their lunch into the school in clean plastic containers that can be removed at the end of the day.</p> <p>Only perishable items to be stored in any fridge. All items in containers to be wiped down with disinfectant before the item is stored in the fridge.</p> <p>Staff should wash hands before placing items in the fridge and after replacing items in the fridge; this will ensure they have no contamination from the items if previous control mechanisms have broken down.</p>	4	2		<p>All staff to monitor arrangements and update risk assessment as appropriate</p> <p>All staff</p>

Deliveries presenting a risk of cross contamination	Employees	<p>Establish an area within the building or office area for deliveries that avoids them being taken through the work areas.</p> <p>Where possible agree delivery times to avoid access and egress peak periods.</p>	4	2		All staff to monitor and update risk assessment as appropriate	Facilities
Mental wellbeing of staff negatively impacted	Employees	<p>Wellbeing champion to be appointed in the school.</p> <p>Champions to be familiar with supports available on People anytime.</p> <p>Wellbeing check ins to be incorporated at regular meetings.</p>	4	2		Monitor wellbeing of staff and alert QIM of any concerns	SLT
Employee / Service User becomes unwell	Employees	<p>In line with procedures and guidance, only allow employees in good health to be in the setting.</p> <p>If someone develops any of the symptoms:</p> <ul style="list-style-type: none"> • a high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature) • a new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual) 	4	3		Inform QIM of any cases and inform Public Health where there are 2 suspected cases in one setting	SLT

		<ul style="list-style-type: none"> • loss or change to your sense of smell or taste – this means you’ve noticed you cannot smell or taste anything, or things smell or taste different to normal <p>Follow current NHS guidance https://www.nhs.uk/conditions/coronavirus-covid-19/</p> <p>Follow procedures to remove from setting where someone becomes unwell</p> <p>Employee</p> <ul style="list-style-type: none"> • wait in an isolation area before being collected. • If travelling independently leave the building immediately and go directly home <p>Facilities informed and deep clean carried out</p> <p>Test, Trace Isolate should be understood by all staff. There is a need to stay at home or self-isolate:</p> <ul style="list-style-type: none"> • if you have symptoms of coronavirus, you'll need to stay at home for 7 days • if you live with someone who has symptoms, you'll need to stay at home for 14 days from the day the first person in the home started having symptoms • If they live with someone who is 70 or over, has a long-term condition, is pregnant or has a 				
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		<p>weakened immune system, they should try to find somewhere else to stay for 14 days.</p> <p>If they have to stay at home together, they should try to keep away from each other as much as possible.</p> <ul style="list-style-type: none"> • Staff with Covid 19 symptoms to be referred for testing immediately. • All Council contacts, who can be identified, within the previous 3 days of the employee starting symptoms to be recorded. • Only employees whose job requires to be carried out on-site should travel to the site whilst the governments stay at home advice exists. Home working should be retained in place where possible. • Consideration should be given as to how employees will commute to work, with the preference being focused on employees who don't have to use public transport. • Flexible shift patterns should be adopted where appropriate to reduce the risks associated with a historical rush hour commute and office start times. • Social-economic considerations should be considered for employees where home working presents increased risks. 					
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		Where appropriate home working should be encouraged, and resources provided to put this in place in the medium term whilst the current government advice exists. Refer to existing home working policy.					
Cyclical maintenance overdue in some buildings as contractors were unavailable during lockdown – fire safety systems, emergency lighting, gas installations, legionella controls, lift inspections	Employees	Corporate Landlord is working with Building Services and contractors to prioritise outstanding maintenance in school buildings during June, to ensure this is completed prior to the return of pupils or large groups of staff	4	3		Corporate landlord will confirm to individual head teachers when all checks up to date. Prior to this staff access to building restricted to daytime hours only, max 4 people (primary schools) / 8 people (secondary schools) for no more than 2 hours each day, and only for specific school recovery planning purposes. Access to be managed by head teacher. Whilst accessing schools at this time lifts should not be used.	SLT

Impact	Score						
Very Serious	4	4	8	12	16	20	24
Serious	3	3	6	9	12	15	18
Material	2	2	4	6	8	10	12
Negligible	1	1	2	3	4	5	6
Score		1	2	3	4	5	6

Likelihood

Impossible Almost impossible Very Low Low Significant High Very High

Appendix 3: Consultation Response

Parent / Carer Views	Children should attend school on following a regular pattern which is clear to children, parents and carers	Children and young people should be aware of any changes to the use of the building before they arrive in school	Children from the same family in one school should attend on the same days where this is possible	Children and young people will need to clearly understand what is expected of them in terms of social distancing before they re-enter the school building	Staggered arrival and departure times should be used to reduce the risk of large numbers of children congregating	Only children accessing 'in school' learning will be able to enter the playground on that day	Access to car parks will be restricted (with the exception of parents of children in ELC if you have one) to minimise the number of people on site	Primary and early Secondary pupils will spend almost all of their time in one classroom or 'home' room to limit movement around the school	One way systems will be used to limit interaction where corridors are narrow	No one will be able to access school offices, contact will be by e-mail or by telephone	Hub provision for vulnerable learners should continue to be provided during this blended learning phase	Emergency Childcare should be made available in local school settings where possible.	'In home' learning should continue to be provided through Google Classroom	The senior phase timetable will change to limit the number of classes in a day	Specialist resources such as science labs and kitchens will be limited to those in the senior phase in the first instance	Primary and early Secondary pupils will be taught by a limited number of staff to limit the number of interactions	Individual planning for children with complex additional support needs will be undertaken with parents, carers and pupils	Where children are likely to find social distancing challenging they should be part of a regular 'bubble' with fixed membership	In August families eligible for free school meals will continue to receive a supermarket voucher and be asked to provide a packed lunch on 'in school' learning days
(Strongly Agree)	5549	5756	5213	5660	4606	4997	4464	4340	5141	4149	4881	4565	4787	3143	3444	4272	4733	4486	4037
(Strongly Agree)	94.42%	97.94%	88.70%	96.31%	78.37%	85.03%	75.96%	73.85%	87.48%	70.60%	83.05%	77.68%	81.45%	53.48%	58.60%	72.69%	80.53%	76.33%	68.69%
Neutral	214	94	612	155	889	523	996	950	521	1011	895	1114	763	2303	1844	990	1070	995	1450
Neutral	3.64%	1.60%	10.41%	2.64%	15.13%	8.90%	16.95%	16.16%	8.87%	17.20%	15.23%	18.96%	12.98%	39.19%	31.38%	16.85%	18.21%	16.93%	24.67%
(Strongly Disagree)	114	27	52	62	382	357	417	587	215	717	101	198	327	431	589	615	74	396	390
(Strongly Disagree)	1.94%	0.46%	0.88%	1.05%	6.50%	6.07%	7.10%	9.99%	3.66%	12.20%	1.72%	3.37%	5.56%	7.33%	10.02%	10.46%	1.26%	6.74%	6.64%

Learners' Views	'In home' learning should continue to use Google Classroom	I should know the pattern of when we are learning in school and at home	I should attend school with my brothers and sisters on the same days if they are in the same school	I need to know about any changes to the use of the building before I arrive in school	I need to understand what is expected of me in terms of social distancing before I re-enter the school building	Only children accessing 'in school' learning will be able to enter the playground on that day	Access to car parks will be restricted (with the exception of parents of children in early learning) to minimise the number of people on site	Staggered arrival and departure times should be used to reduce the risk of large numbers of children gathering	Primary and early Secondary pupils will spend almost all of their time in one classroom or 'home' room to limit movement around the school	Primary and early Secondary pupils will be taught by a limited number of staff to limit the number of interactions	The senior phase timetable will change to limit the number of classes in a day (secondary only)	Specialist resources such as science labs and kitchens will be limited to those in the senior phase in the first instance (secondary only)	Individual planning for my additional support needs will be undertaken with parents, carers, staff and me
(Strongly Agree)	4237	4652	3494	4770	4946	3885	3639	3934	3592	3829	2317	2540	3744
(Strongly Agree)	81.83%	89.84%	67.48%	92.12%	95.52%	75.03%	70.28%	75.98%	69.37%	73.95%	51.85%	57.30%	72.31%
Neutral	693	448	1461	344	176	923	1193	924	1061	952	1806	1501	1360
Neutral	13.38%	8.65%	28.22%	6.64%	3.40%	17.83%	23.04%	17.84%	20.49%	18.39%	40.41%	33.86%	26.26%
(Strongly Disagree)	248	78	223	64	56	370	346	320	525	397	346	392	74
(Strongly Disagree)	4.79%	1.51%	4.31%	1.24%	1.08%	7.15%	6.68%	6.18%	10.14%	7.67%	7.74%	8.84%	1.43%

Going home checklist

- ✓ Take a moment to think about today.
- ✓ Acknowledge one thing that was difficult during your working day - let it go.
- ✓ Consider three things that went well.
- ✓ Check on your colleagues before you leave - are they OK?
- ✓ Are you OK? Your senior team are here to support you.
- ✓ Now switch your attention to home - rest and recharge.



Appendix 5: Local Delivery Phasing Plan for parents and carers



[The full Local Delivery Phasing Plan can be found here](#)

COVID-19 School Recovery - Phased Return for Aberdeen City			
Phase	Epidemic Status	National Guidance : Schools & ELC	Local Arrangements : School Buildings
Lockdown	<ul style="list-style-type: none"> High transmission of the virus. Risk of overwhelming NHS capacity without significant restrictions in place. 	<ul style="list-style-type: none"> Schools and childcare services closed. Measures in place to support home learning and to provide outreach services to vulnerable children. Critical childcare provision for key workers and vulnerable children provided through hubs, nurseries and childminding services. 	<ul style="list-style-type: none"> Schools buildings closed to pupils and staff. Some buildings open for: <ul style="list-style-type: none"> Children of key workers. Vulnerable pupils.
1	<ul style="list-style-type: none"> High risk the virus is not yet contained. Continued risk of overwhelming NHS capacity without some restrictions in place. 	<ul style="list-style-type: none"> School staff return to schools. Increased number of children accessing critical childcare provision. Re-opening of child minding services and fully outdoor nursery provision. Transition support available to pupils starting P1 and S1 where possible. 	<ul style="list-style-type: none"> Schools buildings closed to pupils and staff. Some buildings open for: <ul style="list-style-type: none"> Children of key workers. Vulnerable pupils. Staff return to school buildings on a restricted basis, where safe to do so. Guidance to be issued.
2	<ul style="list-style-type: none"> Virus is controlled but risk of spreading remains. Focus is on containing outbreaks. 	<ul style="list-style-type: none"> As Phase 1. 	<ul style="list-style-type: none"> As Phase 1.
3	<ul style="list-style-type: none"> Virus has been suppressed. Continued focus on containing sporadic outbreaks. 	<ul style="list-style-type: none"> Children return to school under a blended model of part-time in-school teaching and part-time in-home learning. Public health measures (including physical distancing) in place. All childcare providers reopen subject to public health measures, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need. 	<ul style="list-style-type: none"> Social distancing - limited classroom capacity. Blended learning - groups attending school in rotation. Restrictions on movement around building. Reduced hours / staggered start & finish times. All pupils take packed lunch / free school meal vouchers continue. Regular enhanced cleaning. No external visitors or external lets.
4	<ul style="list-style-type: none"> Virus remains suppressed to very low levels and is no longer considered a significant threat to public health. 	<ul style="list-style-type: none"> Schools and childcare provision, operating with any necessary precautions. 	<ul style="list-style-type: none"> Minimal social distancing - increased classroom capacity Open for all pupils attending daily. Reduced restrictions on movement around building. Standard start and finish times. Regular cleaning. External visitors and external lets permitted.



Appendix :6 Local Delivery Phasing Plans for children and young people



Moving to Blended Learning: What does it mean for me?

Visual Version of the Local Delivery Phasing Plan

School buildings were closed when the virus was out of control.



Why?



The virus is now under control because everyone is being careful and responsible.

This means we can start **blended learning**.



Sometimes you will be doing **In Home Learning**.



Sometimes you will be doing **In School Learning**.

You will only learn in school when it is safe!

Children, Families, and Teachers will all work together to make decisions.

In School Learning



Smaller classes will help everyone stay a safe distance apart.



Washing your hands will help keep you, your friends and teachers safe.



I will get to see my teachers.

Learning might happen **outside**.




I will learn about **Health and Wellbeing, Numeracy and Literacy**.



I will have a **packed lunch** in my classroom.



If I am ill I will learn at home until I feel better.

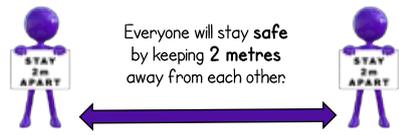
Seeing My Friends



I might start school at a different time from my friends.



I will go to school at the same time as some of my friends.



Everyone will stay safe by keeping **2 metres** away from each other.

In Home Learning



Sometimes I will work using a **computer**.



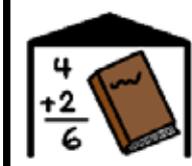
Sometimes I will work from a **jotter**.




Sometimes my teacher will ask me to do other things.

In home learning will **build** on what I am learning in school.

Going back to school



School buildings have been closed for a long time because of coronavirus but it is starting to go away so it is safe to go back to school part-time.



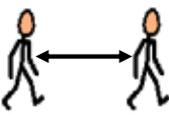
Part-time means that some days I will go to school and some days I will stay at home. When at home, my teacher will give me things to do.



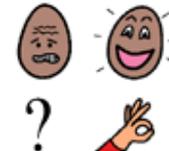
My school and classroom will look a little different. There will not be as many people but I will get to see my teacher and some of my friends.



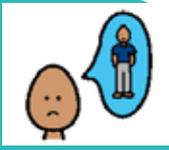
When at school there will be no school dinners but I will be able to eat a packed lunch in the classroom and I will get to play outside.



When at school I still need to remember to stay safe, so I need to stay 2 metres away from everyone and wash my hands a lot.



I might feel nervous or excited about coming back to school. I may also have lots of questions. This is ok. My teachers, parents and friends will help me work out all the answers.



Everyone at school has missed me. They are excited about seeing me again. I will have lots of fun!



School buildings closed in March due to the Coronavirus. This decision was taken to keep children, young people and school staff safe. The virus is now under control meaning school buildings can reopen. When school buildings reopen on 11 August 2020 we will use **blended learning**.

What does Blended Learning mean?

Blended Learning is a carefully planned mix of opportunities: online learning and materials, and face-to-face learning with a teacher. You will only learn in school if it is safe to do so. Children and young people, parents and carers, teachers, and the Council will work together to plan this.

What will In School Learning look like?



Your class will be smaller as not everyone will attend school on the same day. You might start and finish school at a slightly different. You will get to see your teachers again and learning will focus on health & wellbeing, literacy, and numeracy.

Learning will take place in one space and you may have to follow a 'one way' system when moving through the building. Signs will help you move the right way. Learning may take place outside. Your teacher will explain everything once you arrive so you know what to do.

Staying Safe in School

There are certain things everyone must do in order to stay safe:

- Wash your hands regularly using soap and warm water for 20 seconds or hand sanitiser.
- Stay 2 metres apart from all other people.
- Follow signs and instructions about which entrance and exit to use.

This will be very important when you use the playground. You should stay 2 metres apart when you talk and play with your friends.

Will I have lunch at School?

If you are in school over lunchtime you will be asked to bring a packed lunch.

What will In Home Learning look like?

Learning activities at home will build on what you learn in school with your teachers. This may involve working online and using a computer, using a jotter, or doing other activities. You will get clear instructions about what you should do when you are learning at home.



What happens if I feel ill?

Anyone who feels ill should stay at home. You should tell your teacher or an adult if you start to feel unwell during the school day.



School buildings closed in March due to the Coronavirus. This decision was taken to keep children, young people and school staff safe. The virus is now under control meaning school buildings can reopen. When school buildings reopen on 11 August 2020 we will use **blended learning**.

What does Blended Learning mean?

Blended Learning is a carefully planned mix of opportunities: online learning and materials, which are complimented by face-to-face learning with a teacher. You will only learn in school if it is safe to do so. Children and young people, parents and carers, teachers, and the Council will work together to plan this.

What will In School Learning look like?



Your class(es) will be smaller as not everyone will attend school on the same day. You might start and finish school at a slightly different time from your friends. You will get to see your teachers again and learning will focus on health & wellbeing, literacy, and numeracy if you are in S1-2. Learners in S3 will have the opportunity to access some chosen subjects. Those in the Senior Phase will continue with your subjects, but classes will last longer and you will have less subjects in a day.

Learning will usually take place in one space for S1-2 and you may have to follow a 'one way' system when moving through the building: signs will help guide you. Learning may take place outside.

Resources

You will take the resources and equipment you need to and from school every day.

Why Health & Wellbeing?

The Coronavirus changed the way everyone has been living, with many spending most of the time indoors. It is important we take time to build resilience to support our mental, emotional and social wellbeing, particularly as we rebuild relationships.

Staying Safe in School

There are certain things everyone must do in order to stay safe:

- Wash your hands regularly using soap and water for 20 seconds or hand sanitiser.
- Stay 2 metres apart from all other people.
- Follow signs and instructions about which entrance and exit to use.

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Learning activities at home will build on what you learn in school with your teachers. This may involve working online and using a computer, using a jotter, or doing other activities. You will get clear instructions about what you should do when you are learning at home.



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