

Highland Council - Local Delivery Phasing Plan (LDPP)



Nicky Grant

Interim Head of Education

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Introduction

On the 21st May 2020, the Scottish Government set out plans for all schools to start reopening from Tuesday 11th August 2020. Following recent consultation with national Trade Union Associations it has been determined that the schools will now reopen to learners from the 12th August.

The Scottish Government's Strategic Framework for Reopening Schools and the recent announcement by the First Minister regarding the "50% minimal time in school" expectations for learners, emphasises the need to maximise in-school learning. All Highland schools have been planning with these key principles in mind, in addition to the primary need for the health, safety and wellbeing of learners and school - based staff. However, for a number of key reasons as set out in this plan there currently remains a number of key challenges to local schools being able to systematically progress these ambitions, many of these 'challenges' will not be exclusive to the Highland Council area, but it is important that this information is shared at this juncture, to manage expectations of what may be possible to be achieved within existing resources and what may not be able to be achieved without additional investment and/ or the changing of current social distancing measures.

The challenges that impact on this planning are outlined in this local delivery phasing plan (LDPP). Much work has been carried out during the period of school closure to ensure that the quality of online learning is as high as possible, and work in this area is also outlined in this plan.

The schools reopening planning activity taking place across Highland's 203 schools has ensured that the nationally-recognised, high quality on-line learning is a core part of the Highland Council offer for learners. The Council's previous significant investment in over 20,000 Chromebooks for local learners and also in G suite Education for the curriculum, has ensured that the impact on learning due to loss of face to face learning during the school closure period has not been as bad as it could have been for Highland's children and young people. This previous investment and the breadth of recent education system wide stakeholder planning will go a long way to ensuring our schools are more resilient and be better positioned to respond in the event that there may be any further closures associated with Covid 19 or other similar level crisis developments.

Schools' modelling of in-school learning for children and young people (CYP) is firmly based on organisational risk assessments, that place health and safety firmly at the centre. Head Teachers (HTs) are expected to ensure that their model for reopening takes full account of national guidance, for example on required social distancing requirements, even where this means that fewer children and young people (CYP) can be in the school building than would be desired. All modelling is based on making best use of available staff, along with available building capacity, whilst exploring the potential for use of additional provision where practical in addition to careful planning. This modelling has been undertaken to make sure that the spaces being used, and operational plans being progressed by schools are the best fit solutions for CYP and for staff.

Section 1: Key Principles and Overview

Key Principles

The rationale for reopening schools in Highland is based on four key principles as follows:

Principle 1: Equity (all learners have the opportunity to be in school as part of the blended learning offer)

Highland's children and young people will have regular access to high quality teaching and learning activities. They will work with teachers and practitioners in school and settings some of the time. At other times they will continue with remote learning at home.

Principle 2: Health and wellbeing and the Covid-19 situation

The health and wellbeing of all of Highland's children and young people will be at the heart of the planning process so that learners feel supported, safe and happy as they return to school. Schools will continue to concentrate on communications and dialogue with children, young people and their families. This will help us to continue to build relationships and help local children and young people to progress. Highland's learners will have regular contact with a key worker from their school, who knows them well to talk about their wellbeing.

Learners will be able to share their experiences during lockdown, including successes and challenges. School staff will offer compassion and individual support as needed and will help learners to make progress with their learning when the time is right for them. The wellbeing of staff will be central to planning as they manage the dual task of delivering face-to-face and online learning opportunities in the blended learning model.

Principle 3: Recovery of learning, teaching and assessment (including new opportunities with digital learning)

In early learning and childcare (ELC) settings, primary schools and the Broad General Education phase of secondary education (S1-S3) the focus, in line with national expectations, will be on addressing learning across literacy, numeracy and health and wellbeing, with gradually increasing learning experiences across the whole curriculum. In the Senior Phase of secondary education (S4-S6), learners will be able to benefit from face to face contact with subject specialists as they work towards courses and awards, that will help them to make the key next steps in their lives.

Work towards Scottish Qualifications Authority courses and awards will include in-school and at-home learning and teachers will work to ensure that learners complete the necessary assessments to ensure that evidence is being gathered

to show attainment, in line with guidance from the Scottish Government and Scottish Qualifications Authority.

All schools will continue to use digital platforms to enhance teaching and learning in new and creative ways. This will be the case when CYP are working at home, but also when they are working in school (see also Section 5 below).

Schools will continue to support all learners with this on-line learning. Where device access or connectivity is an issue for young people and families, schools will address this, for example through the Scottish Government’s Connecting Scotland project and Highland Schools Digital Hub support offer.

Principle 4: Attainment in session 20/21

It is very important that we understand how some of our young people will have faced barriers to learning during the school closures. Schools will work to provide additional and appropriate support to young people where it is most needed. They will focus on maximising young people’s engagement with their learning. Teachers will be very focused on identifying and closing gaps in young people’s learning.

These key principles have been shared with all parents and carers in a standard Highland Council letter (Appendix 1) that outlined how reopening is being planned across the authority.

Section 2: The Reopening of Schools and ELC settings - Programme Management

2.1 To ensure the effective coordinated delivery of the work associated with the reopening of schools, Highland Council’s Executive Chief Officer (ECO) for Education has commissioned a programme management office (PMO) approach with 11 sub-groups consisting of a range of local area partners, stakeholders and providers meeting weekly to develop operational plans, risks assessments and to develop a shared approach to progressing matters.

2.2 The PMO Project Board, which includes input from the Chair of the Council’s Education Committee as well as other key stakeholders, is supported by sub-groups as follows:

Ref.	Sub Group Focus/ Theme
1.	Transport
2.	Communications
3.	ELC
4.	Catering
5.	Property and Facilities Management
6.	People

Ref.	Sub Group Focus/ Theme
7.	IT/ICTiL
8.	North Area Project Group
9.	West Area Project Group
10.	Mid Area Project Group
11.	South Area Project Group

2.3 Each sub-group is led by a designated Chair, with the four Area Project Groups being led by the Area Care and Learning Managers (ACLMs). A diagrammatic illustration of the governance model is given at Appendix 2.

2.4 Key workstreams

In line with public health guidance, teachers and other school staff have been able to begin to return to schools during June to plan and prepare for the new blended model of learning ahead of the August restart date. Health and safety guidance, including updated risk assessments, are in place to allow such return (Risk Assessment template at Appendix 3).

2.5 Highland Council officers continue to work closely with our HTs and professional organisations to enable our schools and settings to be able to safely and effectively reopen from August 11. This support is focused on supporting all of our education system leaders in working through what the new proposals could look like, and ultimately, as each school and setting is different the decision on how they reopen safely will result in a variety of local solutions. For example, school transport capacity considerations will be as important, in some locations, as the available building capacity (see also Section 7, below). The safety of pupils, their families and school staff are the highest priority in developing a plan for all CYP to return to schools ELC settings across the Highland Council area.

2.6 As reflected within the PMO structure described above, there are a number of key dependencies and workstreams, to support schools return. A number of these are cross-cutting in nature, with consequences across many or all aspects of the schools return program.

2.7 Transport

2.7.1 A significant proportion of Highland's school children are transported to school on Council funded home to school transport. As a result, and with social distancing applying also to school transport and resulting in capacity reduction, transport is a fundamental part of the planning for schools return. Transport providers are part of the Council's group taking this aspect of work forward.

2.7.2 Some of the particular challenges relating to school transport which are being considered include; vehicle capacity, hygiene and safety requirements, provider and driver capacity, implications for public bus routes, and implications for pupil concessionary places. The work of the group also considers wider 'travel to school' arrangements, including parental transport and drop off, cycling and walking to school, safer routes etc.

2.8 Catering

2.8.1 The models of catering provision will be determined by the learning models and available space and facilities within the school, taking account of social distancing arrangements and food safety requirements. Typically, it is envisaged the models of provision being offered will either be a full hot cooked meal service, where dining space permits, or a cold 'packed' lunch where access to dining space is not possible. Young people will not be able to leave school buildings at lunch time to minimise risk of cross-infection; however, this will impact on social distancing requirements during lunch breaks. Planning is also looking at operational implications of the continued operation of free school meal vouchers.

2.9 Property and Facilities Management

2.9.1 Across Highland, the school estate still has a number of traditional Victorian buildings, especially in the more rural localities which is an additional financial burden to the Highland Council, in delivering education for 21st century learners.

2.9.2 Schools have established the physical capacity for their available rooms and have devised the most appropriate model of education and learning delivery which maximises the physical time in schools, within the capacity available. Further considerations relating to buildings include managing safe access to schools during June for teaching staff and planning for works through to August to ensure our buildings are safe, set up and ready for reopening (for example, building inspections, re-commissioning systems, essential maintenance etc.)

2.9.3 Covid-19 risk assessment processes have highlighted the issues in the buildings currently used by schools. The recent announcement by the First Minister and national pressures sets an expectation to source alternative community buildings to deliver Education & Learning, this would increase our capacity. Work is underway to look at what is 'required to bridge the physical capacity gap' to achieve 50% 'face - to - face learning capacity' for all learners in August. However, this will have a significant financial impact for The Highland Council. Physical building capacity under current social distancing requirements is a significant challenge and constraint in the planning for school return. On an ongoing basis, and determined by a risk assessment approach, the ongoing cleaning and hygiene protocols that need to be in place within the school from August onwards are also being developed.

2.10 Early learning and childcare

Early Learning and Childcare (ELC) in Highland is a mix of Council/ Partner/ Childminder settings. Extensive scenario planning is taking place in line with recent Scottish Government guidance relating to the resumption of ELC provision, and development of provisions along with the ongoing provision of Keyworker childcare. Further details will be available shortly. See also Section 6 below.

2.11 Teacher recruitment and retention

2.11.1 Additional staffing levels within schools would have a significant impact on the extent to which schools are able to reopen with the maximum number of learners benefiting from face to face contact with teachers.

2.11.2 Recruitment and retention of staff in Highland has been an ongoing challenge for the local authority and the financial pressures of the Covid-19 situation have exacerbated the resources available to the Council.

2.11.3 The Highland Council Education Workforce Planning Team annually undertakes a detailed planning for teacher staffing requirements. Projected school rolls were collated for each individual school and staffing levels agreed within the Highland Council Teacher Staffing Formula, with Area Managers and Head Teachers supported by Finance Officers and the Principal Accountant. In line with other Local Authorities, The Highland Council, as a budget measure, instigated a temporary recruitment freeze across the Authority during COVID 19 lockdown.

2.11.4 Highland Council has always faced challenges in recruiting to some of the more remote rural and fragile areas such as the far north and west, particularly for specialist subjects in Secondary schools: Science, Maths, Technology and Home Economics. Highland Council has been allocated 44 secondary probationer teachers for session 20/21 which is at least 10 less than required before withdrawals are received (which have been around 25% over the last two years). In primary schools there is a falling roll of approximately 250 pupils for the school year 2020/2021, so recruitment is less of a pressure excepting in some remote, rural, fragile areas. There will also be a number of teachers finishing their probationary year who will be available for supply.

2.11.5 Staffing matters will impact locally on schools' ability to produce models for reopening that will maximise face-to-face teaching. Even if additional funding is provided; the continuation of social distancing measures will require additional staffing. The most significant challenge will be the recruitment of secondary subject teachers across the 29 secondary schools in Highland. Pupils will be returning to a blended learning format initially. Online learning is supported by the continued and extended use of the Highland Virtual Academy and utilising existing teaching staff to deliver classes remotely will support and supplement this.

2.12 Communication and stakeholder engagement

2.12.1 The Executive Chief Officer (ECO) for Education & Learning oversees the Schools Reopening programme and the work of the 11 different sub groups, linking daily with the Head of Education and other key work stream leads for progress reports. The whole process of stakeholder consultation, co-production and engagement is built on the principle of intense communication and engagement. The local authority's four Area Care and Learning Managers (ACLMs) meet weekly with their local area's respective head teachers (HT) for system and process co-design purposes and to discuss progress and identify potential barriers that may need any escalation. Additionally, there are also cross-phase meetings, again led by the ACLMs with Associated Schools Groups (smaller locality clusters) of primary and secondary HTs to provide a locality themed family of school's approach to complement the primary and secondary focussed phase planning activity. The Head

of Education meets daily with the ACLMs and also attends key HT meetings (for example meetings of all 29 secondary HTs).

2.12.2 The ECO Education further liaises with other ECOs across the range of Highland Council services to coordinate the planning for reopening schools, and reports on progress to the Highland Council Chief Executive Officer. The ECO Education has also led high-level engagement with Parent Councils (PCs), while each school is expected to liaise with their own PC to share models and to discuss how that model would operate in reality in August.

2.12.3 Schools have begun the process of engaging with pupils, both in terms of their health and wellbeing in relation to school return and also in terms of their expectations about blended learning. This engagement will continue in the remaining weeks of term.

2.12.4 A key part of the communication process has been a focus on hygiene and health and wellbeing. See Appendix 1 – School reopening letter and Appendix 4 – School support checklist, which go into detail about these matters. Clear communication about health and safety has been at the heart of all communication and planning. Schools have been advised on practical measures to ensure social distancing and on good hygiene practices, in line with national advice. Should national advice change, communication with schools and families will reflect this.

2.12.5 Lines of communication will remain open throughout the process and beyond the point where schools reopen in August. Integral to the planning is the expectation that schools will plan ahead to the expansion of the in-school offer, while also allowing for the possibility of returning to online learning should further school closures be required. Channels of communication established at this stage of the process will serve the authority well after August.

2.13 Key Milestones and Timescales

2.13.1 The Schools Reopening Programme Management Office (PMO) Board has established a clear timeline of milestones for reopening schools, as follows, with responsibilities agreed across the service:

Ref.	Milestone	Timescale/ Period	Lead
1.	Key stakeholder communications	Ongoing from wc 25 May	ECO Education and Learning
2.	Key stakeholder consultations and planning activity	Ongoing from wc 1 June and throughout June	ECO Education and Learning, Head of Education and Area Learning and Care Managers
3.	School and settings building environment 'readiness' activity including facility and learner risk assessment	Ongoing from 8 June and throughout June	Head teachers and lead professionals for schools and settings and

Ref.	Milestone	Timescale/ Period	Lead
	and deep cleaning activity commences		Highland Council key services
4.	School and settings operating/ delivery model and approach for phased reopening Planning activity to commence once informed by risk assessment and available data	Ongoing from 8 June and throughout June	Head teachers and lead professionals for schools and settings and Highland Council key services
5.	Locality/ community 'assurance' engagement meetings and conversations	Ongoing from 8 June and throughout June	ECO Education and Learning, Head teachers, Area Learning and Care Managers, Head of Education
6.	Schools and Setting risk assessments signed off and test of assurance process (or local equivalent) approved for each setting	By July 2	All Head teachers and ECO Education
7.	Continued test of assurance/ continued risk assessment and community engagement	Ongoing from July	ECO Education and Learning, Head teachers, Area Learning and Care Managers, Head of Education
8.	Schools and settings reopen with adapted operating model	11 August	Head teachers
9.	Provision 'readiness' and health and safety monitoring	Ongoing from 11 August	Head teachers and Highland Council key personnel
10.	Assessments of provision capacity to 'scale up' number of learners on site and in classrooms	To be determined at local levels depending on evidence available	Head teachers and Highland Council key personnel

2.13.2 For schools, a further set of key considerations has been shared, and this planning/support checklist can be found at Appendix 4. Schools have been required to submit models for approval to Area Offices for approval, and the template for such submissions can be found at Appendix 5.

Section 3: Delivery of the Highland curriculum model, sector by sector

3.1 Online learning

3.1.1 Since the school closures were implemented from 23 March, all of our schools have been delivering an online learning programme, and this will continue as part of the blended learning offer from August.

3.1.2 As previously referenced in this document Highland Council was very well placed in this regard, as one-to-one devices had already been rolled out to all P6-S6 pupils and an allocation of devices for pupils in P1 – P5, as part of a commitment to developing digital learning. This project has been recognised in HMI inspections and has been a focus of attention for other authorities (for example recently our digital team delivered training to staff from another authority – see below).

3.1.3 Since the school closures, our digital team has provided support to schools and to families through the [Highland Digital Hub](#), where resources and training offers are collated. While digital learning was progressing very well pre-Covid 19 in Highland, since the school closures this work has progressed very rapidly. The following provides a flavour of this digital work.

3.1.4 Google Classrooms

Twenty-six professional classrooms are in operation forming networks between HTs, Middle Leaders, Subject Specialists, Teachers & Non-teaching staff

3.1.5 Examples of numbers:

- 919 staff in PSA Classroom
- 208 HTs/DHTs in Senior Management Team Classroom
- 407 EYPS in Early Years Classroom

3.1.6 Professional Learning

Daily Digital Drop in - Support Google Meet for staff across Highland - over 936 people have joined during the lockdown period. A Short Life Working Group has been established, comprising 30 educators across Highland working together to support Digital Skills, Learning & Teaching.

3.1.7 Support for other authorities and groups

- Stirling - supported 247 staff to access GSuite tools
- Education Scotland - support for Safeguarding Guidance - Using Google Meets
- Significant and leading Highland representation on Northern Alliance Groups as well as in national Google Events e.g. GEG Scotland webinars
- Appearances in various national media: Radio Scotland, The Edufuturist
- Partnership with Industry - provided GSuite Highland addresses to link young people and support

3.1.8 Safeguarding

Online Safety training provided to over 500 staff during lockdown to further support digital learning strategy: this was a key part of our work addressing any concerns about not having direct contact with our children and young people.

3.1.9 Live Streaming

Live Streaming events have included partnerships with High-Life Highland to offer dance and HIT workout sessions which have been viewed by over 2,000 pupils now.

3.1.10 Data relating to Wi-Fi and Device support pre-Connecting Scotland Project

So far, we have issued 85 'Myfi' devices to families across the Highlands, which is helping 118 pupils and their families stay connected. A Head Teacher survey was carried out to get some feedback on how successful these devices have been, and the following shows some of the responses:

- Around 82% of pupils issued with a device from the schools that responded are now engaging online, from 0% prior to this.
- "Increased parental engagement and support to access online activities and logging in".
- "This has helped hugely with safeguarding these vulnerable pupils."
- "P7 vulnerable pupils able to benefit socially from the P7 transition chat room, which is hugely important for his transition to secondary."
- "we know that pupils have been using the dongle to access other learning opportunities, such as: Sumdog, Educationcity, completing activities from our IDL planner through Edinburgh Zoo and taking part in offline activities that we send to parents via email."
- "Positive impact for one family with 3 pupils and no access. All 3 pupils registering and daily emotional check in, chatting to friends on stream and now completing school work online."
- "Positive impact made as until recent receipt of dongle no engagement in online lessons took part due to the remote location of where the pupil lives."
- "Prior to the dongle, the pupil had no internet access: she was unable to engage with the online classroom learning and separate work was sent out. She now feels more included and is completing some of the online classwork."
- "I can have family video meets with the family. We can continue to provide 1-1 support to the pupil by both a PSA and myself daily using Meet and this has massively increased her engagement with learning. It also allows her to join her class socially 3/4 times a week using class meet."
- "Very positive feedback from parents and pupils that they can now do as others are doing."

3.1.11 Some further data is helpful in understanding the importance of the Highland Digital Hub:

- There have been 17,180 visitors to the site since it was launched in mid-March, with a total of 117,984-page views recorded.

- The section of the site offering training to school staff has been accessed 20,413 times (for example to allow staff to watch recorded training sessions, which has happened 11,779 times).
- There have been 6,794 visits to the staff self-help guides about use of GSuite resources.
- The “This is Highland” practice sharing area has been visited 6,187 times by 2,798 visitors.
- Essential skills training, led by expert volunteer staff, has led to 473 staff being certified as Level 1 trainers, 318 as Level 2 trainers and 87 as Level 3 trainers.
- Total attendance at training sessions offered via Online Training Calendar is well over 4,000 including people who have attended far more than one including G-suite tools, Literacy, 1+2 Languages, Online Safety, Various Apps, Numeracy and ASN/Accessibility.
- 24, 298 Chromebooks are active on the GSuite console, with additional HP and Dell devices giving a full digital estate of 23,753 active devices.
- During the week 6 June to 12 June:
 - There were 46,015 active users on the GSuite platform.
 - There was an average of 17,828 active Chromebooks
 - There was an average of 7,389 active Google Classrooms
 - There were 44,453 posts made by teachers in Google Classrooms
 - There were 16,156 pupil posts in Google Classrooms.
 - So far there have been a total of 30,430 Google Meets held across the service.

3.1.12 Highland Council is very proud of the work that has been developed by our digital team, and of the way with which our online offer has grown and has been refined since the school closures began. We are confident that the quality of our digital offer is very good, and we believe that it is essential that we continue to ensure that this remains the case once the schools return in August. We have asked schools, when planning the return in August, to ensure that staff have sufficient capacity to maintain the high standard of online learning that will form a key part of the blended learning offer.

3.1.13 We are aware of the risk that if we move to a high percentage of in-school learning too quickly, the online component of blended learning will suffer due to lack of staff capacity with the potential result that, overall, learning opportunities are reduced, even though more time is being spent in school. This consideration has been a key aspect of our planning and reflects the very good work that has been done by our digital team, and by staff in schools, which built on significant progress with digital learning prior to Covid-19.

3.1.14 During the period when schools have been closed, the online learning provision in all sectors has focused on maintenance of learning, with consolidation of prior learning as a priority. As secondary schools moved on to the new timetable, to maximise progress with learning, the emphasis has shifted, especially in the Senior

Phase, to more direct subject-specialist support. In all sectors teachers have engaged with learners through Google Classroom provision and through Google Meets and other online interfaces.

3.1.15 Feedback has been given and learners have been given advice about next steps. Our teaching staff and our learners have worked hard to develop the necessary skills to engage with this type of learning and much progress has been made. The advances in approaches to digital learning are likely to long outlast the Covid-19 situation.

3.1.16 Bearing in mind the successes of our work around online learning, we have asked schools to ensure that the plans going forward take care not to lose any of the digital gains that have been made. The following gives an outline of what provision will look like in August for our children and young people, with in-school learning now sitting alongside online support in the blended learning model.

3.2 Early learning and childcare settings

3.2.1 Using the principles underpinning the HC schools return approach Highland aim is to continue to fund settings for what they were providing pre Covid 19, whether that be 600 or 1140 hours. And to allow scaling up when safe and affordable to do so.

3.2.2 The hours of operation will be in line with school opening times and ELC places will be prioritised as stated in the ELC guidance published on 15th June.

- Vulnerable children
- Children eligible for funded entitlement of 600 hrs i.e. eligible twos and all three- and four-year olds
- Keyworker families requiring critical childcare

3.2.3 Continuous ongoing online training will support practitioners to have access to professional development to enhance knowledge and understanding, in particular around environment and outdoor learning (built on Realising the Ambition messages). HC online sites <https://bumps2bairns.com/> and ELC blog <https://elchighland.com/> will continue to support practitioners and parents in supporting children in setting and at home.

3.3 Primary schools – English Medium (EM) and Gaidhlig Medium Education (GME)

3.3.1 Planning around curriculum models is ongoing to reflect on delivery and content of learning and teaching when children return to school and also continuing with home learning. Part of this planning is how the use of digital tools enhance learning and teaching approaches to ensure high quality learning experiences. A blended model of in-school and at-home learning is promoted with each school community to use and reflect on the Refreshed Narrative for Curriculum for Excellence to capture local context for curriculum delivery in the recovery phase. The model promotes quality learning experiences, with focus on health and wellbeing, literacy and numeracy with additional curricular areas delivered in an interdisciplinary approach and the four context of learning and the four capacities.

3.3.2 The curriculum is to be delivered using play-based learning in the lower stages of primary and with increased promotion of outdoor learning. Reflecting [SG Recovery Curriculum](#), Highland Council has developed and produced resources, frameworks and training to support GME and EM school communities in recovery period and beyond; recovery frameworks in literacy and numeracy, resource menus for health and wellbeing and outdoor learning, play based learning support and guidance and a toolkit around [Refreshed CfE Narrative](#) for Excellence to support plans and curriculum delivery in local contexts. Support resources for GME immersion have been developed to prepare children join sgoil-àraich and P1 provision across Highland; while it is recognised that the principle of transition arrangements will transfer between both GME and EM provisions, there are areas that GME schools require further guidance and support on with specific guidance developed for schools to support children and families entering into the total immersion of GME.

3.3.3 Early examination of the models initially planned by primary schools show that the average percentage of time each pupil will spend in school in the initial weeks of the new term will be 40%, though this is likely to increase, depending on changes to social distancing and use of other buildings with additional staffing (see also the specific Highland challenges outlined in Section 4, many of our primary schools will deliver at 100% capacity, all Sutherland Primary schools will deliver 100%).

3.4 Secondary schools

3.4.1 School curriculum planning takes account of the national guidance: Coronavirus: Curriculum for Excellence in the Recovery Phase [SG Recovery Curriculum](#). Reference will be made to the Refreshed Narrative for Curriculum for Excellence for recovery phase planning [Refreshed CfE Narrative](#).

3.4.2 In August the in-school aspect of blended learning will focus on supporting a curriculum framework that promotes equity of opportunity across Highland Secondary schools regardless of school size or location. Central to this planning is the priority to protect the physical, emotional and mental health and wellbeing of children and young people as well as all staff. Curriculum plans focus on equity and aim to support our young people to have the same opportunity to succeed through their blend of in-school and in-home learning, with a particular focus on closing the poverty related attainment gap.

3.4.3 Our curriculum models follow our key principles which underline the safe and supported phased return to school for pupils and staff. Given the range of our Secondary school estate, curriculum delivery will be developed to ensure it reflects the local context and meets the needs of our diverse communities. In all secondary schools, the aim is to continue with our well established online learning platform with purposeful face to face interactions between pupils and subject specialist staff.

3.4.4 Secondary schools are planning to work within their existing timetable framework to support a routine for pupils and support curriculum delivery and pupil options. The in-school experiences in the first instance will focus on reconnecting, re-establishing relationships and social interaction. The priority will be on providing

our pupils with a quality in-school experience which enhances their online home learning and maximises our pupil's engagement with their learning.

3.4.5 In the Broad General Education phase of secondary education (S1-S3), initial priority will focus on learning across literacy, numeracy and health and wellbeing with a gradual increase in learning experiences across the whole curriculum. Schools are using smaller groupings, including family groupings where possible. Plans aim to minimise movement and interaction across schools with some schools also able to zone areas for BGE pupils. Outdoor areas are being utilised for both learning and also to support routes between classes. S3 options will be managed at individual school level and risk assessed as required.

3.4.6 In the Senior Phase of secondary education (S4-S6) young people will be able to benefit from face to face contact. This will include tutorial work, small group delivery for feedback and consolidation as well as supporting practical course requirements. Enhanced and tailored provision is being developed for pupils with additional support needs. To reduce movement some schools are able to support longer blocks of learning.

3.4.7 Work towards Scottish Qualifications Authority courses will include in-school and at home learning building on the virtual delivery model currently already in place in Highland. Our Highland Virtual Academy supports Senior Phase delivery across secondary schools and widens the Senior Phase curriculum offer. This independent approach to learning is a familiar and successful model for many of our senior pupils. There are plans to extend this delivery and consider options to coordinate across schools and support our rural communities. This collaboration across schools also reflects our development of Curriculum Leader/Principal Teacher networks to support and share resources across our 29 secondary schools, many of which have single teacher departments. Work is also underway with our Further Education and Foundation Apprenticeship providers to support their online delivery through our IT platforms and provide as much continuity for our senior pupils and their learning pathway.

3.4.8 Early examination of the models being planned by secondary schools show significant variation at this moment in time and ongoing work is taking place to increase 'time in school' looking at using other buildings though this is likely to be a real challenge to have in place 50% expected face to face learning in place for August when some schools can only attain 30% face to face without additional staffing or additional building capacity. Furthermore, transport arrangements remain a challenge too.

3.5 Special schools

3.5.1 During the school closures our special schools have maintained very close relationships with their families and learners. Packs of work have been sent home to augment any online content, which has included video messaging by teachers, Google Meet sessions and sharing of online learning resources and health and wellbeing activities.

3.5.2 From August, blended learning will involve in-school time with a focus on curricular learning alongside a strong focus on nurture and health and wellbeing. Outdoor education will feature as appropriate, as it did in pre-Covid education in the schools. Learners will be organised into small “bubbles” to minimise any risk of spreading infection. Families have been fully involved in the process of developing the plans and communication lines remain open for further explanation and support both now and when the schools reopen. The special schools have factored in planning time for staff to ensure that the quality of online provision remains high while learners are not in school. This is an important aspect of the planning.

3.5.3 Early examination of the models being planned by our three special schools show that the average percentage of time each pupil will spend in school in the initial weeks of the new term will be 50%, though this is likely to increase, depending on changes to social distancing and use of additional buildings /staffing resource. (see also the specific Highland challenges outlined in Section 4, below).

3.6 Gaelic Medium Education

3.6.1 Early examination of the models being planned by our exclusively GME schools show that the average percentage of time each pupil will spend in school in the initial weeks of the new term will on average be 42%, and in the schools that offer English Medium as well as GM education the percentage of time in school will be the same for GME pupils as it is for EM pupils. As for EM learners, blended learning will include appropriate online content and support for GME pupils.

Section 4: Key Challenges for the Highland Council

4.1 Highland Council faces some very specific challenges as we work to reopen schools and maximise learner face-to-face time with teachers. Whilst we are working in collaboration with all stakeholders to address these challenges, it is an inescapable fact that our challenges within the context of school return during COVID are extreme in an authority that covers a third of the land mass of Scotland with a mixture of city and remote rural environments. The remote rural nature of much of our catchment area means that models for reopening are affected by several factors, which are covered below.

4.2 Buildings

4.2.1 Highland Council, like most authorities, has a range of school buildings of various ages. Some of our older buildings have a shortage of hand washing facilities, which will be problematic. Adding more such facilities would have a financial implication for the authority. A further problem, in some of our older buildings in particular, is that there is insufficient flexibility in the building design to ensure safe movement around the school while maintaining the social distancing rules.

4.2.2 Where more recent buildings are in use (as in some of our largest secondaries) floor space is tight, which impacts on the numbers of children and young people who

can be accommodated

at any given time. The financial implications of using additional building space, with the concomitant expense of rental and cleaning costs, are restrictive as the authority manages the severe financial impact of Covid-19.

4.3 Staffing

4.3.1 Some of the staffing issues affecting Highland are historic. The difficulties our schools have had in previous years with recruitment are well documented and are recognised by Education Scotland.

4.3.2 A further staffing issue in our smaller secondary schools, where we have many single-person departments, is that individual teachers will have to manage all of the face to face teaching in their subject while at the same time maintaining the full online programme for those children and young people who are working from home (and note that a full online programme may be the only means by which some pupils access learning, if they are involved in shielding or self-isolating). Where we have such pressures on staff, planning for the reopening has to consider the wellbeing of teachers, ensuring that there is enough time in the week to allow for preparation and assessment.

4.4 Transport

4.4.1 We face significant challenges with transport. A high percentage of our children and young people are bussed into school and the figure for individual schools can be as high as 70%, bus journeys can be of a considerable distance. Bus contractors are clear that the current social distancing rules severely restrict the number of children and young people who can be taken into school and this impacts on schools' ability to maximise attendance in August.

4.4.2 Some, but not all, contractors will have the capacity to make double runs at the beginning and end of the school day, but even if that was the case, each individual bus would only be able to deliver approximately a small number of pupils who would normally use that transport. Our initial scoping, in consultation with bus operators, of the capacity of our buses with social distancing applied, is that only 20% of a school's bus pupils would be delivered in any given day. There would be additional cost involved in making further bookings with bus contractors, which would be a challenge for authority finances in the current situation.

4.4.3 Transport companies report a fragility in their own businesses due to the loss of non-Council contracts, which could further impact of their ability to provide a service for The Highland Council. As the tourism industry re-opens, there is a known lack of capacity of transport within the Highlands with bus contractors coming from as far afield as the Central belt to facilitate local Highland transport needs. Recruiting parents to take their children to and from school where they are normally bussed would create additional financial pressure on families and would impact on their ability to re-engage with their own work.

4.5 Childcare

4.5.1 Provision of childcare facilities for school staff has the potential to seriously impact upon school models for reopening. Teachers and pupil support assistants

with young children of their own would require to have childcare in place, at their own expense. If the authority were to pay for such childcare, there would be considerable cost for the authority at a time when budgets are exceptionally tight, and it would create employment issues with other staff groups who would also seek childcare.

4.5.2 Inability to access childcare will impact on staff availability for delivering in-school learning, and staff may need to leave work early in order to pick up their children from childcare facilities that may be some considerable distance away, given the geographical spread of Highland.

4.5.3 All of the above challenges have been frustrating for schools as they attempt, to the best of their abilities, to maximise learner time in school for the August reopening.

Section 5: Conclusion

5.1 The Highland Council and our partners remain committed to ensuring that all of our children and young people will have access to high quality and full time teaching and learning programmes and environments from August onwards. We will be deploying the best fit solutions and options that can be utilised, which will be determined by a number of key Council and National level factors as set out in this plan.

5.2 The Council will continue to engage with all education system stakeholders and leaders (including head teachers) with a robust and far reaching programme of co-design and consultation, on a weekly basis to support and challenge their work in developing and then implementing and supporting plans for the safe and phased reopening of Highland's school. The challenges that are faced by schools in Highland, that impact on maximising face-to-face learning for children and young people are substantial, well documented and much work continues to be done to overcome them. This LDPP is therefore a 'snapshot in time' early indicator of work in progress, and details of what schools are able to offer will change as the national guidance changes in time, and as local solutions are found in response to local challenges.

5.3 The financial impact of some of these solutions are likely to be a stumbling block as we aim to push up the percentage of time that our learners take part in face-to-face interaction with their teachers. Meanwhile, we continue to devote considerable energies to maintaining the high quality of online provision that has been such a marked feature of the Highland Council response to Covid-19. It is our firm belief that it is in the best interest of children and young people to maximise high quality learning opportunities, whether at home or in school.

APPENDIX 1 –

Schools Reopening Letter (Primary Version)



16 June 2020

Dear Parent / Carer

School buildings were closed by the Scottish Government on the 23 March in response to the Covid-19 outbreak. We want to thank you as parents/carers for your continued support with delivering the home learning programmes that your child has been set by their teachers during this period.

The Scottish Government has now issued guidance to schools which states that the start date of the new term will be 11 August for all schools across Scotland. Tuesday 11 August will be an In-Service day for staff and some children will start the return to school on Wednesday 12 August, with others following after that, on a planned programme.

Plans for the reopening of schools are based on scientific and medical advice and are in line with public health measures. Great care is being taken to make sure it is safe for staff and pupils to return to school in August.

A range of hygiene measures are being put in place by the school such as:

- increased hand-washing facilities/availability of hand sanitisers;
- regular and enhanced cleaning of surfaces (e.g. sinks, toilet seats and door handles);
- plans for what to do if a child or member of staff has suspected or confirmed COVID19; and
- ongoing and updated risk assessments.

Principles for reopening schools and Early Learning and Childcare (ELC) settings in Highland

All school staff are currently working hard, with support and guidance from the local authority, to ensure that we are able to plan for as many children as possible to have as much learning time at school as is safely possible. In line with national guidance, the Highland Council has adopted 4 key principles which will underpin all decisions made about our schools and ELC settings reopening:

1. Equity (all pupils have the opportunity to be in school)

Children will have regular access to high quality activities. They will work with teachers and practitioners in school some of the time, at other times they will continue with remote learning at home. This will be the case in all schools across Scotland. Your school will communicate the carefully planned new structure of the week with you very soon.

As usual, our schools will be working with partners in youth work, culture and sport who help us to deliver the curriculum for our learners. Schools will also be engaging with their parent councils and forums to make use of the skills and experience of the parent community. This will help to support learning, especially with promoting and developing skills that will increase children's abilities to learn remotely and creating opportunities to develop future skills.

2. [Health and wellbeing and the Covid-19 situation](#)

The health and wellbeing of all will be at the heart of the planning process so that children feel supported, safe and happy as they return to school. Schools will continue to concentrate on communications and dialogue with children and their families. Children will have regular contact with a key adult from their school who knows them well to talk about their wellbeing. This will usually be their class teacher or an ELC practitioner they are used to working with. Children will be able to share their experiences during lockdown, including successes and challenges. School staff will offer individual support as needed.

3. [Recovery of learning, teaching and assessment \(including new opportunities with digital learning\)](#)

Focusing on learning across literacy, numeracy and health and wellbeing will be the first priority with gradually increasing learning experiences across the whole curriculum. The Early Years will have a focus on play based and outdoor learning in delivering the curriculum. Working with children and their families in drawing together evidence of their learning will help schools begin to understand children's achievements during lockdown. This will help with planning their next steps in learning.

Reviewing the curriculum regularly during next session will help to make sure that the curriculum suits the local situation and takes account of children and their families' circumstances. Evidence of learning will be collected in a sensitive way and schools will strive to avoid any potentially stressful approaches to assessment.

We will continue to use digital platforms to enhance teaching and learning in new and creative ways. This will be the case when children are working at home but also when they are working in school. Networks of teachers across Highland are letting us create new opportunities for sharing resources, and approaches to learning. This will help us to make sure children continue to develop important digital skills.

4. [Attainment in session 2020/2021](#)

It is very important that we understand how all of our children will have faced challenges to learning during the school closures. Schools will work to provide additional and appropriate support to children where it is most needed. They will focus on maximising children's engagement with their learning. Teachers will be very focused on identifying and closing gaps in children's learning.

Physical distancing and impacts upon capacity

Each school will aim to create as much capacity as possible for children to be in the school in August. It will not be possible to have all children in school at the same time for reasons of safety. Planning will be based on making best use of available staff and careful planning to make sure that the spaces being used are safe. Appropriate risk assessments will be carried out, and health and safety assessments checks will lead to changes if that is found to be necessary. Our plans will make sure we are following national advice about social distancing, including in staff spaces (such as staff rooms). This will help us to work out what the capacity will be in each school for pupils to attend. We are working closely with service partners as we plan. For example, we will work with school transport providers to make sure that children who need to use buses or taxis can travel safely between their homes and schools.

The rules about social distancing will also affect the number of children we can have in classrooms at the same time for in-school learning. Schools and ELC settings across Highland will now have to make some important changes to what the school day looks like for learners.

Schools and ELC settings will soon communicate their own local arrangements with you on the following matters:

- teaching in smaller groups, and plans about how they will make sure all children have access to some time in school;
- minimising the mixing of groups of children in school and ELC settings;
- reorganising seating positions so that children and staff are a safe distance apart (for example, 2m when seated at desks);
- increasing the use of outdoor spaces for learning;
- staggering arrival and departure times and giving clear guidance to parents about dropping off and picking up children from school;
- staggering breaks to avoid pupils from different classes coming into contact wherever possible (particularly when indoors and some more enclosed outdoor spaces);
- considering whether teachers, rather than pupils, should move round classes or whether a mixture of these approaches would be best;
- planning how pupils and staff will get to and from school in a safe manner;
- providing dinner and snack in a safe way; and
- making sure that hygiene practices are as high a standard as possible.

Additional Support Needs

Additional space will be needed for some children with additional support needs who rely upon the use of equipment, and planning will make sure that this will be in place for safe use. Appropriate arrangements will be made to cater for individual needs on a case by case basis and particularly for children with severe and complex needs. Schools will discuss arrangements with families affected.

Breakfast Club, after school clubs and Out of School Care

Unfortunately, to begin with schools will not be able to deliver Breakfast Clubs, after school clubs or Out of School Care. Your Head Teacher will keep you informed about plans for these services to start again when it becomes safe to do so.

Sickness and Shielding

Schools will take every precaution to make sure that everyone is safe. We will need families to help us with this by following the national guidance about Covid-19. If a staff member or child develops a new continuous cough, fever, or a loss of, or change in, their sense of smell or taste (anosmia), they should stay at home and not attend school. Staff or children with these symptoms should stay at home for seven days from the start of their symptoms, even if these symptoms are mild. They should then return to school, in line with the rota of attendance worked out by the school. If a staff member or child lives with someone who has symptoms of cough and/or high temperature, they should stay at home for 14 days. **This should be reported to the Head Teacher immediately.** Following these rules will help us to keep everyone safe and healthy.

Shielding is designed to protect the lives of individuals who are at a very high risk of severe illness and require to be protected from the risk of catching the Covid-19 virus. **Children who meet the criteria outlined in the national guidance on shielding should not attend school.** In some cases, particularly where social and health needs are complex, this may mean that other arrangements must be found to assure the safety and welfare of the child. If you are in this situation you should contact the school to discuss the issue as soon as possible.

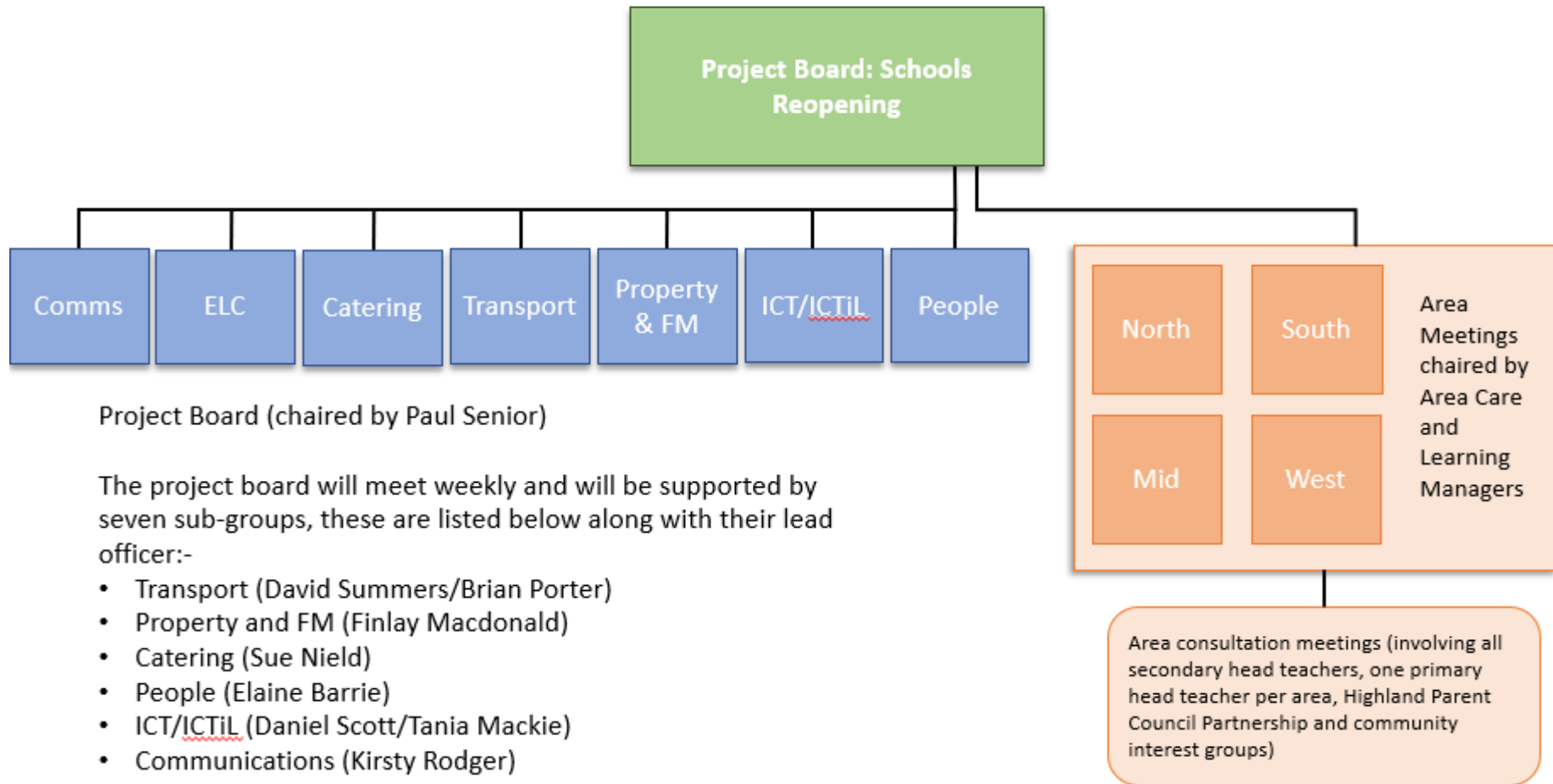
Your school will keep you fully informed of all transition arrangements as they continue to unfold. School local Parent Council meetings will take place over the next few weeks, this is your opportunity to hear about how your young person will safely return to school. Communication is key, and through working in partnership with you, schools will be able to provide a safe return to school. We hope that this letter will help to explain in general terms what will happen in August. Your school will provide you with the detailed arrangements for your child.

I would like to thank you for your patience and understanding as we begin to move out of the school closure phase and gradually begin to open up learning again. Yours faithfully



Nicky Grant
Head of Education

APPENDIX 2 – Governance model



APPENDIX 3 – Risk Assessment

Service: Education and Learning	DESCRIPTION OF WORK ACTIVITY OR AREA OF THE WORKPLACE ASSESSED: Coronavirus (COVID-19) - Schools (staff only- no pupils) return to work 04.06.20	Name of Assessor:
Area:		Date completed:
Location:		Date of Review:

STEP 1	STEP 2	STEP 3	STEP 4			STEP 5
List potential Hazards here:	List groups of people at risk from hazards. Including those most vulnerable:	List existing control measures or note where information may be found:	Calculate the residual risk - taking account of existing control measures Severity x Likelihood = Risk Rating (1 TO 3) (1 TO 3)			List further risk reduction control measures (include implementation date if known)
1. Coronavirus(COVID-19) – schools’ risk of infection	Staff, visitors, contractors	In line with procedures and guidance, only allow staff in good health to be in schools - Where staff have a high temperature, new continuous cough or loss or change to their sense of smell or taste, they should remain at home and follow infection control guidelines in line with Government guidance. Staff in on mornings only at the moment. Staff and any visitors must clean their hands either before or on entering the classroom. They must also wash hands on leaving the classroom. This must be done every time the classroom is entered or left. Build handwashing into daily routine.	3	1	3	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

STEP 1	STEP 2	STEP 3	STEP 4			STEP 5
		<p>Where tissues are used, bin immediately, then wash hands. Staff should cough into the crook of the elbow or tissue.</p> <p>Practice good hygiene practices regular hand washing by all staff and visitors.</p> <p>Preferred options for cleaning hands from HSE guidance on this:</p> <ol style="list-style-type: none"> 1. soap and hot water 2. soap and cold water 3. 60% alcohol hand sanitisers. <p>Wash hands for at least 20 seconds when:</p> <p>Before leaving home</p> <p>On arriving at work or other premises</p> <p>After using the toilet</p> <p>After breaks</p> <p>After sporting activities</p> <p>Before food preparation</p> <p>Before eating any food, including snacks</p> <p>Before leaving work</p> <p>On arrival at home</p> <p>Avoid touching eyes, nose and mouth with unwashed hands.</p> <p>Minimise physical contact with others – e.g. no hand shaking. Social distancing to be adhered to as far as is possible.</p> <p>Minimise contact with surfaces if possible, e.g. tables, furniture. Spray bottles containing disinfectant or</p>				

STEP 1	STEP 2	STEP 3	STEP 4		STEP 5	
		<p>cleaner/sanitiser will be provided for each room along with disposable blue roll and will be replenished by FM/Cleaning as required.</p> <p>Provide additional supplies of resources including tissues, soap and hand sanitizer. Also, provide these in toilets. Toilet lids, where provided should be closed before flushing. After washing hands, avoid direct contact with taps when turning off e.g. use paper towel.</p> <p>Where possible, keep windows open.</p> <p>Do not share items that come into contact with your mouth such as cups & bottles Do not share items such as cups, dishes, pencils & towels Staff hair tied back where appropriate and clothes changed daily. Staff should bring their own food items and bottled water. Handwashing posters displayed in classrooms. Staff to stay 2m apart at breaks/meal times and at all other times whenever possible.</p> <p>Any concerns with standards of cleanliness should be first reported to the head teacher who will direct their concerns to the main contact for Cleaning & FM Service, and if not resolved satisfactorily escalated to the Area Education and Learning Manager.</p>				

STEP 1	STEP 2	STEP 3	STEP 4			STEP 5
		<p>No visitors allowed in the building unless pre-arranged and social distancing enforced.</p> <p>No contractors in the building unless pre-arranged and social distancing enforced.</p> <p>The response to the coronavirus COVID-19 outbreak is complex and fast moving. Relevant websites will be checked daily and advice will be adapted accordingly. Note the following links:</p> <p>Health Protection Scotland. and https://hpspubsrepo.blob.core.windows.net/hps-website/nss/2973/documents/1_covid-19-guidance-for-non-healthcare-settings.pdf which includes guidance on Educational settings (section 2.3).</p>				
<p>2. Provision of assistance to person developing symptoms Covid-19 (Coronavirus) and/or when dealing with spillages or cleaning up body fluids, blood, vomit, etc.</p>	<p>Staff</p>	<p>Anyone developing any of the Covid-19 symptoms above, should return home and self-isolate for 7 days. Other family members at home should self-isolate for 14 days in line with government guidance.</p> <p>Health Protection Scotland guidance always followed Health Protection Scotland. (hpt.highland@nhs.net)</p> <p>If a staff member was dropped off by a spouse/partner and that staff member subsequently develops symptoms of Covid-19 whilst at school, they must be removed from the setting and isolated until they can be picked up.</p>	<p>3</p>	<p>1</p>	<p>3</p>	

STEP 1	STEP 2	STEP 3	STEP 4			STEP 5
		<p>A suitable room/area in the school identified to ensure person can be isolated.</p> <p>Where assistance is needed with an unconfirmed case of Covid-19 (e.g. someone is isolated and awaiting pick up), use of Personal Protective Equipment (PPE) may be appropriate where social distancing cannot be maintained. Disposable gloves (nitrile) and disposable plastic apron are recommended. Fluid Resistant Surgical Mask (Type IIR) where social distancing cannot be maintained. Disposable eye protection (such as face visor or goggles) should be worn if there is a risk of splashing into the eyes.</p> <p>Arrange for deep clean to be carried out subsequently of person's work area and door knobs, handles and other items with which they may have come in contact.</p> <p>Emergency contact list for staff should be accessible and up to date.</p> <p>Get advice from Highland Health Protection Team on 01463 704886 if required.</p>				
3. Waste	Staff, visitors, contractors	Consumable waste items that have been in contact with a person with symptoms, including used tissues, should be put in a plastic rubbish bag, double bagged and tied. Double bag placed in a secure location. If person tests negative for Covid-19, bag can be put in normal waste. If person tests positive, then bag should be kept secure	3	1	3	

STEP 1	STEP 2	STEP 3	STEP 4			STEP 5
		for at least 72 hours and this can then be put in normal waste.				
4. Fire	Staff, visitors, contractors	Emergency evacuation procedures up to date. Ensure all are familiar with the sound of the fire alarm, procedures and evacuation routes. Register for staff and children. Sign in for visitors and contractors. Fire drills held. Weekly alarm testing, ensuring fire doors/exits are operating correctly. Keep corridors and fire exits clear. Staff familiar with telephony.	3	1	3	Emergency evacuation procedures should be updated to reflect the current situation e.g. restricted parts of building?
5. First Aid (in the event of an accident)	First Aiders / Emergency FAs, staff, visitors, contractors	Provide contact numbers for first aiders. All staff familiar with First Aid box locations. First Aid boxes kept up to date. Staff familiar with telephony. Note following links to guidance for first aiders: https://www.greencrosstraining.com/blog1/COVID-19-First-Aider-Advice and HSE guidance https://www.hse.gov.uk/news/first-aid-certificate-coronavirus.htm	3	1	3	
6. Slips/trips at the same level	Staff, visitors, contractors	Spillages should be mopped up immediately. Floor and stair areas should be kept clear of obstructions.	2	1	2	
7. Working at height	Staff	Council/NHS staff should avoid working at height where possible.	3	1	3	

STEP 1	STEP 2	STEP 3	STEP 4			STEP 5
		Only ladders, steps or stepladders for use at work should be used (EN 131)				
8. Dangerous machinery (e.g. in technology workshops)	Unauthorised persons	No unauthorised access to any of the practical subject classrooms and stores. No access to technician's base. Restrict access to all technology workshops, science classrooms and stores, art departments (e.g. kiln room, pugmills), Home economics. Keep all such classrooms locked. Restrict access to the kitchen.	3	1	3	
9. Contact with chemicals	Unauthorised persons.	No unauthorised access to any of the practical subject classrooms and stores. No unauthorised access to science technician's preparation area and chemical store. Restrict unauthorised access to all technology workshops, science classrooms and stores, art departments (e.g. kiln room, pugmills), Home Economics. Keep all such classrooms locked when not in use. Keep cleaning cupboards locked. Restrict access to kitchen.	3	1	3	
10. Moving and handling	Staff	Staff should avoid moving furniture items meantime. Once desk positions and room layouts have been established, suitable arrangements will need to be made with suitably trained staff in view of the extent of the moving and handling required.	2	1	2	

STEP 1	STEP 2	STEP 3	STEP 4			STEP 5
11. Violence and aggression towards staff	Staff	Security system to school. School lockdown procedures. Sign in and out system. This should not involve sharing a sign in book or sharing pens or pencils.	2	1	2	
12. Traffic management (being struck by a moving vehicle)	Staff, visitors, contractors	Traffic management in place? One-way systems with pedestrian crossing points? Segregated pedestrian and vehicular access? Restricted access around building to contractors? Restrict car parking to official car parks. There may be a tendency for indiscriminate parking because pupils are not in.	3	1	3	

Assessor Signature		Grade / Location		Date	
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APPENDIX 4 – School support checklist

**Education settings planning/support checklist for August 2020
 Recovery and reconnecting**

Theme	Focus	Suggested actions/considerations	Lead name	Completed
Curriculum model	{H&S plan {Risk assessment {Cleaning CCFM/FM provider Capacity numbers Weeks/rotas Staffing In-school/home learning Transport Catering KWH provision	Submitted to ACLM and will be reviewed along with phasing plans Include checks- water, gas, fire, security, equipment, access, alarms and ventilation Managing contractors into the school Ordering required hand gel., wipes, towels, soap, tissues, pedal bins with lids... HTs must submit information on ' <u>Reopening of Highland Council Schools – Template for schools</u> ' by 22 June Reference to 2m** distance or as SG guidelines dictate		
School set up	School entrance/exits Reception	Signage at front gate/entrance, car park, barriers Can different entrances be used for different classes / year groups? Consider different entrances/exits and impact on security/risk assess with fire regulations. Staff entrances? How will orientation be managed? Where will parents gather at the start and end of the day? Check adequate 2m** distance, provision of gel, wipes, bin with lid		

Theme	Focus	Suggested actions/considerations	Lead name	Completed
	<p>School office</p> <p>Corridors</p> <p>Classrooms</p> <p>Keyworker hub (pending HC guidance)</p>	<p>Avoid multiple use of phones >cleaning Ensure visitor processes are clear and communicated Plans to manage any deliveries/post? Ensure appropriate signing in to ensure contact tracing protocols are in place. Maintain attendance and visitor records to facilitate identification of dates/times for all individuals who have been in school Avoid multiple use of sign-in book, pens. Agree process for parents contacting the school -phone, email, social media?</p> <p>Recording pupil absence (code for when pupils are not expected in school) SEEMiS codes TBC Process for pupils arriving late Consider number of staff in an office with 2m** distance. Does furniture need to be removed? Is a rota needed? Where are allocated resources for staff use stored? Are instructions around safe use of printers and copiers clearly displayed?</p> <p>Use of one-way systems and possible use of outside routes as corridors relevant signage (walls and floor as appropriate) around hand washing and 2m** distance. Remove unnecessary equipment Pupil access to lockers?</p> <p>'reference room' where required, set up to allow FM to arrange other rooms Minimise desks/chairs in rooms where possible. Avoid sharing desks Will trays of equipment be provided per child? Resources and cleaning regime for desks etc. Avoid pupils lining up. Manage entrance and exit of classes Check windows and ventilation (to be encouraged) Follow specific risk assessment for practical areas inc appropriate PPE</p> <p>Where will this be sited? Who manages the process – attendance, supervision, breaks....?</p>		

Theme	Focus	Suggested actions/considerations	Lead name	Completed
Protective measures	Toilets	Avoid interaction with wider school to minimise contact Toilets will be managed through good hygiene practice and enhanced cleaning What signage is required outside toilets? How will hand washing (for younger pupils) be supervised? What mechanisms can be put in place to manage access to staff toilets? Will there be enough paper towels, soap and waste bins provided? Top ups? Which room will be designated as the first aid waiting space? Where will the sanitisation stations be?		
	Social time (break/lunch)	Pupils based in a classroom/open area for breaks? Stagger breaktimes if possible to minimise number of pupils in circulation Consider supervision implications for social time How manage outside access? Bringing own lunch/canteen providing? FME vouchers to continue at present. Will pupils eat lunch in 'base' classroom? If canteen, will lunches be brought to classrooms or stagger collection from identified points? – to be agreed with Catering Officers via the Local Sub-group Project Board How will top up machines and pre order be managed (cleaning surfaces)? As a phased approach, pupils will not be permitted to leave school premises during school hours. To review after first few weeks.		
	Use of outdoor spaces Guidance / risk assessment	Guidance on how this will be managed including benches and seats Agree on protective measures in your school and how this will be implemented. This includes updating H&S and risk assessment policies		
	Risk management	Consider physical and organisational structures to limit risks and movement around the building, e.g. classroom layouts, entry/exit points, staggered starts/breaks/lunch queues, communal staff areas. Agree how safety measures and messages will be implemented and displayed around the school.		

Theme	Focus	Suggested actions/considerations	Lead name	Completed
	Cleaning Hygiene Illness/medical	<p>Is stock in place /ordered – hand sanitisers or soap in classrooms, toilets, dining areas and communal areas?</p> <p>PPE – some stock for the small number of cases when PPE supplies will be needed (e.g. if your staff provide intimate care for a pupil or if a child becomes unwell with symptoms of coronavirus)</p> <p>Contact with local cleaning supervisor re arrangements for your school</p> <p>Clear posters and signage promoting good hygiene and social distancing should be implemented. Sample signage will be provided in Gaelic and English Tissues and (soap) in each classroom As well as enhanced handwashing, decide on policy for usually shared items e.g. books, practical equipment (include in relevant risk assessment)</p> <p>Clear plan to deal with someone when they fall ill in school. Allocate a dedicated space with ventilation for anyone who is symptomatic on site to wait prior to going home Check PPE stock available Check that medical and first aid certificates have not expired</p>		
Staffing (teaching and non-teaching)	Briefings	<p>Agree phased return info to share ahead of Summer and/or Tues 11 Aug inset day Consider schedule of regular staff briefings – how and when? HT will provide staff with updated information around Covid19</p> <p><u>Staff briefing</u> Staff to familiarise themselves with the school risk assessments Social distancing plans and measures Personal hygiene Monitoring of symptoms Actions if a colleague or pupil is unwell Dedicated first aiders (check up to date certificates) and safeguarding leads Revise emergency plans/school policies (see list under ‘communication’)</p>		

Theme	Focus	Suggested actions/considerations	Lead name	Completed
Workforce Planning	<p>Welfare Training/support</p> <p>School Union reps</p>	<p>Plan to supervise arrivals/departures, breaks and lunchtimes (include details for managing early or late arrivals/departures) Plan a system for providing feedback and relief for staff to facilitate breaks and absence Avoid staff car sharing Staff arrangements for breaks/lunch and access to the staffroom/common areas</p> <p>Put in place measures to check on all staff wellbeing Impact on mental health- consider options available, e.g. staff welfare support, OH</p> <p>Decide what staff training may need to be done to implement any changes the school plans to make, e.g. risk management, curriculum, behaviour, safeguarding</p> <p>Reporting systems for monitoring and responding to staff absence Include appropriate ongoing adjustments to sickness absence policies to reflect COVID-19 related issues Consider the approach to cases of staff subject to any ongoing processes for sickness absence, capability or disciplinary policies</p> <p>Regular liaison and communication with school reps- agree the format and timing of these Share plan for in-school and home learning When supporting info issued from HC, review WTA for calendar 2020/2021</p> <p>Induction for new staff or colleagues returning from absence, mat leave (reference to mat leave RA as circulated)</p> <p>Track staff groups, i.e. those who are unwell, shielding or in self-isolation. Differentiate between absence related to COVID-19 and other absences Ensure robust audit trail of all support provided in case of staff absence Keep records of staff absence figures Notify ELC staff absence to Care Inspectorate (Tuesday return)</p> <p>Be aware of possible need for revision to work plans and risk assessments</p>		

Theme	Focus	Suggested actions/considerations	Lead name	Completed
		<p>Plan agreed for who is working onsite and offsite, timetable allocations and duties Provide staff with details of changes to duties as appropriate Consider potential impacts on staff and pupils with protected characteristics, including race, gender, disability</p> <p>Who maintains contact with staff who cannot return? Link with HR/OH for support if required e.g. return to work interview, new/revised personal risk assessments or flexible working options</p>		
Parents		<p>Plan/communicate procedures for parents who want to see members of staff (possibility of initial increase at start of term)</p> <p>As well as education phasing plans, ensure parents are updated on processes – attendance checks, contacting the school if absence, info required ahead of schools starting (updated emergency contact details, medication, medical protocols...)</p> <p><u>Info to parents/pupils</u> update on plans for distance learning, social distancing, 2m** layout in classrooms, smaller classes, toilet access, social times, use of outdoors, increased hygiene how you will be communicating information where their child/ren will need to go on day 1 and at what time plans for drop-off and pick-up where appropriate school hours rota arrangements if applicable staffing of lessons when in school, including cover arrangements ask for updates to contact information ask for updates on medical information reinforce the importance of a child staying at home if they are unwell meal arrangements, e.g. packed lunches, lunch money, home lunch</p> <p>Remind parents of the eligibility and process for claiming free school meals, clothing allowance</p> <p>Encourage parents to share any concerns, ask questions</p>		



Theme	Focus	Suggested actions/considerations	Lead name	Completed
	Parent Council (inc. Elected Members)	Agree frequency and format for updates		
Pupils - wellbeing - support - information	All	Regular briefings before schools close on July 2 nd and continue briefings thereafter. Need to hear key messages regularly to reassure and outline expectations. Simple briefings on the importance of hygiene, why social distancing is important, arrangements for designated toilets, social times. The curriculum can help to – Address pupil experience during lockdown Reinforce positive behaviours, hygiene and coping strategies Timetable positive activities to promote wellbeing, mental and physical health Celebrate successes. Positive independent learning skills and resilience Plan likely mental health, pastoral or wellbeing support for children Ref. https://sites.google.com/millburnacademy.org.uk/highlanddigitalschoolshub/wellbeing-for-all?authuser=0 . Sensitivity around advice to change/wash clothes daily Assemblies - consider the viability of such events and alternating groups Consider using recorded options which could be streamed for home learners Assess and plan for social distancing in the hall, agree capacity Expectations (increased hygiene measures, hand washing, 2m distance**, not sharing belongings, managed movement around the school, use of outdoors.)		
	ELC/Primary	Transition plans (ref previously issued resources) welcome via video message virtual tour of school request Q & A from pupils/parents post photos of the school/classrooms showing new 'layout' to reassure pupils		

Theme	Focus	Suggested actions/considerations	Lead name	Completed
	<p>BGE (Secondary)</p> <p>Senior Phase</p> <p>ASN</p>	<p>Transition support for new S1 e.g. focus for the first 2/3 days in August? Positive start to National courses. Reassurance around SQA prep (course outline, schedule for the year, assessment.) Highlight importance and structure of blended learning</p> <p>Planning (and time) for staff to manage the SQA appeals process in August</p> <p>Review course choice issues. Positive start to new courses Highlight importance and strategies for effective blended learning Senior Phase pupils could link up with pupils from previous years to share experiences Reassurance over SQA prep (course outline, schedule for the year, assessment.)</p> <p>Agree what returning support is available for vulnerable and/or disadvantaged children and have in place provision for pupils with ASN and/or disabilities in conjunction with parents and support agencies Individual Support Plans are in place for each child who has additional needs or may be at increased risk</p>		
Curriculum	<p>Initial few weeks</p> <p>Blended learning Digital/online</p> <p>Registration</p>	<p>Re-establish relationships/routine</p> <p>Agree plan and coordination of in-school and home learning Include opportunities for interaction and feedback to pupils at home Agree an ongoing learning offer for eligible pupils who can't attend school as well as those that continue to be out of school. Agree learning for keyworker children in school but not in their classes Continue to highlight IT online safety checks</p> <p>Resume taking attendance registers in order that you can provide daily updates of pupils (and staff) in school. Establish clearly which children should come into school each day/week.</p>		

Theme	Focus	Suggested actions/considerations	Lead name	Completed
	<p>Safeguarding</p> <p>Resources</p> <p>PE</p> <p>College/FA/HVA</p> <p>School trips/school events</p>	<p>Attendance calls are best assigned to the same group/team of staff (bearing in mind possible rotas) who may be allocated specific categories of pupils. Relationships and consistency are important. Absences should be coded on SEEMiS (codes TBC)</p> <p>Be prepared for increased disclosures which may lead to Child Protection issues. Provide signposting information to agencies for support and information on bereavement. Reference HWB resources - https://sites.google.com/millburnacademy.org.uk/highlanddigitalschoolshub/wellbeing-for-all?authuser=0.</p> <p>ES resources https://education.gov.scot/improvement/scotland-learns/ <u>Check whether unexpected additional resources are needed to avoid sharing/touching of resources</u></p> <p>Consider – Social distancing and strict rules around non-contact No contact sports No common surface touching activities Changing rooms could be taped in line with social distancing guidance Pupils could attend dressed in PE clothing on an allocated day</p> <p>Updated information will be provided on the intended course delivery in August.</p> <p>Consider whether there should be any external trips and ensure any decision making reflects official travel and movement guidance Consider ways of adapting community or fun events to lighten the mood and boost morale</p>		

APPENDIX 5 - template for reopening models

Re-opening of Highland Council Schools – Template for schools to complete proposed operational model which will inform Local Authority Recovery Plans.

To be completed and returned to relevant Area C&L Manager

Schools re-opening plans from August 12th 2020		
School Name		AREA – SOUTH/MID/NORTH/WEST
School Roll ELC		
School Roll Primary		
School Roll Secondary		
<p>Maximum Capacity ELC (refer to capacity/risk assessment - in line with 2M social distancing guidelines & staffing)</p> <p>Please evidence how you have reached this capacity based on the HC principles and also trying to maximise face to face contact for young people based on your risk assessment planning</p>		
<p>Maximum Capacity Primary (refer to capacity/risk assessment - in line with 2M social distancing guidelines & staffing)</p> <p>Please evidence how you have reached this capacity based on the HC principles and also trying to maximise face to face contact for young people based on your risk assessment planning</p>		
<p>Maximum Capacity Secondary (refer to capacity/risk assessment - in line with 2M social distancing guidelines & staffing)</p> <p>Please evidence how you have reached this capacity based on the HC principles and also trying to maximise face to face contact for young people based on your risk assessment planning</p>		

<p>If you did not have Key Worker provision for children of school staff, what impact would this have on the delivery of your plan?</p>		
<p>ELC - Context for actual numbers you are bringing in (including factors determining your capacity e.g. transport, staffing, room size/availability...) For example; <i>30% capacity due to 20% permanent staff members who are shielding</i></p> <p>Please link to the 4 Key Principles</p>	<p>Well-Being</p>	<p>Recovery of Learning & Teaching</p>
<p>Primary - Context for actual numbers you are bringing in (including factors determining your capacity e.g. transport, staffing, room size/availability...) For example; <i>30% capacity due to 20% permanent staff members who are shielding</i></p> <p>Please link to the 4 Key Principles</p>	<p>Well-Being</p>	<p>Recovery of Learning & Teaching</p>
<p>Secondary - Context for actual numbers you are bringing in (including factors determining your capacity e.g. transport, staffing, room size/availability...) For example; <i>30% capacity due to 20% permanent staff members who are shielding</i></p> <p>Please link to the 4 Key Principles</p>	<p>Well-Being</p>	<p>Recovery of Learning & Teaching</p>
<p>How do you plan to make use of your in-school and at home learning time? How will you take cognisance of how you can utilise ASN teaching staff and CCR staff to build further capacity within schools?</p> <p>For example; <i>face to face teaching time in school for dedicated learning with follow up home learning tasks or online learning will continue at home with face</i></p>		

<i>to face 'tutorial' and pastoral support in school.</i>		
Describe your learning rota for each year group including ELC if applicable e.g. daily, weekly pattern.		
Number of pupils transported to school daily	<u>Prior to C-19</u>	<u>Post C-19</u>
Number of pupils being taken in by parents	<u>Prior to C-19</u>	<u>Post C-19</u>
Planned provision for school lunches – to be discussed with local Catering teams		