



COVID-19

Return to Schools

Argyll and Bute

Local Delivery Plan

June 2020



#abplace2b



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Our Context

Argyll and Bute is the second largest Local Authority area in Scotland and has a population of approximately 90,000. We are bounded by the urban areas of Helensburgh and Dunoon along the Clyde, Loch Lomond to the east, and the Mull of Kintyre to the south, Atlantic Islands to the west, and the Sound of Mull and Appin to the north.

Almost half of all inhabitants (45%) live in settlements of 3,000 or more people; conversely, 55% of Argyll and Bute's population live in settlements with fewer than 3,000 people, or out with settlements altogether. We have more inhabited islands (23) than any of Scotland's other council areas, including the three islands authorities. These islands include, Bute, Islay, Jura, Mull, Iona, Coll and Tiree and account for 17% of the total population of Argyll and Bute. Around 80% of Argyll and Bute's population live within one kilometre of the coast. The size of the area and its population spread mean that multiple facilities for service delivery are needed to ensure services are delivered close to users and communities. The distances between main settlements and involvement of ferry services create challenges in terms of reliability, time and cost of travel.

Within the Education Service we currently have the following numbers of pupils and teachers within our schools:

- 5794 Primary Pupils
- 4272 Secondary Pupils
- 25 Pupils within our Special School
- 772.98 FTE Teachers.

Our Children, Their Future

Argyll and Bute Education Service continues to embed the vision contained within our strategy of "Our Children Their Future". The strategic vision and ambition for the Education Service of "together we will realise ambition, excellence and equality for all" continues to be central to our recovery planning. This is to be achieved through our six key objectives which have also been core to our planning for recovery from Covid-19:

- Raise educational attainment and achievement for all.
- Use performance information to secure improvement for children and young people.
- Ensure children have the best start in life and are ready to succeed.
- Equip young people to secure and sustain positive destinations and achieve success in life.
- Ensure high quality partnerships working and community engagement.
- Strengthen leadership at all levels.



Introduction

Since the period of school closures began on 20th March 2020, our schools have strived to continue to deliver high quality learning experiences to all our learners. Staff have demonstrated exceptional commitment to embracing new approaches to delivering learning.



Our learners and parents have also demonstrated their willingness to work collaboratively with staff and to engage in the home learning opportunities that schools have offered.

Whilst we are proud of the ways in which challenges have been met and of the resulting successes which have been achieved through the commitment of staff, parents and learners, we recognised that it is essential to plan for the return to school in line with Scottish Government advice and in full agreement with key stakeholders.

To this end staff in schools and in our Local Authority Central Team have taken full cognisance of Scottish Government publications 'A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland' and the more detailed 'Coronavirus (Covid-19) Reopening Schools Guide' alongside the Routemap, to plan a staged approach to a return.

To support this planning we developed five key workstreams which were informed by the government's ten workstreams of the Covid-19 Education Recovery Group (CERG) and all current national guidance. This has allowed us to work collaboratively with key members of the Local Authority corporate staff, Head Teachers, trade union representatives and other key colleagues in order to reach informed and agreed decisions which have led to the creation of our reopening plans.

Current Position - Home learning

Throughout the period of school closure we have strived to provide continuity of educational experiences for our learners through the provision of a home learning approach.

Schools are providing home learning experiences and lesson content through a variety and combination of digital platforms. Schools have identified the best platforms to use for the age and stage of children and young people. The preferred platforms being used by schools are detailed by stage below.

In our nursery sector, establishments have employed the platforms with which families have indicated they are most comfortable. Many establishments are using email effectively to communicate home learning with families. SeeSaw (an online learning journal app) has also been a popular means of engaging families with home learning. Facebook, too, has proven successful in promoting family participation in learning.

In our primary schools, while email has still proven to be an effective channel for communication of home learning, a majority of establishments are using Google Classroom to engage families with learning, particularly in P4-P7. SeeSaw is also a popular means of communicating home learning, with parents appreciating the interactivity of the platform and the extent to which it allows them to be aware of and comment on the areas of pupils learning.

In our secondary schools (S1-S3), most establishments are using Google Classroom to communicate home learning, both within the BGE and Senior Phase. The private comments which the platform enables between teacher

and learner are proving effective for asking for support and providing feedback. Email has also been an effective means of communicating around home learning, particularly in the Senior Phase.

We are acutely aware that the current situation is likely to disproportionately affect the most disadvantaged learners in Argyll and Bute. In a concerted effort to mitigate against this, our school leaders have worked in collaboration with our Digital Learning Team. Consequently, schools have distributed approximately 346 devices to families across Argyll and Bute. This includes families that did not have access to an online capable device and families that needed additional devices due to the number of children at home. Schools have also been creative with local partnerships which has led to the provision of laptops and dongles to enhance provision and connectivity in the Oban, Campbeltown and Helensburgh areas.

As of the end of April 2020, schools had a range of systems in place to monitor the engagement and participation of children and young people. These include analytics data from digital learning platforms, adapted existing GIRFEC systems for supporting children, teacher communication and engagement with individual learners and feedback from parents and carers.

These systems have enabled schools to assess continually the effectiveness of home learning tasks which are being provided and to monitor for any change in the level of vulnerability of families.

School leaders and staff have certainly risen to the challenges Covid-19 has brought and we have been impressed by their continued innovation and creativity to ensure high quality learning experiences for learners. Some examples include:

- The development of cluster Google Classrooms for Primary 7 pupils to support the transition to High School.
- Friday bedtime stories read online by a surprise guest each week.
- The provision of materials for home learning tasks – compost and seeds, baking ingredients, craft materials, STEM boxes.
- Weekly online PE lessons posted by the PE teacher.
- Creating a Lockdown Recipe Book for families.
- Virtual school trips.

Moving to Recovery: Delivering the Curriculum through Blended Learning, Teaching and Assessment

The experience and expertise of practitioners from across Argyll and Bute has been key to the planning and implementation of the authority's model for blended learning during recovery. The Argyll and Bute Learning and Teaching Workstream has worked to provide clear expectations, recommendations, guidance and support for Head Teachers and staff as they plan provision for the new session. It has defined a clear strategy to ensure excellence and equity continue to mark provision to children and young people. Blended learning during recovery will focus strongly on the resilience and

health and wellbeing of children and young people, and planning will consider their emotional welfare as a priority. This has implications for the nature of the learning which is planned, both in class and at home, and for the strategies adopted to ascertain and assess learners' progress, how it may have been affected by school closure and the extent of the attainment gap in the context of stretch aims. It is viewed as extremely important by the authority that the appropriate balance is struck between children and young people's welfare and the need for accurate, confident ongoing assessment of their learning needs.

There is clear recognition in Argyll and Bute that the face-to-face engagement learners have with their teachers during the period of recovery is more valuable than ever. It is seen as central to monitoring and nurturing pupils' welfare, maintaining their levels of motivation and engagement and facilitating meaningful and valuable learning at home. For these reasons Argyll and Bute's strategy for blended pedagogy emphasises the expectation that face-to-face learning experiences will be stimulating and enjoyable, encourage ownership of learning and will therefore include key aspects of formative, metacognitive learning, such as stimulus and context for learning, discussion of learning intentions and success criteria for further learning to be undertaken at home, and exploration of different contexts for application of learning. The quality of and coherence between school and home learning are seen as central to ensuring effective progression in learning can continue during the recovery period.

Schools are exploring and implementing ways in which particular contexts for learning – the life and ethos of the school and the opportunity for and celebration of achievement – can be articulated via online platforms, allowing synchronous learning for pupils in school and at home. Examples of good practice include synchronous assemblies and awards ceremonies, virtual school trips, choir sessions and drama performances.

Strategic planning for high-quality blended learning has also acknowledged the value of paper-based resources and activities for all children. Schools have developed systems for providing families with books, jotters and writing and craft materials with due consideration of health advice relating to the use of such resources.

Furthermore, the authority will ensure that equity continues to be at the centre of learning and teaching by continuing to track carefully the participation, engagement and achievement of all pupils, intervening appropriately to meet the needs of individual children and families. The needs of vulnerable children and those requiring additional support are also central to recovery planning in the authority. During term 4, individualised, multi-agency planning has ensured that bespoke provision for such children and young people has been put in place. Schools are planning for such individual requirements in advance of the new term, and such equitable approaches mean that full-time in-school provision is being made available when appropriate.

We acknowledge the importance during COVID-19 restrictions of our planning to ensure successful transitions – from ELC to Primary provision, from primary to secondary, from school to post-school destinations and between stages. Schools have built on their well-established transition programmes to ensure that transition experiences continued during COVID-19 are as full and rewarding as possible for all children and young people. A wide variety of transition experiences utilising the blended learning model have taken place to support transition in August 2020. Work continues with further and higher education and business partners and other agencies to ensure our young people leaving school transition successfully into their chosen positive destinations.

Argyll and Bute Council's planning for pupils in the Senior Phase acknowledges the importance of consistency in learning and teaching provision. We will ensure that young people are fully prepared for qualifications in 2021. Our planning is also ensuring that appropriate arrangements are in place to capture strong evidence of pupil attainment to support assessment and certification.

Strategic planning for recovery in Argyll and Bute also includes consideration of how most effectively to utilise the skills of teachers who are shielding during the recovery period. It is clear that the most effective strategies are emerging from schools planning around their own contexts, as the number of staff unable to attend varies significantly from school to school. Such teachers will support home learning for classes, vulnerable groups and individuals and pupils who are shielding, as well as supporting the monitoring of pupils' participation and supporting the planning of learning and creation of resources.

Schools and staff are being supported in their planning and delivery of blended learning in a number of ways:

- The successful work of the authority's Digital learning Team in training teachers in confident, effective use of digital platforms will continue through live webinars, recorded video content and online resources, and will expand to cover the range of different platforms being used across schools.
- All key published guidance from local, regional and national sources, relating to the provision of effective blended learning has been collated and made easily and centrally accessible to teachers.

- Guidance and support to teachers on planning and delivering learning is being developed via the exemplification and sharing of resources developed across the authority, from Northern Alliance Regional Improvement Collaborative (NARIC) partners and accessed via platforms such as Scotland Learns. Frameworks to allow the sharing of such examples and models are being developed at local cluster level.
- Strategies for tracking and monitoring participation and engagement in learning – particularly in the home environment – are well-established in schools across the authority. Effective practice in tracking, and in the subsequent interventions to improve engagement is shared across schools and clusters.
- Best practice in PEF-funded interventions to support vulnerable learners during recovery is being shared across schools and clusters.
- Parents, carers and families are also being supported to enable effective learning at home as a key part of the blended learning model:
- We have ensured clear communication with parents and carers, offering support and guidance on home learning and parental engagement.
- Guidance and resources offered to parents/carers and families are being drawn from both national and local sources.
- A survey of parents/carers has allowed families to convey their expectations, concerns and questions around the blended learning approach, which has informed authority recovery planning.
- A survey of pupils and staff has allowed both learners and teachers to convey their expectations, concerns and questions around the blended learning approach, which has informed authority recovery planning.
- The authority has increased its stock of digital devices to distribute to families to better enable effective home learning. Additional funding sources are being explored to further develop our capacity to provide effective blended learning.
- Head Teachers will continue to work with families and communities, ensuring that blended learning continues to meet the needs of all children and young people.

In summary, our priority is to ensure that the learning experiences provided for learners are high quality. Establishments have adapted well to the model of home learning used during the lockdown period. In August 2020 they will move to a blended model, building on the approaches to virtual learning they have developed to support face-to-face learning. They will also act on the guidance and recommendations offered by Argyll and Bute's Learning and Teaching Workstream, incorporating key messages into their improvement planning for the session.

In line with national guidance, there will be a focus on supporting pupil and staff health and wellbeing, transitions at all levels, the impact of tragedy in communities, identifying gaps in learning, and a renewed focus on closing the poverty related attainment gap.

Childcare Hubs

In line with Scottish Government advice and guidance, we have also made provision for the children of the most critical key workers and the most vulnerable children in our society.

In Argyll & Bute 334 children who are eligible for childcare assistance under the national criteria have been accepted onto the Education service register. Many parents registered their children on the basis they might need assistance at some point depending on shift patterns and probably only for a short periods of time and this has transpired to be the case. During May the range of children attending daily was between 88–134 and over the last few weeks the daily average was 127 children. 44 of the children who can access the school hubs have come into the vulnerable category.

The total number of children on the school rolls for 2019/20 is 10,528 plus a further 1500 in ELC settings. Therefore, the number of children receiving a service from the hubs that have been set up is 1% of the total that the Education service has a responsibility for or, 2% of the primary and ELC cohort.

The service is provided from 13 school hubs and 4 childcare partner provider settings to ensure there is coverage across the whole council area.

Summer Holiday Provision

Teachers will be working up till the summer holiday begins at the end of June but the Scottish Government have confirmed that childcare will have to

continue through till the schools re-open on the 11th August 2020. With the teachers on holiday and the need to prepare school premises for the social distancing and other requirements for Term 1 of 2020/21, new plans have had to be put in place to provide childcare services for the key priority group of parents over the school holidays.

Discussion has taken place in each of the cluster areas where the school hubs operate and arrangements are being established to meet the duty placed on the Council over school holiday period. All parents currently registered to receive a service have been contacted to find out their childcare needs and it is now forecast that there will be a very small reduction in daily demand. Only priority one applicants under the national guidance has been supported to date and this will continue in line with available resources.

A small number of children with Additional Support Needs who are currently in the childcare hubs have received placements or care packages over the summer holiday period as a statutory service from Social Work Services in previous years and dialogue between the partner organisations is ongoing to ensure these can be delivered this year.

Based on this, provision has been set up through a mix of direct provision from schools and partner providers. When learners return to establishments in August 2020 we will continue to review and monitor the provision for vulnerable pupils and children of category 1 key workers when they have no other care.

FSM Provision

We currently have 1,300 households eligible for free school meals. In addition to the provision for children attending the childcare hubs, there has also been a planned programme to ensure that free school meal households are provided with food parcels. All families eligible for free school meals were contacted by the Education Service to ascertain if they had difficulty getting food and wished to receive food parcels.

Food parcels are provided for the whole household and ratios for the number of parcels delivered each week have been carefully worked out based on the number of people in the household and the ages of children.

In accordance with the First Minister's announcement on 16th June that Local Authorities should continue to provide free school meals throughout the school summer holiday period, we aim to support the households most significantly impacted by food poverty during July and until schools return in August. Parcels would be delivered to the most vulnerable households who have no access to transport or other support through family, or community, or foodbanks. The introduction of vouchers/payments will ensure free school meal households in financial hardship would still get support. A voucher/payment cost of £12 per week will be provided and families would receive a voucher/payment per eligible child. Once schools reopen in August 2020 free school meals would resume and a normalised model would be put in place for meals to be provided from school kitchens.

Pre-Opening Considerations

Key Principles

The Route Map for moving Scotland out of lockdown included information and guidance on the approach to the phased reopening of schools as detailed in 'A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland.'

This Framework and associated guidance has supported Local Authority planning for the implementation of Phases 1, 2 and 3 of the Route Map and has encouraged consideration of longer term planning ie an appropriate and quick response should a return to lockdown be required or of how progression to Phase 4 may be achieved.

Our planning will be underpinned by a number of key principles:

- Decisions taken will be informed by national guidance.
- The wellbeing of our learners and staff will be at the heart of our recovery planning and reopening.
- Risk assessments will be used to ensure compliance with health and safety legislation and mitigate against any perceived risks.
- The Blended Model of learning will be carefully planned and its implementation monitored to ensure learners have access to high quality learning experiences.
- Clear and effective consultation and collaboration with all key stakeholders will be upheld.

Continuation of Hubs

We recognise the important role that the childcare hubs have played in the provision of critical childcare for our children of key workers and our vulnerable learners.

The hubs will continue to operate during the summer holiday period supported by partner providers. Plans to continue this provision when schools return on 11th August 2020 are in place and will be reviewed on an ongoing basis.

Communication with Key Stakeholders

As a Local Authority we value the views of key stakeholders and recognise the importance of working collaboratively with them. Consequently, we have surveyed all parents, staff and learners to ask for their views on aspects of the return to school. Their views will inform our plans.

Staff, parents and learners will be kept fully informed by Head Teachers.

Staff: Regular communication is to be provided about planning for each phase of return. Head Teachers will share the risk assessment information and ensure that social distancing and hygiene/infection control measures are observed. Head Teachers will also ensure communication is provided to all staff including those in the shielding category or who require to self-isolate.

Learners and Parents: It is essential that our learners and parents are kept fully informed about the operational aspects of reopening eg expected dates, attendance patterns, transport, school meals opening/closing times, break times etc. It is also critical that information is provided about establishment risk assessments and procedures in place for social distancing, hygiene and cleaning routines in an effort to provide a level of reassurance. Establishments may also provide further information to parents of vulnerable learners. Regular communications with professional associations will continue to take place through Joint Services Committee (JSC) to address employee engagement within the Recovery Plan.

Risk Assessments

A generic risk assessment has been created to support schools with planning their return. The document is comprehensive and outlines all potential risks and challenges that the reopening could bring. Schools have been given support to personalise this to their own context and outline the measures they will put in place to mitigate against potential risks therefore ensuring they are manageable.

Access and Use of Personal Protective Equipment (PPE)

Clear information, based on the national guidance ‘Physical Distancing in Education and Childcare Settings’, has been issued to schools relating to the requirements for PPE.

The guidance states that the regular use of PPE is not required within education and childcare settings whilst undertaking regular and routine functions and duties as other infection control measures are in place. Where

situations dictate that physical distancing requirements cannot be maintained or the specific nature of duties presents additional risks, a risk assessment must be completed that includes the nature and type of PPE that must be used. Schools will be provided with the appropriate level of PPE according to the risk assessment in accordance with current national guidance.

Capacity of Buildings and Transport

The Scottish Government documents provide broad national consistency by stipulating what should be done. However, they also ensure appropriate local flexibility for education authorities and schools to plan appropriately to suit the specific requirements of their context.

Staff: Head Teachers will plan to ensure that physical distancing is maintained and that consideration is given to the use of staff rooms and staff bases in order to promote appropriate levels of hygiene/infection control. Our workstream for planning for recovery provided Head Teachers with an overview of each building, its normal capacity and 2m social distancing capacity to support them with this work.

Learners: Head Teachers were asked to maximise face-to-face learning for children and young people in August 2020. Due to the very varied profile of schools within Argyll and Bute, they were given the opportunity to outline their proposed model of reopening taking account of their potential capacity, family groupings and available staffing within the parameters of the national guidance. These models have been approved by the Heads of Service. An overview of them is provided in the section below ‘Principles and Practices Models for re-opening schools’:

Transport: Due to the large geographical area which Argyll and Bute serves, there are inherent challenges in providing school transport that complies with the national guidance on social distancing. We are working collaboratively with colleagues in Transport Services to provide appropriate transport arrangements in line with the proposed models of reopening. This will provide the best possible approach to ensuring learners are transported safely to school in order to access the level of face-to-face provision being offered. Transport arrangements will be communicated to families for August 2020.

Readiness to Respond

We are aware that it is essential that schools have the ability to rapidly respond to any change in the status of the virus.

At an establishment level our risk assessment document takes account of this by incorporating a section which deals with any suspected case on site. The section supports Head Teachers to have an appropriate framework and protocols in place to deal with this should it occur.

In addition our establishments are aware that if changes were to occur on a national scale, we would have to be prepared to respond quickly and safely to advice and guidance provided by Scottish Government.

Our recovery workstreams will continue to monitor and respond to changing guidance provided by the Scottish Government.

We will continue to work closely with colleagues in NHS Highland to ensure full access to the Test and Protect model.

Our multi-agency and GIRFEC approaches will continue to be the overriding principle to support responding to the needs of our children and young people.

Resources

The proposals contained in this plan have been formulated within the available resources including an additional £190K (August to October) of supply teacher costs (15 fte) and current guidance. To increase the proportion of face to face delivery beyond these levels to the Scottish Government's 50% in school provision across the board would require additional resources, both in terms of teachers/other employees, and facilities from which to deliver. These additional costs are currently being identified.

Priorities and Principles

Models for re-opening schools

All of our schools will aim to maximise face-to-face learning in school in August whilst operating within current national health guidelines. Given the diverse nature of our geography and school buildings a variety of models will be implemented across our school estate. When developing models Head Teachers also factored in:

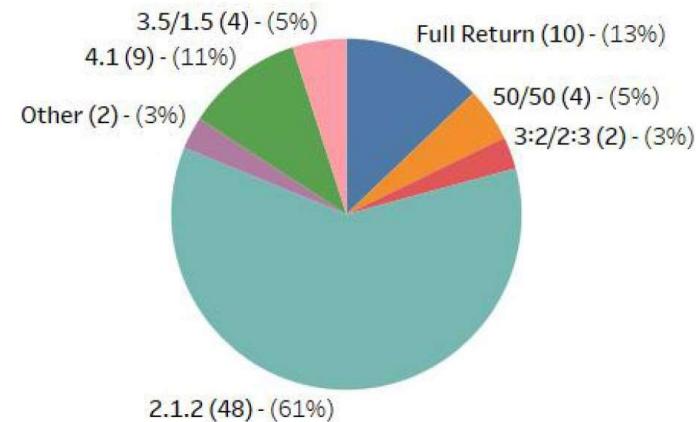
- Capacity of their school buildings using the current 2m social distancing rule.
- Workforce capacity taking account of staff who are currently shielding.
- Funding eg current budget, use of PEF to support expanding the school estate and providing digital resources.
- Time for teachers to prepare digital learning materials required for home learning.
- Family groupings.

Area Central Officers discussed models with Head Teachers to ensure that face-to-face learning in school was maximised followed by Heads of Service approval. Our learning models from August 2020 ranges from 40% to 100% return as every endeavour has been made to maximise face to face learning for our children and young people. Our total authority projected roll for August 2020 is 9,817 and our models mean that 41% (4,025) of our children and young people will experience 50% and above face-to-face teaching.

Overview of School Models

Primary and Secondary

School Models for re-opening - August 2020



Note: Figures based on calculations for projected roll in August 2020

Number of Schools per model (total 79 schools)

Full Return	4:1	50:50	3.5/1.5	3:2/2:3	2:1:2	Other
10	9	4	4	2	48	2

Secondary School Models - Examples

Model 1 – 50% face-to-face learning and 50% home learning (50:50 Rotation)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A	Group A	Group A	Group A	Group A
Week 2	Group B	Group B	Group B	Group B	Group B

Group A will consist of Senior Phase Pupils i.e. S4-S6 and Group B will consist of Broad General Education Pupils i.e. S1-S3

Model 2 – 50% face-to-face learning and 50% home learning (3:2/2.3 Rotation)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Group A	Group A	Group A	Group B	Group B
Week 2	Group A	Group A	Group B	Group B	Group B

Group A will consist of Senior Phase Pupils i.e. S4-S6 and Group B will consist of Broad General Education Pupils i.e. S1-S3

Model 3 – 40% face-to-face learning and 60% home learning (2:1:2)

	Monday	Tuesday	Wednesday	Thursday	Friday
	Group A	Group A	Home Learning	Group B	Group B

Group A will consist of Senior Phase Pupils i.e. S4-S6 and Group B will consist of Broad General Education Pupils i.e. S1-S3

Primary Schools - Examples

There are a range of models being developed for primary schools to maximise face-to-face learning. Although the normal pupil week is 25 hours, teachers are contracted to 22.5 hours class contact teaching with the remaining 2.5 hours dedicated as non-contact time which is used for lesson preparation and assessment and moderation activities.

Model 1 – 90% face-to-face learning and 10% home learning (3.5:1.5)

Monday	Tuesday	Wednesday	Thursday	Friday
All pupils	All pupils	All Pupils (morning) Home Learning (afternoon)	All pupils	All pupils

Model 2 – 80% face-to-face learning and 20% home learning (4:1)

Monday	Tuesday	Wednesday	Thursday	Friday
All pupils	All pupils	All pupils	All pupils	Home Learning

Model 3 – 40% face-to-face learning and 60% home learning (2:1:2)

Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Group A	Home Learning	Group B	Group B

This model gives all reduced class contact time on the same day and gives an efficiency of staffing and preparation of home learning resources.

Argyll and Bute – A Local Delivery Plan for a Phased Return to Buildings

In recognition of the Scottish Government's recently published Routemap through and out of the Covid-19 crisis, Argyll and Bute has developed a local delivery plan that aligns with the four phases of the national plan for returning early learning and childcare (ELC) and schools. All phases and dates assume maintenance of the current downward trajectory of virus infection and no change in local reporting of virus infections.

Lockdown (Preparatory Period)	Phase One Staff Return	Phase Two The Summer	Phase Three Learners Return	Phase Four Long-Term Delivery
Up to 15th June	15th June to 26th June	29th June to 11th August	11th August Onwards	Timescale to be Confirmed
Risk assessments developed and agreed in partnership with staff and trade unions.	HTs co-ordinate with school staff to plan for return from 15 th June.	On-going support for identified vulnerable pupils agreed by multi-agency professionals.	All school and ELC return on 11 th August for one day in-service.	Continued development and review of ELC, primary, secondary curriculum offers.
Health & Safety measures put in place.	Planning for curriculum and blended learning in August taking into account the geography of the authority.	Provision for some classifications of children for key workers, as agreed with Scottish Government.	Learners begin to return on 12 th August.	Dependent on virus status and latest scientific and government advice, the operational maxima for schools will be adjusted to allow increased attendance at school.
HR guidance for staff in relation to health and shielding.	Continue Training and further development for online delivery.	Operation of a number of early years partner providers across the authority area, to support access to childcare for keyworkers.	All schools will maximise face-to-face delivery in line with scientific and medical advice.	Review day to day operations within schools and adjust in relation to Scottish Government guidance.
Arrangements for continuation of key worker and vulnerable pupil hubs.	Organisation of learning spaces and preparation of buildings for return.	Review of risk assessment, building capacity and transport needs in line with government guidelines prior to August opening.	Places at each school will be limited to that determined by the building's safe capacity and availability of staff.	Maintenance of a responsive closure plan should a school or centre be connected to a virus outbreak.

Lockdown (Preparatory Period)	Phase One Staff Return	Phase Two The Summer	Phase Three Learners Return	Phase Four Long-Term Delivery
Up to 15th June	15th June to 26th June	29th June to 11th August	11th August Onwards	Timescale to be Confirmed
Preparation for opening buildings that have been fully closed.	Transition Programmes for new P1 and S1 continue virtually and with enhanced provision where appropriate safe and possible.	Continue to review models of delivery in relation to any new and updated Scottish Government guidance.	First priority for attendance should focus on vulnerable pupils.	Gradual relaxation of restrictions and additional measures around school transport, cleaning and catering as dictated by Scottish Government advice.
Communication for staff, pupils and parents.	Guidance provided for ELC staff in relation to setting up of provision for 600 hours in August.	Continue to review availability of staff for August.	Blended learning for pupils with mix of in-school teaching and home learning.	
Work to commence on determining building capacity and transport impact.	Continuation of current arrangements for children of key workers and vulnerable pupils until 26 th June.		ELC staffing/places to be confirmed following guidance.	
Completed SQA process for 2020 awards.	HR support for staff returning to school.		Health and Wellbeing of children and young people will be at the centre of blended learning.	
Transition guidance issued in relation to transition at all stages.	Continue work to determine capacity and attendance for August.		Support materials and resources available in regard to emotional wellbeing.	
Training for online delivery.	Begin planning for transport with Roads and Transport Department.		All delivery models will be responsive to any new and updated Scottish Government guidance.	

Lockdown (Preparatory Period)	Phase One Staff Return	Phase Two The Summer	Phase Three Learners Return	Phase Four Long-Term Delivery
Up to 15 th June	15 th June to 26 th June	29 th June to 11 th August	11 th August Onwards	Timescale to be Confirmed
Establish workstreams to take forward recovery planning: Wellbeing of Children, Young People and Staff including Safeguarding and Child Protection Learning and Teaching Continuity Planning ELC Expansion Transitions	Complete risk assessments for return of learners.		Responsive closure plan in place if virus status changes	
	Agreeing basic school day structures.			
	Further update to curriculum offers for early years, primary and secondary.			
	Continue to develop guidance from established workstream.			
	Head Teachers empowered through regular meetings to customise recovery plans to meet the needs of the school community.			
	Cleaning protocols and procedures carried out for return of staff on 15 th June.			

Lockdown (Preparatory Period)	Phase One Staff Return	Phase Two The Summer	Phase Three Learners Return	Phase Four Long-Term Delivery
Up to 15th June	15th June to 26th June	29th June to 11th August	11th August Onwards	Timescale to be Confirmed
	All establishments carry out property checks to ensure compliance with health and safety legislation.			
Establish regular online communication with Head Teachers from Heads of Service, Education Managers and Education Officers.	PPE resources being sourced for August.			
Weekly property checks undertaken to ensure compliance with health and safety legislation.	Finalise arrangements for critical childcare during summer period.			



Argyll and Bute – Lockdown (Preparatory Period)

The Preparatory Period enabled the Local Authority to work with Head Teachers and a range of colleagues from other relevant services to ensure early learning and childcare (ELC) and school staff could return by 15th June 2020. The 'Checklist for Reopening' document was issued to establishments on the 1st June 2020.

Checklist for Reopening – June 2020

Week	Issue	Actions	Lead
Weeks 1 and 2 from 1/6/20 - 12/6/20	Readiness for opening school	<ul style="list-style-type: none"> Establish cleaning regime with Facility Services Evaluate and establish PPE requirements including hand sanitizers Central preparation of school signage in relation to social distancing. Use confirmed room sizes and number of children and young people per teaching space to plan for blended learning approach for August to December Session 2020/21. Consider reconfiguration of the learning spaces including outdoors (eg Games Hall, Dance Studio, Assembly Hall, Library, etc) Consider expansion of learning estate if required and available 	Workstream 4 Head Teachers
Weeks 1 and 2 from 1/6/20 - 12/6/20	Communication leading up to opening	<ul style="list-style-type: none"> Letter to Head Teachers from Director/Heads of Service confirming 2 week lead in to staff return to buildings w/c 15th June 2020 Letter and questionnaire to parents/carers, staff and children and young people Letter to parents/carers confirming that work required to complete submission of Estimates has been completed Website and Twitter updated Confirm communications to Elected Members and Tactical Group Confirm Parent Council communication/meetings for June – standard communication drafted/agreed by Director/Heads of Service Communication to Partners Communicate updates with stakeholders as required throughout June 	Heads of Service Head Teachers
Weeks 1 and 2 from 1/6/20 - 12/6/20	Transport	<ul style="list-style-type: none"> Evaluate and establish transport requirements and availability Evaluate risk assessments for buses and taxis 	Corporate Recovery Group – Transport Sub-Group (Jim Smith)

Week	Issue	Actions	Lead
Weeks 1 and 2 from 1/6/20 - 12/6/20	Summer 2020 childcare provision	<ul style="list-style-type: none"> • Confirm requirements for keyworker childcare for summer period • Establish alternative Hub provision by working with partner providers • Continue to facilitate support to vulnerable children and families via GIRFEC multi-agency approach 	Workstream 4 and 5
Weeks 1 and 2 from 1/6/20 - 12/6/20	Staffing	<ul style="list-style-type: none"> • Check which staff are unable to attend due to shielding, underlying health conditions or childcare issues • Probationers – check if additional support required due to loss of final placement • Contact Probationers 20-21 • Prepare a bank of staff who could be called upon in the event of high staff absence • Letter to Head Teachers from Director/Heads of Service confirming 2 week lead in to staff return to buildings w/c 15th June 2020 	Workstream 4 Heads of Service
Weeks 1 and 2 from 1/6/20 - 12/6/20	Arrangements for June - staff	<ul style="list-style-type: none"> • Communicate arrangement for staff regarding physical return to school buildings for w/c 15th June 2020 – template letter centrally provided. 	Head Teachers
Weeks 1 and 2 from 1/6/20 - 12/6/20	Arrangements for June – children and young people	<ul style="list-style-type: none"> • Transitions in June should focus on vulnerable children and young people in line with current scientific and medical advice • Primary Schools consider and confirm contact with P7's to support H&WB transition into S1 commencing w/c 22nd June 2020 • Confirm transport requirements to facilitate above action 	Workstream 1 & 3 / Head Teachers
Weeks 1 and 2 from 1/6/20 - 12/6/20	Risk Assessments	<ul style="list-style-type: none"> • Modify centrally provided risk assessments as appropriate to establishment for all aspects of reopening school • Appropriate risk assessment in relation to specialised equipment (eg hoists, PE equipment, Science & Technology, Music, etc) • Protocols for dealing with Covid cases during June 2020 	Head Teachers Workstream 4

Week	Issue	Actions	Lead
Weeks 1 and 2 from 1/6/20 - 12/6/20	Canteen/social area	<ul style="list-style-type: none"> • Confirm protocols and timings of intervals and lunchtimes • Confirm arrangements for FSM entitlement for children and young people not in school every day in conjunction with the Corporate Recovery Group 	Head Teachers Workstream 4 / Head Teachers Corporate Recovery Group
Weeks 1 and 2 from 1/6/20 - 12/6/20	Movement in school	<ul style="list-style-type: none"> • Plan one way system • Consider amendments to fire evacuation plan 	Head Teachers
Weeks 3 and 4 from 15/6/20 - 26/6/20	Transition	<ul style="list-style-type: none"> • Confirm August transition arrangements for children and young people at P1 and S1 • Plan communication with parents/carers • Use transition checklist as a guide for all stages 	Head Teachers
Weeks 3 and 4 from 15/6/20 - 26/6/20	Health & Wellbeing for children and young people	<ul style="list-style-type: none"> • Consider the health and wellbeing requirements for all children and young people • Raise awareness of Trauma Training for all staff • Plan for ongoing communication with vulnerable families • Consider a focus on health and wellbeing as part of home learning lessons in June to prepare children and young people for session 2020/21 taking cognisance of strategies recommended by Recovery Workstream 2 • Consider provision for children and young people who remain unable to attend school – August (eg shielding) taking cognisance of strategies recommended by Recovery Workstream 2 	Head Teachers

Week	Issue	Actions	Lead
Weeks 3 and 4 from 15/6/20 - 26/6/20	Curriculum & L&T	<ul style="list-style-type: none"> Review curriculum delivery and pathways as appropriate to age and stage considering strategies recommended by Recovery Workstream 2 Confirm blended learning model arrangements for August Model with parents/carers and children and young people 	Head Teachers
Weeks 3 and 4 from 15/6/20 - 26/6/20	Hub Model	<ul style="list-style-type: none"> Consider and confirm how Hub sits within August blended learning model 	Workstream 4
Weeks 3 and 4 from 15/6/20 - 26/6/20	Access to Technology	<ul style="list-style-type: none"> Continue to review IT provision for children and young people in line with No One Left Behind Programme Review IT provision for staff in line with blended learning model 	Head Teachers /Workstream 2
Weeks 3 and 4 from 15/6/20 - 26/6/20	August restart	<ul style="list-style-type: none"> August Model communicated to all staff Prioritise P1 and S1 transition for week of 11th August 2020 Plan in-service day(s) 	Head Teachers

Phase 1 – Staff Return

15th – 26th June 2020

Phase 1 of the return will enable staff to return to schools to support the effective planning for blended models of learning being implemented in August 2020. In addition, risk assessments will be completed and social distancing measures put in place in line with national health guidance and the Scottish Government's strategic framework for reopening schools and early learning and childcare provision. Critical childcare for key workers and vulnerable pupils and high-quality home learning experiences will continue during this phase. To allow schools to plan effectively and meet requirements for the completion of risk assessments and hygiene systems, the earliest date that staff can return has been set as 15th June 2020.

Delivery Aspect for Phase One	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase One for Education & Childcare
Staff Attendance	<ul style="list-style-type: none"> Nursery staff will be notified separately of any expected return date within this phase. Rostered staff will continue to work at existing hubs. 	<ul style="list-style-type: none"> Staff will be able to return to school buildings from week beginning 15th June 2020. 	<ul style="list-style-type: none"> Staff will be able to return to school buildings from week beginning 15th June 2020. 	School staff return to schools. Increased number of children accessing critical childcare provision.
Learner Attendance	<ul style="list-style-type: none"> Existing registered children of key workers and vulnerable young children. Some nursery children may be invited to attend to allow for transitions. 	<ul style="list-style-type: none"> Existing registered children of key workers and vulnerable pupils Some pupil may be invited to attend to facilitate transitions if it is safe to do so, 	<ul style="list-style-type: none"> Existing registered children of key workers and vulnerable pupils Some pupils may be invited to attend to facilitate transitions if safe to do so. 	Re-opening of child-minding services and fully outdoor nursery provision. Transition support available to pupils starting P1 and S1 where possible.

Delivery Aspect for Phase One	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase One for Education & Childcare
Key Workers & Vulnerable Pupils	<ul style="list-style-type: none"> The existing hubs offering pre-school childcare hubs will continue to operate until 26th June. Re-opening of further nurseries may be considered if current centres reach maximum capacity. 	<ul style="list-style-type: none"> The existing thirteen hubs will continue to operate with the same attendees until 26th June unless specific circumstances dictate a change is necessary. 	<ul style="list-style-type: none"> The existing thirteen hubs will continue to operate with the same attendees until 26th June unless specific circumstances dictate a change is necessary. 	
Home Learning	<ul style="list-style-type: none"> Early years staff will continue to maintain contact with families and encourage engagement with tasks. As part of home-learning, staff will develop transition activities to support pre-school children preparing for P1. 	<ul style="list-style-type: none"> Teachers will continue to deliver home learning until 26th June. HTs will support staff to balance home learning with commitments to undertake duties at school buildings. 	<ul style="list-style-type: none"> Teachers will continue to deliver home learning until 26th June. HTs will support staff to balance home learning with commitments to undertake duties at school buildings. 	
Transitions	<ul style="list-style-type: none"> Collaborate with associated primaries to share virtual tours and access to staff discussions via digital platforms. Guidance and resource materials to support effective transitions circulated. 	<ul style="list-style-type: none"> Collaborate with associated Early Years establishments to share virtual tours and access to staff discussions via digital platforms. Liaison with associated secondary school to complete any remaining P7 transition activities from 15th June. Guidance and resource materials to support effective transitions circulated. 	<ul style="list-style-type: none"> Collaborate with associated primaries to share virtual tours and access to staff discussions via digital platforms. P7 pupils to complete on-line transition activities from week beginning 15th June. Guidance and resource materials to support effective transitions circulated. 	

Delivery Aspect for Phase One	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase One for Education & Childcare
Mental health and wellbeing	<ul style="list-style-type: none"> • Trauma training e-learning modules circulated to all staff for completion by the start of phase 3 to help build a trauma informed workforce to support recovery. • Educational Psychology Service providing training to staff groups on approaches to transition back to school that will enhance wellbeing. • Parent and carer support line and direct support from the Educational Psychology Service in place. • <i>Our Children Their Mental Health</i> resource hub kept up to date to allow ready access to support materials for young people, parents / carers and staff. • Staff contact with vulnerable children and families continue. 	<ul style="list-style-type: none"> • Trauma training e-learning modules circulated to all staff for completion by the start of phase 3 to help build a trauma informed workforce to support recovery. • Educational Psychology Service providing training to staff groups on approaches to transition back to school that will enhance wellbeing. • Parent and carer support line and direct support from the Educational Psychology Service in place. • <i>Our Children Their Mental Health</i> resource hub kept up to date to allow ready access to support materials for young people, parents / carers and staff. • Staff contact with vulnerable children and families continue. 	<ul style="list-style-type: none"> • Trauma training e-learning modules circulated to all staff for completion by the start of phase 3 to help build a trauma informed workforce to support recovery. • Educational Psychology Service providing training to staff groups on approaches to transition back to school that will enhance wellbeing. • Parent and carer support line and direct support from the Educational Psychology Service in place. • <i>Our Children Their Mental Health</i> resource hub kept up to date to allow ready access to support materials for young people, parents / carers and staff. • Staff contact with vulnerable children and families continue. 	

Delivery Aspect for Phase One	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase One for Education & Childcare
Safeguarding	<ul style="list-style-type: none"> GIRFEC Practice Model in place to ensure collaborative engagement to meet the needs of vulnerable children and young people, including enhanced child protection guidance. Weekly meetings between Education and HSCP managers to ensure coordinated response to identified need. 	<ul style="list-style-type: none"> GIRFEC Practice Model in place to ensure collaborative engagement to meet the needs of vulnerable children and young people, including enhanced child protection guidance. Weekly meetings between Education and HSCP managers to ensure coordinated response to identified need. 	<ul style="list-style-type: none"> GIRFEC Practice Model in place to ensure collaborative engagement to meet the needs of vulnerable children and young people, including enhanced child protection guidance. Weekly meetings between Education and HSCP managers to ensure coordinated response to identified need. 	
Transport	<ul style="list-style-type: none"> Where required and agreed, transport will continue to be provided for pre-school children to attend hubs/schools using safe and agreed methods. 	<ul style="list-style-type: none"> Where required and agreed, transport will continue to be provided for specific pupils to attend hubs/schools. 	<ul style="list-style-type: none"> Where required and agreed, transport will continue to be provided for specific pupils to attend hubs/schools. 	
Catering	<ul style="list-style-type: none"> Meals provided for eligible nursery children attending as key workers or vulnerable pupils. 	<ul style="list-style-type: none"> Continuation of existing school meal provision available at the hubs that are operating. 	<ul style="list-style-type: none"> Continuation of any existing meals services in secondary settings operating as hubs. 	

Delivery Aspect for Phase One	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase One for Education & Childcare
Cleaning	<ul style="list-style-type: none"> Maintain existing cleaning routines in centres that have been operating as hubs. Ahead of 15th June, arrange regular scheduled cleaning routines in nurseries that have been closed if they are going to be used. 	<ul style="list-style-type: none"> Maintain existing cleaning routines in schools that have been operating as hubs. Ahead of 15th June, arrange regular scheduled cleaning routines in schools that have been closed. 	<ul style="list-style-type: none"> Maintain existing cleaning routines in schools that have been operating as hubs. Ahead of 15th June, arrange regular scheduled cleaning routines in schools that have been closed. 	
IT & Technology		<ul style="list-style-type: none"> Where staff can more effectively deliver online learning by attending at school, they can do so. 	<ul style="list-style-type: none"> Audit access to IT following issuing of school laptops/devices for home use. Identify additional resources required and plan for these. Where staff can more effectively deliver online learning by attending at school, they can do so. 	
Other Infrastructure	<ul style="list-style-type: none"> Work with Argyll and Bute staff to complete H&S checks, risk assessments, fire safety, legionella testing etc. 	<ul style="list-style-type: none"> Work with Argyll and Bute staff to complete H&S checks, risk assessments, fire safety, legionella testing etc. 	<ul style="list-style-type: none"> Work with Argyll and Bute staff to complete H&S checks, risk assessments, fire safety, legionella testing etc. 	

Phase Two – Summer Holidays

29th June – 7th August 2020

The second delivery phase involves the maintenance of provision over the summer holiday period for eligible children of key workers and for vulnerable pupils where it is deemed necessary for their wellbeing to attend.

Delivery Aspect for Phase Two	Critical Childcare Hubs	Scottish Government Phase Two for Education & Childcare
Staff Attendance	<ul style="list-style-type: none"> Volunteer staff team drawn from, Early Years, CLD, Live Argyll and other service areas of Argyll and Bute Council will be allocated to area hubs that will provide summer activities/care. Partner Providers Commissioned to provide Early Years Care. 	<ul style="list-style-type: none"> Not applicable in these settings
Attendance or children and young people	<ul style="list-style-type: none"> In line with national guidance, provision will be made for eligible pupils identified as being vulnerable and in need of access to care provision. Category 1 key worker will be able to use hub provision for their children. 	
Key Workers & Vulnerable Pupils	<ul style="list-style-type: none"> Early years settings will continue to offer places, by agreement, for children of Category 1 key workers and those assessed to be vulnerable The initial priority for attendance at Summer Hubs will be vulnerable pupils with support provided across agencies 	

Delivery Aspect for Phase Two	Critical Childcare Hubs	Scottish Government Phase Two for Education & Childcare
Safeguarding	<ul style="list-style-type: none"> Close collaboration across agencies will be maintained to ensure the early identification and support for children, young people and families experiencing new vulnerabilities. The enhanced child protection procedures will continue to be in place across agencies in line with robust GIRFEC practices. The Parent and Carer telephone helpline and direct access to the Educational Psychology team will remain in place. Regular meetings between managers in Education and the Health and Social Care Partnership will continue to review Child Protection issues and strategic responses. Support materials remain available for children and young people, parents / carers and staff on the resource Hub associated with <i>Our Children Their Mental Health</i>. 	
Home Learning	<ul style="list-style-type: none"> No home learning or engagement activities will be provided to early years children over the holiday period. Phase two covers the school summer holiday period and the provision of home learning will be paused during this phase before recommencing in August. 	
Free school meals	<ul style="list-style-type: none"> Vouchers/payments will be provided to those eligible families for free school meals over the summer holiday. Children attending hubs will continue to receive a hot meal or a cold meal if preferred. 	
Cleaning	<ul style="list-style-type: none"> Existing robust building cleaning routines will be maintained in hubs that are open to children. Cleaning routines will depend on the exact use of each building during the summer but existing robust cleaning routines will be in place where Argyll and Bute buildings are in use. 	

Delivery Aspect for Phase Two	Critical Childcare Hubs	Scottish Government Phase Two for Education & Childcare
Other Infrastructure	<ul style="list-style-type: none">• Risk assessments to be updated to reflect any changes to operational arrangements for settings over the summer period.• Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.• Liaison may be required with Argyll and Bute Council about any planned summer maintenance schedules.• Risk assessments to be updated to reflect any changes to operational arrangements for school buildings over the summer period.• Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.	

Phase Three – Learners Return

11th August onwards

The third phase of delivery involves the systematic return of pupils to school buildings in a safe and progressive manner that observes social distancing requirements. Ahead of commencement of this phase, Head Teachers will work with trade unions and staff to review risk assessments. This phase will involve a blended approach of in-school and home learning that balances direct live teaching and the completion of follow-up tasks.

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
Staff Attendance	<ul style="list-style-type: none"> All term-time Early Years staff return to work on 11th August. All staff to attend one nursery-based in-service on 11th August. 	<ul style="list-style-type: none"> All school staff due to return on 11th August will continue to do so as planned. There will be one school-based in-service day before pupils return on 12th August. Staff with term-time contracts who were due to return on 13th August will now return on 11th August instead. Arrangements will be made to adjust holiday entitlements. A report will be submitted to Business Continuity Committee (BCC) to agree the repositioning of the two lost in-service days. 	<ul style="list-style-type: none"> All school staff due to return on 11th August will continue to do so as planned. There will be one school-based in-service day before pupils return on 12th August. Staff with term-time contracts who were due to return on 13th August will now return on 11th August instead. Arrangements will be made to adjust holiday entitlements. A report will be submitted to Business Continuity Committee (BCC) to agree the repositioning of the two lost in-service days. 	<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. Subject to the progress of the scientific evidence, schools are expected to open on this basis on 11th August. 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.

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
Learner Attendance	<ul style="list-style-type: none"> Eligible children will return to attendance at nursery from 12th August onwards. Each early learning setting will have a plan determining the operational maximum that can attend whilst maintaining safe physical distancing. 	<ul style="list-style-type: none"> Primary schools will determine their maximum pupil attendance that can be achieved whilst maintaining safe physical distancing. Pupils will attend on a rotational and priority basis across approved school models. The other days will focus wholly on home learning. Where possible, attendance will focus on family groups. 	<ul style="list-style-type: none"> Secondary schools will use all facilities available to them and the needs of support services such as transportation to determine the maximum attendance achievable. The 10 secondary school settings will adopt attendance patterns appropriate to their capacity, staffing and transport infrastructure. This may include S1-3 in on some days and S4-6 in on other days or combinations of year or family groups. Pupils will attend on a rotational and priority basis across approved school models. The other days will focus wholly on home learning. 	
Key Workers & Vulnerable Pupils	<ul style="list-style-type: none"> Early Years Settings will prioritise places for vulnerable pupils and children of Category 1 key workers. 	<ul style="list-style-type: none"> When agreeing attendance at school, first priority will be given to vulnerable pupils and children of Category 1 key workers when they have no other care. 	<ul style="list-style-type: none"> When agreeing attendance at school, first priority will be given to vulnerable pupils and children of Category 1 key workers when they have no other care. 	
Communication	<ul style="list-style-type: none"> Early Years Settings need to develop a communication plan that will provide clear and consistent information to parents about the operation of nurseries and which children can attend each day. 	<ul style="list-style-type: none"> Primary schools will need to develop a communication plan for the provision of clear and consistent information about attendance and blended learning arrangements. This will include clear information about which days their children can attend school. 	<ul style="list-style-type: none"> Secondary schools will need to develop a communication plan for the provision of clear and consistent information about attendance and blended learning arrangements. This will include clear information about which days their children can attend school. 	

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
SEEMiS & Attendance Tracking	<ul style="list-style-type: none"> Agreement to be reached about the implementation or delay of SEEMiS nursery attendance module. A system is to be in place to record and track the attendance of nursery children each day. 	<ul style="list-style-type: none"> Arrangements made to re-open schools on SEEMiS to allow a system of recording of attendance. Guidance provided on recording and coding attendance/absence during the phasing period. 	<ul style="list-style-type: none"> Arrangements made to re-open schools on SEEMiS to allow a system of recording of attendance. Guidance provided on recording and coding attendance/absence during the phasing period. 	
Curriculum	<ul style="list-style-type: none"> The early years curriculum will continue to be delivered through play based experiences and focus strongly on outdoor learning. Tracking of experiential learning should be in place to ensure equitable experiences for children attending at different times or days. 	<ul style="list-style-type: none"> The focus of the in-school curriculum in the lower primary years should be strongly play and experience based and balanced with high quality direct teaching in key areas of Literacy, Numeracy and Health & Wellbeing. In upper primary years, the in-school curriculum will focus on focused quality teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing. For all learners, there will be a blended curriculum that will balance direct teaching in schools with time learning at home. 	<ul style="list-style-type: none"> Where possible, curriculum delivery will be in line with the school's timetable. A strong focus for prioritising delivery will be those undertaking national qualifications. Where possible, timetable harmonisation will be used to increase the breadth and capacity of teaching across schools. Careful tracking of learning is needed to ensure that the teaching experience of pupils attending on different days remains consistent. Blended learning will be the norm for pupils with direct reaching on certain days in combination with home learning and engagement with online e-learning content. Where necessary, time can be allocated to gathering evidence for any SQA appeals processes. 	

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
Learner Support	<ul style="list-style-type: none"> Any existing or newly- identified needs will be supported in line with the Early Years Staged Intervention Framework. Wellbeing/mental health support will be provided, as required to any young children affected during the crisis by bereavement, emotional distress or any other concerns. Tools to support the review and identification of vulnerability developed and made available to staff teams. 	<ul style="list-style-type: none"> Data regarding vulnerable pupils gathered during the lockdown will be shared with schools and assimilated into the Staged Intervention process. Support plans will be initiated or revised accordingly in line with the GIRFEC practice model. Mental health and wellbeing support will be available through the Educational Psychology Service. Schools will recognise that the period of closure will have an effect on pupils' support needs in different ways and Child's Plans or IEPs will need to be reviewed and updated to reflect this. Tools to support the review and identification of vulnerability developed and made available to staff teams. 	<ul style="list-style-type: none"> Data regarding vulnerable pupils gathered during the lockdown will be shared with schools and assimilated into the Staged Intervention process. Child's Plans and other support plans will be initiated or revised accordingly in line with the GIRFEC practice model. Mental health and wellbeing support will be available through Guidance Staff and the Educational Psychology Service. Schools will recognise that the period of closure will have an effect on pupils' support needs in different ways and Child's Plans or IEPs will need to be reviewed and updated to reflect this. Tools to support the review and identification of vulnerability developed and made available to staff teams. 	
Home Learning	<ul style="list-style-type: none"> When children are not in attendance at nurseries or childcare centres, staff may provide engagement activities for them to undertake at home with a focus on active and outdoors play and creativity. 	<ul style="list-style-type: none"> Blended learning will be the norm for all pupils, where teaching and learning during attendance in school will be complemented by home learning activities provided and planned by the school. 	<ul style="list-style-type: none"> Blended learning will be the norm for all pupils and the exact nature and balance of this will depend on the attendance model used by each school. Direct teaching in schools will sit alongside home learning that follows up on the core teaching input and teachers will provide a mix of in-school and remote input. Use of harmonised timetables where possible will allow the common delivery of home learning for some subjects/lessons when not in school. 	

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
Transitions	<ul style="list-style-type: none"> Time will be prioritised from 12th August for parents and children to visit safely and familiarise with the setting before formally starting. 	<ul style="list-style-type: none"> Time will be prioritised from 12th August for P1 parents and children to visit safely and familiarise with the setting before formally starting. Individual schools are best placed to plan this depending on their own settings and blended learning models. Where a need for enhanced transition into school or between classes has been identified allowance should be made for this on the week beginning 11th August. 	<ul style="list-style-type: none"> P7 to S1 pupils should be prioritised for timely and supported induction of S1 into school from 12th August. 	
Mental Health and Wellbeing	<ul style="list-style-type: none"> Guidance to support approaches to schools returning that will enhance resilience and ensure responsiveness to need are made available to all staff Training sessions on effective transitions will be delivered by the Educational Psychology Service Robust methods of developing nurturing establishments will be supported through an authority wide approach. Staff will continue to access training on the impact of trauma through e-learning modules. Staff wellbeing will be at the heart of support materials and training sessions, including the use of EIS assessment tools, with effective signposting to additional interventions where required. Details of evidence based group and curricular materials and approaches to supporting wellbeing will be made available to all staff building on sound interventions already in place. 	<ul style="list-style-type: none"> Guidance to support approaches to schools returning that will enhance resilience and ensure responsiveness to need are made available to all staff Training sessions on effective transitions will be delivered by the Educational Psychology Service Robust methods of developing nurturing establishments will be supported through an authority wide approach. Staff will continue to access training on the impact of trauma through e-learning modules. Staff wellbeing will be at the heart of support materials and training sessions, including the use of EIS assessment tools, with effective signposting to additional interventions where required. Details of evidence based group and curricular materials and approaches to supporting wellbeing will be made available to all staff building on sound interventions already in place. 	<ul style="list-style-type: none"> Guidance to support approaches to schools returning that will enhance resilience and ensure responsiveness to need are made available to all staff Training sessions on effective transitions will be delivered by the Educational Psychology Service Robust methods of developing nurturing establishments will be supported through an authority wide approach. Staff will continue to access training on the impact of trauma through e-learning modules. Staff wellbeing will be at the heart of support materials and training sessions, including the use of EIS assessment tools, with effective signposting to additional interventions where required. Details of evidence based group and curricular materials and approaches to supporting wellbeing will be made available to all staff building on sound interventions already in place. 	

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
Safeguarding	<ul style="list-style-type: none"> • Close collaboration across agencies will be maintained to ensure the early identification and support for children, young people and families experiencing new vulnerabilities. • The enhanced child protection procedures will continue to be in place across agencies in line with robust GIRFEC practices. • The Parent and Carer telephone helpline and direct access to the Educational Psychology team will remain in place. • Regular meetings between managers in Education and the Health and Social Care Partnership will continue to review Child Protection issues and strategic responses. • Support materials remain available for children and young people, parents / carers and staff on the resource Hub associated with <i>Our Children Their Mental Health</i> 	<ul style="list-style-type: none"> • Close collaboration across agencies will be maintained to ensure the early identification and support for children, young people and families experiencing new vulnerabilities. • The enhanced child protection procedures will continue to be in place across agencies in line with robust GIRFEC practices. • The Parent and Carer telephone helpline and direct access to the Educational Psychology team will remain in place. • Regular meetings between managers in Education and the Health and Social Care Partnership will continue to review Child Protection issues and strategic responses. • Support materials remain available for children and young people, parents / carers and staff on the resource Hub associated with <i>Our Children Their Mental Health</i> 	<ul style="list-style-type: none"> • Close collaboration across agencies will be maintained to ensure the early identification and support for children, young people and families experiencing new vulnerabilities. • The enhanced child protection procedures will continue to be in place across agencies in line with robust GIRFEC practices. • The Parent and Carer telephone helpline and direct access to the Educational Psychology team will remain in place. • Regular meetings between managers in Education and the Health and Social Care Partnership will continue to review Child Protection issues and strategic responses. • Support materials remain available for children and young people, parents / carers and staff on the resource Hub associated with <i>Our Children Their Mental Health</i> 	

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
Transport	<ul style="list-style-type: none"> Transport only provided where it would normally operate for specific circumstances and by prior agreement. 	<ul style="list-style-type: none"> Liaison and planning with Transport Section to agree maximum transport capacity on vehicles whilst maintaining safe physical distancing. If risk assessments and government guidance dictate, masks will be provided to children travelling on school buses. This can be enforced in the school bus user agreement. Consultations with parents about them providing transport, where they can so, allowing buses to be prioritised for those with no option. Travel numbers can be maximised by transporting family groups, where possible. Planning with schools to marry transport operations to the planned school day. 	<ul style="list-style-type: none"> Liaison and planning with Transport Section to agree maximum transport capacity on vehicles whilst maintaining safe physical distancing. Exploration of most efficient transport model to maximise school attendance (year-groups, geographical, families etc). If risk assessments and government guidance dictate, masks will be provided to children travelling on school buses. This can be enforced in the school bus user agreement. Travel numbers can be maximised by transporting family groups, where possible. Consultations with parents about them providing transport, where they can so. Buses can then be prioritised for those with no option. Planning with schools to marry transport operations to the planned school day. 	

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
Catering	<ul style="list-style-type: none"> All children eligible for ELC from August will be offered a free nursery meal when they are in attendance. Meals may be taken to playrooms/classes, where possible whilst restrictions are in place. 	<ul style="list-style-type: none"> Provision of a limited menu for children attending schools. This will include those entitled to FSM and universal provision to P1-3 attendees. Meals may be hot or cold depending on the capacity and operation of kitchens at individual schools. School management will work with catering staff to agree arrangements for lunch service depending on the facilities at each school. For some settings that may mean staggered lunches or eating in classrooms. Where FSM-registered pupils are not attending school planning is currently underway to manage provision. 	<ul style="list-style-type: none"> Provision of a limited menu for children attending schools. This will include those entitled to FSM. Meals may be hot or cold depending on the capacity and operation of kitchens and service areas at individual schools. School management will work with catering staff to agree arrangements for lunch service depending on the servery facilities at each school. For some settings that may mean staggered lunches or using different areas for dining. Where FSM-registered pupils are not attending school planning is currently underway to manage provision. 	
Cleaning	<ul style="list-style-type: none"> Existing robust daily building cleaning routines will be maintained in nurseries and childcare centres. Guidance will be sought for August in terms of the need for any daytime cleaning routines when children are in attendance. 	<ul style="list-style-type: none"> Existing robust daily building cleaning routines will be maintained in schools. Guidance will be sought for August in terms of the need for daytime cleaning routines when children are in attendance. 	<ul style="list-style-type: none"> Existing robust daily building cleaning routines will be maintained all schools. Guidance will be sought for August in terms of the need for daytime cleaning routines when young people are in attendance. 	

Delivery Aspect for Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Three for Education & Childcare
IT & Technology		<ul style="list-style-type: none"> The provision of computers to pupils at home may have depleted in-school resources. Schools should audit their IT and technology needs for August and flag any requests through management. Where devices have been issued to homes, it is likely that they will need to continue to access them to support the home element of blended learning. 	<ul style="list-style-type: none"> The provision of computers to pupils at home may have depleted in-school resources. Schools should audit their IT and technology needs for August and flag any requests through management. Where devices have been issued to homes, it is likely that they will need to continue to access them to support the home element of blended learning. There may be some scope to safely transport devices between home and school but this must be risk assessed in terms of infection control. 	

Phase 4 – Long Term Delivery

Timescale – to be confirmed

Planning for the fourth phase of delivery is a broad outline of how services could develop as restrictions ease. It is intended to support our establishments to respond appropriately and quickly as the nation progresses through the Scottish Government's Routemap phases, by setting out what that phase may look like for different aspects of delivery. All measures are dependent on government advice and guidance and consequently, no timescales are indicated.

Delivery Aspect for Phase Four	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Four for Education & Childcare
Staff Attendance	<ul style="list-style-type: none"> All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements. 	<ul style="list-style-type: none"> All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements. 	<ul style="list-style-type: none"> All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements. 	Schools and childcare provision, operating with any necessary precautions.
Learner Attendance	<ul style="list-style-type: none"> When national guidance and risk assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, numbers of children attending in nursery settings can be increased. As long as it's required, Test and Protect measures will be followed for the school population. 	<ul style="list-style-type: none"> When national guidance and risk assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, numbers of children attending school settings can be increased. As attendance increases, the balance of blended learning will be adjusted accordingly. As long as it is required, Test and Protect measures will be followed for the school population. 	<ul style="list-style-type: none"> When national guidance and risk assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, numbers of children attending school settings can be increased. As attendance increases, the balance of remote learning will be adjusted accordingly. As long as it is required, Test and Protect measures will be followed for the school population. 	
Key Workers & Vulnerable Pupils	<ul style="list-style-type: none"> Dedicated provision for children of Category 1 key workers will be reduced as attendance regularises. Early Years Settings will continue to support vulnerable pupils and their needs will be integrated into regular provision. 	<ul style="list-style-type: none"> Dedicated provision for children of Category 1 key workers will be reduced as attendance regularises. Schools will continue to support vulnerable pupils and their needs will be integrated into regular provision. 	<ul style="list-style-type: none"> Dedicated provision for children of Category 1 key workers will be reduced as attendance regularises. Schools will continue to support vulnerable pupils and their needs will be integrated into regular provision. 	

Delivery Aspect for Phase Four	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Four for Education & Childcare
Curriculum	<ul style="list-style-type: none"> The Early Level curriculum will continue to have a strong focus on play and experiential learning. The curriculum offer will evolve back to more regular delivery but will hold on to aspects of innovative and new practices developed during lockdown. 	<ul style="list-style-type: none"> As regular school attendance increases, the balance of blended learning will decrease accordingly and learners will return to greater levels of in-school learning. As curriculum delivery returns to more conventional approaches, the aspects of innovation and best practice developed during lockdown and Phase Three should be maintained. 	<ul style="list-style-type: none"> As regular school attendance increases, the balance of blended learning may decrease or be adjusted accordingly and pupils will return to greater levels of in-school learning. The initial priority for increasing curricular access by greater attendance should focus on the senior phase pupils undertaking national qualifications and accredited applied learning courses, taking account of SQA advice. As curriculum delivery returns to more conventional approaches, the aspects of innovation and best practice developed during lockdown and Phase Three should be maintained. 	
Learner Support	<ul style="list-style-type: none"> Any learners in early years with additional support needs will be supported in line with the Early Years Staged Intervention Framework. Support for wellbeing and mental health will continue to be available from support services, as required. 	<ul style="list-style-type: none"> Any learners with additional support needs will be supported in line with the Staged Intervention Framework and will have the appropriate support plan. Support for wellbeing and mental health will continue to be available from support services, as required. 	<ul style="list-style-type: none"> Any learners with additional support needs will be supported in line with the Staged Intervention Framework and will have the appropriate support plan. Support for wellbeing and mental health will continue to be available from school Guidance staff and partner support services, as required. 	

Delivery Aspect for Phase Four	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Four for Education & Childcare
Mental Health and Wellbeing	<ul style="list-style-type: none"> • An audit of training and support needs gathered through earlier phases will inform interventions and strategic developments in phase 4 for children and young people, staff, parents and carers. • Interactive training to build a trauma informed workforce will enhance learning gained through engagement with the e-learning modules. • Approaches to staff engagement will support the resilience of teams and allow the identification of staff who may require more direct intervention so that this can be provided in a timely manner. 	<ul style="list-style-type: none"> • An audit of training and support needs gathered through earlier phases will inform interventions and strategic developments in phase 4 for children and young people, staff, parents and carers. • Interactive training to build a trauma informed workforce will enhance learning gained through engagement with the e-learning modules. • Support for parents, and for children age 10 and over, counselling in schools will be implemented to augment the support available for children who are identified as being in need of more direct interventions, • Approaches to staff engagement will support the resilience of teams and allow the identification of staff who may require more direct intervention so that this can be provided in a timely manner. 	<ul style="list-style-type: none"> • An audit of training and support needs gathered through earlier phases will inform interventions and strategic developments in phase 4 for children and young people, staff, parents and carers. • Interactive training to build a trauma informed workforce will enhance learning gained through engagement with the e-learning modules. • Counselling in schools will be implemented to augment the support available for children who are identified as being in need of more direct interventions, • Approaches to staff engagement will support the resilience of teams and allow the identification of staff who may require more direct intervention so that this can be provided in a timely manner. 	
Home Learning	<ul style="list-style-type: none"> • Where ELC children have been identified as needing to continue in long-term shielding, regular contact with home will continue to be provided by their early years worker. 	<ul style="list-style-type: none"> • Home learning will gradually be stepped down as children increase their time in school. • Pedagogies and resources developed for home learning should be retained and used where it can support children with interrupted learning or who have difficulty attending school. • Where children have been identified as needing to continue in long-term shielding, home learning will continue to be provided by their school. 	<ul style="list-style-type: none"> • Home learning will gradually be stepped down as children increase their time in school. • Pedagogies and resources developed for home learning should be retained and used where it can support children with interrupted learning or who have difficulty attending school. • Where children have been identified as needing to continue in long-term shielding, home learning will continue to be provided by their school. 	

Delivery Aspect for Phase Four	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Four for Education & Childcare
Transitions	<ul style="list-style-type: none"> Arrangements for transition for the next academic year expect to return to previous arrangements. Where a child has had to shield for a long period of time beyond the school re-opening date, transition arrangements for return will need to be made when it safe to do so. 	<ul style="list-style-type: none"> Arrangements for transition for the next academic year expect to return to previous arrangements. Where a child has had to shield for a long period of time beyond the school re-opening date, transition arrangements for return will need to be made when it safe to do so. 	<ul style="list-style-type: none"> Arrangements for transition for the next academic year expect to return to previous arrangements. Where a child has had to shield for a long period of time beyond the school re-opening date, transition arrangements for return will need to be made when it safe to do so. 	
Transport	<ul style="list-style-type: none"> Transport only provided where it would normally operate for specific circumstances and by prior agreement. 	<ul style="list-style-type: none"> School transport services will begin to relax social distancing requirements when advice indicates it's safe to do so and increased numbers of pupils will be allowed on vehicles. The requirement to wear masks on buses will be reviewed in line with national guidance. Taxi and small vehicle transport will be able to return to normal. 	<ul style="list-style-type: none"> School transport services will begin to relax social distancing requirements when advice indicates it's safe to do so and increased numbers of pupils will be allowed on vehicles. The requirement to wear masks on buses will be reviewed in line with national guidance. Taxi and small vehicle transport will be able to return to normal. 	
Catering		<ul style="list-style-type: none"> Kitchens and dining areas will open up more fully as social distancing requirements are relaxed. Individual schools will review operational arrangements to take account of this. As kitchens return to normal operation, menu choices will be reinstated and hot meals will be provided more widely. 	<ul style="list-style-type: none"> Kitchens and dining areas will open up more fully as social distancing requirements are relaxed. Individual schools will review operational arrangements to take account of this. As kitchens return to normal operation, menu choices will be reinstated and hot meals will be provided more widely. 	
Cleaning	<ul style="list-style-type: none"> Cleaning routines will begin to return to regular patterns but may retain need for frequent cleaning of contact surfaces. Advice will be considered in relation to any further requirements for cleaning provision. 	<ul style="list-style-type: none"> Cleaning routines will begin to return to regular patterns but may retain need for frequent cleaning of contact surfaces. Advice will be considered in relation to any further requirements for cleaning provision. 	<ul style="list-style-type: none"> Cleaning routines will begin to return to regular patterns but may retain need for frequent cleaning of contact surfaces. Advice will be considered in relation to any further requirements for cleaning provision. 	

Delivery Aspect for Phase Four	Early Years Settings	Primary Settings	Secondary Settings	Scottish Government Phase Four for Education & Childcare
IT & Technology		<ul style="list-style-type: none"> • As attendance increases and the need to participate in blended learning is reduced, school will gradually call back in IT equipment that has been distributed to learners and families and this will be returned to its original base. • There may be need for some long-term access to IT for children requiring to shield for an extended period. • A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it. • New opportunities and best practice identified in the delivery of learning through IT and technology will be included in our transformation work. 	<ul style="list-style-type: none"> • As attendance increases and the need to participate in blended learning is reduced, school will gradually call back in IT equipment that has been distributed to learners and families and this will be returned to its original base. • There may be need for some long-term access to IT for children requiring to shield for an extended period. • A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it. • New opportunities and best practice identified in the delivery of learning through IT and technology will be included in our transformation work. 	

Appendix One – Risk Assessment

The link below is the generic risk assessment provided to establishments as a draft document which they were asked to tailor to their context and particular set of circumstances.



Education Risk
Assessment Covid 19

Appendix Two – Scottish Government Guidance Documents used to guide planning for Recovery Phases

- [School & ELC Closure – Guidance about Key Workers & Vulnerable Children](#) (31/03/20)
- [Supporting Pupils, Parents and Teachers – Learning During Term Four](#) (20/04/20)
- [Physical Distancing in Education & Childcare Settings](#) (15/5/20)
- [Framework for Decision Making – Scotland's Routemap Through and Out of the Crisis](#) (21/05/20)
- [Strategic Framework for Re-opening Schools and ELC Provisions](#) (21/05/20)
- [Test & Protect \(Summary\)](#) (26/05/20)
- [Test & Protect – Advice for Employers](#) (26/05/20)
- [coronavirus-covid-19-schools-early-learning-and-childcare-settings---scientific-evidence/](#) (26/05/20)
- [Coronavirus \(COVID\) re-opening schools guidance](#) (28/05/20)
- ELC Note for all Childcare Providers – Care Inspectorate (01/06/20)
- [Curriculum for Excellence in the Recovery Phase](#) (05/06/20)
- [Support for Continuity in Learning](#) (05/06/20)
- [Parent Club – FAQs Scottish Government Advice on Reopening School](#)