

# East Dunbartonshire Council: Education Service

## Local Phasing Delivery Plan for the Reopening of Schools

19 June 2020

### **1.0 Background and Rationale**

This Local Phasing Delivery Plan takes account of the Scottish Government Guidance issued on 21 May and will be updated as more guidance is published, particularly related to the provision of scientific and medical advice. The process for recovery planning has followed a clear options appraisal and risk assessment process, in line with the Council's Strategic and Operational Recovery Planning.

In formulating the Local Phasing Delivery Plan, there has been consultation and engagement with the Trade Unions, Head Teachers and the Parent Council Steering Group. Head Teachers have consulted with staff, pupils, parents and the Parent Council in the formulating of the School Recovery Plan.

It is important to recognise the need for flexibility as the situation, due to Covid, will necessitate changes and the provision will require to evolve. The context in August may change, as there are many variables and dependencies. Therefore, this plan details the proposed arrangements taking account of the current Scottish Government Guidance and Strategic Framework.

It is planned that when schools return in August, there will be regular reviews of the arrangements. The first review and changes would be made after the September weekend; unless more immediate changes are required. This period will allow for time staff, pupils and parents to adjust to the new arrangements and a period of stability.

There are four Phases, which align with the Scottish Government Guidance:

- Phase 1: June
- Phase 2: July and until 11 August;
- Phase 3: 11 August onwards – schools scheduled to reopen;
- Phase 4: Full opening so no date set.

These dates may change depending on the national guidance from Scottish Government.

Detailed Guidance and a Planning Framework have been provided by the Authority and were used to support planning at school level. This informed the School Improvement Plan for Session 2020/21, which will be the Recovery Plan for the school. Resources will be allocated from the school budget, Pupil Equity Fund and Care Experienced Fund; as well as additional funding from the central budget if required. There require to be clear priorities, with actions identified from the school's self-evaluation and the impact of the Covid 19 restrictions. It is important to prioritise resources, including staffing, to deliver education through the blended model of in-school and home learning. This will require some aspects of professional learning and curriculum development to be postponed. However, the plan requires to be a dynamic document with regular reviews and actions updated to take account of changes due to the national and authority guidance.

It is important to recognise the impact that Covid has had on the school community and educational continuity. The priorities of the School Recovery Plan will be:

- Health and Well-being, particularly nurture;
- Family engagement;
- Transitions;
- Continuing to ensure equity and educational continuity:
  - The blended learning model: In school and home learning provision.

### **1.1 Key Principles**

- Health, safety and wellbeing of staff and children will be at the heart of decision making; taking account of the advice from Public Health and Scottish Government;
- Flexible approach to meet the changing context; this is particularly important as plans may require to change to take account of the revised guidance from Scottish Government and NHS;
- Working in partnership with parents, staff and pupils to deliver learning and support for children and families;
- Continuing to work to ensure equity and excellence.

### **2.0 Adaptations to take account of COVID 19 current restrictions**

The well-planned approaches within the School Hubs, which were introduced on 23 March 2020, will be the groundwork for schools when they reopen. Physical distancing is now going to be part of our daily lives for some time to come and we will need to work to build this into schools, as appropriate for the age and needs of children. Physical distancing will be implemented by increasing separation and decreasing interactions. Specific guidance on this is detailed in the sector specific sections below.

A clear process is in place to ensure a consistent approach to risk assessment across all schools. A School Risk Assessment, to take account of the Covid 19 restrictions, will be drawn up for each school; taking account of the Generic Risk Assessment provided by Health and Safety on behalf of the Council. All areas of the school will be assessed, including office areas, playgrounds, and entrances. This will then be used to compile the Organisation and Operating Procedures for the school, in a handbook for staff. There will also be a summary of the arrangements provided for parents and pupils in a Back to School Information Pack.

Training will be provided for all staff. This will be delivered on the in-service day in August and all staff will be required to sign to acknowledge receipt of the training. Further advice is also available from the Council's Health and Safety team.

The requirements, as detailed by NHS Public Health, must be rigorously implemented in schools. This includes hygiene and cleaning arrangements as well as supporting physical distancing. A common approach with signs will be provided for all schools, supported by an awareness raising campaign to support children and provide reassurance to parents and staff. No member of staff or child should attend school if they are unwell in any way. This will be regularly reinforced and clear procedures will be in place if someone becomes unwell in the school. There are procedures in place if a positive case of Covid is reported within a school.

Visitors to the school will be kept to a minimum and will be required to comply with physical distancing.

Children with ASN may require a pupil specific risk assessment, if there are concerns in relation to behaviour or health needs. This will be completed and discussed with the parent prior to the child going back to school.

### **3.0 Provision**

Scottish Government have stated that in Session 2020/21, the provision will be a blended model of in-school and home learning for as long as is necessary.

The delivery model in primary and secondary schools has been planned taking account of the current Scottish Government Guidance and in particular the requirement for 2m physical distancing.

*This 2m rule should be used when determining how many people are permitted to be in a space. In any defined learning space, there should be sufficient floor area to allow for 2m separation between all individuals (including all types of staff and learners of all ages).*

If this element of guidance changes, the delivery model can be scaled up to give more time in-school. Our aim is to provide the maximum time possible for children in-school but this is dependent on the guidance from Scottish Government and the compliance with the health and safety requirements due to COVID 19. We will continue to evaluate the provision and will scale up the provision to provide more time in-school for pupils, as circumstances and restrictions allow.

The provision of the blended model will require careful planning. The authority will provide support and advice taking account of the evaluation of home learning carried out during lockdown.

The Council will continue to provide childcare for key workers in June (Phase 1) and through the summer (Phase 2). There will be a requirement for some additional childcare provision beyond the summer for children of key workers. (Phase 3). This will most likely be delivered in accommodation out with the school estate and by staff out with Education, in almost all areas, as almost all school buildings are fully utilised for the in-school provision and teachers and support staff will be deployed in schools. Planning is underway with Out of School Care providers, the East Dunbartonshire Leisure and Culture Trust and Youth Services.

The provision for vulnerable children is particularly important to ensure equity, as these children have been more affected by the loss of time in school. In Phase 1, these children have priority for time in school and in the Hubs. Provision will continue through Phase 2 in the Hubs.

### **4.0 Transitions**

In Phase 1, the focus is on transition planning, particularly those who are vulnerable and those children moving to Primary 1 and S1 in August. The Authority has provided guidance and head teachers are putting in transition arrangements for their school. Some time in-school was provided once the directive was received from Scottish Government. Arrangements were made to ensure well-planned support for children with ASN; this was

planned by the Team around the Child, including advice from Educational Psychologists and discussed with parents and the child.

This is detailed in the sector specific sections below.

## **5.0 Workforce**

Some staff may not be able to work in-school in August due to the risk of infection, due to COVID 19. There will also be the usual level of staff absence and staff absent due to the requirement for self-isolation; this will require a higher level of staffing to provide cover. Additional staff have been recruited in primary and secondary schools and there will be further recruitment taking place over the summer and throughout next session.

Those staff, who require childcare to attend work, can apply for this as a key worker. An application process will be put in place. However, places will be limited and so parents should only apply when they have exhausted all other options.

It is important to review the deployment of staff to maximise the delivery of in-school provision. It may be that some teachers, who usually deliver non-contact time, may require to be deployed to teach classes and nursery teachers may be deployed in Primary 1 classes. The model in primary schools will maximise the staffing available within the school through the changing of the school day and the working week for teachers. This will be negotiated and agreed through the LNCT with the teacher trade unions.

Teachers will be delivering learning in a different way and will require to be supported through well-planned professional learning. This requires to be linked to Professional Review and Development and time allocated in the Working Time Agreement. The provision of a coaching and mentoring support will be important to support staff to adapt and plan for the new education delivery model, particularly newly qualified teachers and students.

The remits of the central team will be clearly focused on supporting schools and centres on the priorities associated with the revised delivery model through Phase 1, 2 and 3.

There will be changes to working practices in schools; some of these will require agreement through the LNCT and with all non-teaching trade unions:

- Flexible arrangements in place with support staff changing their hours to accommodate the earlier start and longer school day as well as the option of a four-day week. This will be voluntary and agreed at school level.
- There is a need for a collegiate approach to decision-making and consultation on any issues that arise, particularly as the new delivery model is implemented. This can be difficult when staff meetings and working groups are curtailed by the need to comply with physical distancing, so on-line meetings should be fully utilised.
- Professional learning will be delivered on-line and should be clearly prioritised to the Recovery Plan. The Central Professional Learning Programme will utilise the champion and adviser model of delivery e.g. Inclusion Advisers will work together across schools to share approaches in a professional learning community.
- The Secondary Professional Development Groups will be utilised to develop a virtual school model staffed by those teachers who cannot be in-school. The Secondary

Quality Improvement Officer will coordinate this working to link with the West Partnership.

- The Working Time Agreement will be reviewed for teaching staff to ensure sufficient time for the effective planning of in-school and home learning. It will be in line with the School Recovery Plan. However, it is recognised that the usual timescale cannot be met and so teachers will have planning and preparation time out with the class contact time until the September weekend. The Working Time Agreement will be negotiated and agreed collegiately at school level during August and September;
- There will be a longer school day in primary schools: 9.00 to 3.30. This will provide 11 hours teaching time in school.
- There may also require to be a change to the structure of the school day in some secondary schools to accommodate timetable changes;
- In primary schools, a revised working model will be required to accommodate the four day in-school delivery model with one day for additional planning, collegiate activities or the provision of home learning and non-contact time;
- Scottish Government have issued a directive that the school session is scheduled to start on 11 August with pupils returning on 12 August. This will require an adjustment to the School Calendar, as it is advisable to have two in-service days prior to the pupils returning. This will require agreement with the LNCT for teachers to return to work on 10 August.

## **6.0 Partnership working/ Support from other services**

Staff from East Dunbartonshire Culture and Leisure Trust (EDLCT) will support the delivery of Key worker provision in Phase 1 and 2 as has been provided during the lockdown.

In Phase 3, the Council will work with EDLCT, Out of School Care providers and Youth Services to plan for the delivery of additional childcare for the children of key workers. This will require the use of other Council facilities, including the use of sports centres / halls. Facilities Management will have an important role in supporting health and safety in schools including the provision of cleaning and hygiene supplies.

The provision of school transport will be carefully risk assessed and organised to fit the revised in-school model of provision.

## **7.0 Health and well-being: Nurture approaches**

Support for the health and well-being of children, with a focus on nurture and resilience, will be at the heart of a School's Recovery Plan; the principles of nurture will be important in supporting children and families. Guidance has been provided by the Psychological Service to support schools. This includes advice on the provision of universal and targeted support as well as access to school counselling.

Support for staff health and well-being will be important to build the confidence of staff to return to work. It is also important to ensure good communication with all those who may have to work from home.

## **8.0 Learning and teaching / curriculum**

The curriculum will be adapted to suit the needs of children in each school; the key principles of Curriculum for Excellence will apply particularly in primary schools, where there will be a focus on the key elements of the National Improvement Framework. The use of digital technology will be important for staff and pupils: the provision of hardware and internet access to ensure equity is being rolled out. Outdoor learning will be used in primary schools to minimise the risk of infection and transmission. The sharing of materials and approaches through Glow will be useful to support teachers – this will be an important role for the Quality Improvement Team; West Partnership and Education Scotland.

## **9.0 Ensuring Equity**

The Pupil Equity Fund will require to be clearly linked to the School Recovery Plan. Many schools have staff in place funded through the Pupil Equity Fund; this will be important to support children, who have been impacted due to closure of schools.

The Inter- agency Protocol for Supporting Vulnerable Children will continue to be implemented through Phase 1 and by the central team and other agencies through Phase 2. It will be important when schools reopen to continue to ensure that a GIRFEC approach is implemented for children who require additional support.

As the blended model is implemented, consideration will be given to the provision of support for children who are vulnerable particularly those who are in the Senior Phase and studying for qualifications. This could include some additional time in-school dependent on the accommodation and staffing within the school.

## **10.0 Family engagement**

It is important to ensure good communication with parents particularly related to the home learning and in-school provision. Guidance on Home Learning and Educational Continuity has been provided by the Authority and good practice will be shared across the schools. There will be a requirement to ensure effective reporting to parents and ways for parents to communicate concerns or questions in order to support children's learning. As part of the preparation of the School Recovery Plan, head teachers will consult with parents to inform the provision next session.

The Families Together programme will be focused on supporting families in schools within the Place priority areas. This will include the recruitment of Family Learning Assistants, who will work with families to take forward family learning approaches.

The Supporting Families team will be fully deployed in the following schools and early years centres: Hillhead; Lennoxton and Auchinairn. They will work closely with the Family Learning Assistants to provide a coordinated programme to support families in the Place areas.

## **11.0 Planning for Recovery: Sector specific issues and Phases of Delivery (summary in Appendix 1)**

### **11.1.1 ASN Tier 2 and 3 provision: Phase 1: June and some time in Phase 2**

The ASN Hub in Campsie View will operate in June and until 8 July; places are allocated through the Pupil Support Group with representation from Social Work, Health and Psychological Services. These places will be for a small number of vulnerable children and for agreed periods of time. There requires to be very careful planning for the provision in Tier 2 and Tier 3 with an individual risk assessment in place.

Tier 2 and 3 provision – Merkland and the Enhanced Learning Resources- opened in June for staff to return to begin planning for schools reopening in August. The priority was to plan for the blended model of provision and in particular plan the transition arrangements. The implementation of a risk assessment for both the school and for individual pupils was of particular importance.

A small number of children, who are vulnerable, were able to have some time in-school as part of the transition planning.

### **11.1.2 Phase 3 Provision**

There should be planning for a blended model of provision with some in-school and some home learning. The provision of school transport will require to be carefully risk assessed.

However, children with additional support needs will have been impacted by the closure of schools so there requires to be planned support provided to them through in-school and home learning. Where appropriate this support should be planned with other agencies using a Team around the Child approach.

## **11.2 Primary Schools**

### **11.2.1 Phase 1**

#### **Key Worker Provision and Vulnerable Children**

The Hubs remain open to provide childcare for key workers and vulnerable children. Places for key worker provision will continue to be allocated through the on-line application system. Staffing is provided by Education and EDLCT. The Hubs are open from 8.00 to 6.00 each weekday.

#### **Planning of new model of delivery**

The priority is planning for the reopening of schools, including the blended model of learning. Refer to Phase 3 below. This includes the implementation of a risk assessment for each school. When the directive was received from Scottish Government and maintenance and cleaning of buildings was completed, head teachers and staff were able to be in schools to take this forward.

As detailed above, transition planning with some time in-school was provided for those children who required it.

## 11.2.2 Phase 2

### Key Worker Provision and Vulnerable Children

Provision in the Hubs will continue during July and early August. Management of the Hubs will be organised with a management team appointed to oversee health and safety.

Support will be provided from the Education Service with a Locality Coordinator and a member of the Education Leadership Team. Provision will be delivered by EDLCT. The Protocol for Vulnerable Children will continue to be implemented, with regard to communication between the central ASN Team, Physical Work and Health.

## 11.2.3 Phase 3

The authority provided detailed Guidance and a Planning Framework to head teachers, which took account of the Operational Guidance issued by Scottish Government. A clear approach was taken across all primary schools. The capacity of each school was assessed using three key requirements:

- Accommodation requires to provide high quality learning and teaching in a positive nurturing environment;
- Staffing can be deployed to ensure appropriate supervision and high quality learning and teaching.
- Measures are implemented to minimise the risk of infection and transmission; this includes physical distancing or mitigation measures.

This informed the possible delivery model for the school. i.e. the number of children that can be safely accommodated within the school.

The following guidance was provided to primary schools.

Physical distancing should be adhered to whenever possible; 2m is the default measure at this time when assessing learning spaces. Physical distancing will be achieved by:

- Increasing separation; and
- Decreasing interaction.

It is recognised that children in early years, early stages of primary and those with additional support needs will find physical distancing difficult and in many instances, it will not be possible from each other and from staff.

The Scottish Government Operational Guidance states

*The general 2m rule is subject to the exceptions set out below:*

- *circumstances in which younger primary school children cannot reasonably be expected to remain 2m apart from each other and staff whilst maintaining play-based learning*
- *circumstances in which it may not be possible or appropriate for the 2m rule to be applied to some children and young people with additional support needs, e.g. where close contact with staff is necessary to their wellbeing.*



At all stages of the primary school, children will work in groups at some time during the school day; indeed teaching pedagogy requires children to work co-operatively so children remaining 2m apart at all times is not possible. It follows that mitigation measures require to be put in place at all stages of the primary school. This includes reducing contacts and increased infection control measures including cleaning and hand washing.

It also follows that physical distancing from adults is most important and where this is not possible, it should be for short periods. Any time less than fifteen minutes will not constitute close contact as defined by Public Health. Hand and respiratory hygiene are extremely important when this close contact does occur.

This advice from the Scottish Government Operational Guidance is helpful:

*There may be circumstances in which older children will inadvertently fail to maintain 2m spacing. This may be the case, for example, during physical times or specialised group work (e.g. practical elements of science or technology).*

*Every effort should be made to support older children to continue to observe the 2m rule in these circumstances. Therefore, as an additional risk mitigation strategy, older children should be organised into small, consistent groups and assigned clearly defined zones or spaces within which they should endeavour to observe the 2m rule as far as practicable (e.g. a marked off area of an outdoor space).*

*This approach has the benefit of ensuring that the 2m rule continues to be followed by older pupils whenever practicable, but that, when circumstances are such that accidental encroachments are likely to take place, such interactions are limited to a small number of consistent individuals.*

It follows that as well as assessing accommodation, planning focused on the ways to reduce the risk of infection and transmission by creating small, consistent groups of children and staff - 'bubbles' of children and teacher/ support staff. The composition of these groups should not change across the day or the week.

The following process was implemented to determine the capacity of all primary schools.

Head teachers, using 4m<sup>2</sup>, as the default measure when assessing learning spaces, carried out an initial scoping exercise. Each head teacher then worked to consider the creation of small, consistent groups taking account of accommodation and staffing. The central Education team provided support and advice.

The layout of the school, the accommodation and occupancy level of the school meant that different arrangements required to be put in place. Some schools require to use additional accommodation to create learning spaces and some additional staffing will be provided by the authority. It is important that any additional accommodation provides a nurturing, learning environment with adequate staffing to ensure supervision and high quality learning and teaching.

### **Delivery Model for Primary Schools**

Our aim is to provide the maximum time possible for children in-school but this is dependent on the guidance from Scottish Government and the compliance with the health and safety

requirements due to COVID 19. This delivery model is planned to be implemented in August but it is important to note that this is based on the current Scottish Government Guidance and if that changes this model can be scaled up to give more time in-school.

All primary schools can accommodate 50% of the school roll taking into account the key requirements listed above.

While the 2m default measure remains in place, the in-school provision will be:

- Two days in-school provision: Total 11 hours. The school day will be extended from 9.00 to 3.30. Schools will organise the school day to ensure staggered break times.
- Children will be allocated into two groups:
  - Group A attend in-school on Monday and Tuesday;
  - Group B attend in-school on Thursday and Friday;
  - Family groupings will attend on the same day: a similar allocation will be used in primary schools and in early years to support parents.

This model maximises the staffing allocation to the school, including staff allocated to cover non-class contact time, who will be deployed to teach the small groups rather than move between classes.

Schools will be open from 8.30 with support staff and promoted staff providing some supervision. This will allow for the staggered / soft start.

It is important that the delivery model can be scaled up to provide more time in-school. This will require a directive from Scottish Government, taking account of scientific and medical advice. e.g. if the default measure for physical distancing of 2m changes to 1m. The delivery model could be scaled up to provide four days in school for all children; the number of children in the small, consistent groups will be increased but will remain lower than the upper class size maximum of 33 and 30 in Primary 2 to 7. This could be an interim model until all children were able to be in-school full time.

## **Organisation**

When schools reopen in August, catering will be limited. Packed lunches will be provided for children in Primary 1 to 3 and those eligible for free meals in Primary 4 to 7. This will be reviewed during the first stage and any changes made at the September weekend.

There are many changes and adaptations required within a school to support physical distancing through increasing separation and decreasing interaction. This will be informed through the risk assessment process.

School transport will be carefully risk assessed and parents requested to take their child to school where possible. Active travel will be encouraged and arrangements in place for the beginning and end of the school day.

## **Curriculum planning**

The curriculum should be flexible and meet the needs of the children – this is an opportunity to apply the principles of Curriculum for Excellence to meet the needs of the children. The longer school day will require planning to ensure a balance of activities across the day with the play based approach being used in Primary 1 to 3.

In primary schools, teachers who cannot be in-school will provide support to the provision of home learning. This will require planning with teachers who are providing the in-school provision. Depending on available staffing within each school, there may be a home learning team organised into levels: first and second level.

The evaluation of home learning shows that there were different approaches used across primary schools. The development of digital learning approaches with professional learning for staff and support for parents will be a priority in School Recovery Plans supported by the central team.

Assessment will be required to establish children's attainment and programmes planned that include in-school and home learning. There will require to be effective arrangements in place for reporting and feedback from parents on children's progress.

A focus on nurture principles and health and well-being will be at the heart of planning. The Hubs have been the heart of the community during the lockdown and so it is important that family engagement is at the core of all planning. This is a time to work with parents and communication will be important. The Families Together focused on the Place areas will be developed as part of the Recovery plan.

#### **11.2.4 Key Worker Provision**

This is going to be very challenging and very difficult for parents, who require to return to work. Demand will increase in particular from staff who deliver education within schools and early years centres. Scottish Government is reviewing the categories of key workers, which were provided during lockdown. However, at this time we will continue to allocate using the current categories.

Within the Council, school buildings will be required to provide in-school provision. Very few schools will have any spare accommodation so the childcare provision will have to be in other buildings.

Some provision can be delivered in school buildings on a Wednesday. We will work to develop planning, working with out of school care providers as well as EDLCT staff. However, at this time, the guidance from Scottish Government in relation to out of school providers has not been released so it is difficult to know the restrictions on capacity. Parents will be asked to consider all options before applying for a childcare place for their child as places will be limited and will be allocated using clear prioritisation.

### **11.3 Secondary Schools**

#### **11.3.1 Phase 1**

##### **Key Worker Provision and Vulnerable Children**

The Hubs remain open to provide childcare for key workers and vulnerable children. Places for key worker provision continue to be allocated through the on-line application system.

##### **Planning of new model of delivery**

The priority in June planning for the reopening of schools, including the blended model of learning. Refer to Phase 3 below. This included the implementation of a risk assessment for each school as detailed above. When the directive was received from Scottish Government

and maintenance and cleaning of buildings was completed, head teachers and staff were able to be in schools to take this forward.

As detailed above, as part of transition planning, there was some time in-school was provided for those children who required it.

### **11.3.2 Phase 2**

#### **Key worker provision and vulnerable children**

Any secondary age children requiring key worker childcare provision and vulnerable children will be allocated a place in a Primary Hub. The Protocol for Vulnerable Children will continue to be implemented, with regard to communication between the central ASN Team, Physical Work and Health.

### **11.3.3 Phase 3**

A clear process was undertaken to assess the capacity of all secondary schools and plan the delivery model for the reopening of schools. There were many factors that required to be taken into consideration, including the current occupancy level, layout of accommodation and staffing.

The assessment of capacity was a very complex exercise and took account of the three key requirements:

- Accommodation requires to provide high quality learning and teaching in a positive nurturing environment;
- Staffing can be deployed to ensure appropriate supervision and high quality learning and teaching.
- Measures are implemented to minimise the risk of infection and transmission; this includes physical distancing or mitigation measures.

This informed the possible delivery model for the school. i.e. the number of children that can be safely accommodated within the school.

Physical distancing should be adhered to whenever possible; 2m is the default measure at this time when assessing learning spaces. Physical distancing will be achieved by:

- Increasing separation; and
- Decreasing interaction.

It is particularly important in secondary schools that there are measures in place to support physical distancing, as it is not possible to create the small, consistent groups as in a primary school. Classes will require to be taught by different teachers during the school day with changes of accommodation and in some year groups changes to the composition of pupils within a group. It follows that the need for stricter compliance with physical distancing is incorporated into the planning and assessment of capacity.

An extensive exercise was been carried out by head teachers supported by the Central Education Team and the Council's Assets team.

The first stage was to assess learning spaces to provide 2m physical distancing between individuals – pupils and staff. This detailed that a maximum of **nine** pupils could be

accommodated into a classroom in most schools. The capacity of learning spaces was also calculated if the physical distance was reduced to 1.5m or 1m.

Head teachers then worked to scope different models of delivery, suitable for their school – one that could accommodate one third of pupils and the other half of pupils in each year group. Almost all secondary schools within the Council have very high occupancy due to the high demand for places. This meant that there was very little spare accommodation within the school. Consideration was given to using large spaces within the school as well as other accommodation within the local area. This would have resulted in assembly halls and games halls being utilised as learning spaces. This would have curtailed the provision of physical education for a significant period of time and all accommodation would have required adaptation to create a high quality nurturing environment for high quality learning and teaching. Accommodation out with the school would have required to be risk assessed including access to toilets and transport as well as adequate supervision and staffing.

Staffing was a significant constraint; additional staffing has been allocated to all schools to ensure it is staffed to its full compliment as we anticipate that there will be a number of staff, who may not be able to be in-school due to COVID. A significant number of additional staff would be required to accommodate 50% of the year group in most schools. Given the difficulties in recruiting teachers and that all Councils would be recruiting for the same reason, there was a significant risk that we would not have sufficient teachers to staff a model with 50% of each year group attending, within the timescale.

An options appraisal was carried out using the three key requirements above and a risk assessment was carried out. There were a number of significant risks and dependencies:

- In order to accommodate half of each year group, there will require to be considerable additional staffing allocated: this was approximately 20 - 30 FTE. There was no certainty that this could be achieved in addition to the estimated 24 FTE that is required to cover those staff who cannot be in-school due to extreme underlying health conditions. Therefore, even if the accommodation could be identified, there was a significant risk that suitably qualified teachers could not be recruited for August. There is already a shortage of supply teachers nationally and all Councils were likely to be trying to recruit additional staff, so recruitment within the short timescale will be difficult.
- The accommodation required for half-year groups necessitated the use of games halls, assembly halls in most schools. This will have resulted in considerable curtailment of the provision of physical education and there was some concern that this did not fully comply with the requirement to provide a nurturing learning environment for pupils. Adaptations will be required e.g. the use of partitions and the provision of additional IT equipment for interactive whiteboards. Careful consideration was given to the use of alternative accommodation but there were considerable risks in terms of toilets, transport as well as supervision and deployment of staff, which will further increase the level of staffing required.
- If the default physical distancing measure changed from 2m to 1m, there was the option of scaling up from one third of a year to half with at least 10 /15 pupils in practical rooms and classrooms.

- The one-third universal entitlement provides capacity in some schools for additional support to be provided to vulnerable young people, who have been most impacted by the loss of learning within a school.

### **Delivery Model in Secondary Schools**

Our aim is to provide the maximum time possible for children in-school but this is dependent on the guidance from Scottish Government and the compliance with the health and safety requirements due to COVID 19.

Following consultation with head teachers and the Teacher Trade Unions, it was decided that all secondary schools should progress planning for a universal entitlement to one third of the year group attending at any one time. This equates to approximately nine hours for each year group.

This enabled work to change the school timetable could be progressed this is a lengthy process usually completed much earlier in the session.

It was agreed that the following will be built into the planning by all schools:

The timetabling could be scaled up to half year groups attending, if the default physical distancing measure changed from 2m to 1m. This could be achieved with no increase in staffing;

Subject to available staffing and accommodation, additional time in-school can be provided to pupils, who have been most affected by the closure of schools; e.g. pupils in the Senior Phase and those who are vulnerable. There will be additional support for pupils in S4 to 6. Plans will be developed for an enhanced supported study programme.

The recruitment of additional staffing will continue to be progressed and if there are suitably qualified staff available, schools can scale up to half year groups, subject to approval from the Authority. This will be very much dependent upon funding availability from Scottish Government, given the level of COVID 19 related additional cost already incurred, but currently unfunded by the Scottish Government.

This model has less risk as it is better to scale up rather than have to scale back when schools reopen in August. It also allows planning for schools to reopen to be progressed and will give parents information as to our proposed delivery model.

All secondary schools will be open from 8.30 with support staff and senior staff providing supervision. This will provide a staggered start in secondary schools; this will be reviewed during the first phase of the reopening of schools. There may be some changes to the school day required to be made due to timetabling in a small number of schools. This will be discussed with the trade unions and agreed by the LNCT.

### **Organisation**

When schools reopen in August, catering will be limited. Packed lunches will be provided for those eligible for free meals. This will be reviewed during the first stage and any changes made at the September weekend. Arrangements will be in place to ensure physical distancing at lunch and intervals.

There are many changes and adaptations required within a school to support physical distancing through increasing separation and decreasing interaction. Advice was provided through the risk assessment process.

School transport will be carefully risk assessed and parents requested to take their child to school where possible. Active travel approaches will also be encouraged.

### **Curriculum planning**

There requires to be clarification on the arrangements for the national qualifications in 2021. This will be provided by the Scottish Qualifications Authority. This will inform the planning of the coursework next session for pupils in S4 to 6.

The provision of home learning in secondary schools has been raised as a concern in terms of workload for staff and by parents. Therefore, there will be the provision of a “Virtual School” across all East Dunbartonshire secondary schools. This will provide on-line support to pupils as well as working to prepare resources from other sources. The work will link to the Secondary Professional Development Groups. Teachers who cannot be in-school will work together led by the secondary Quality Improvement Officer to provide home learning support. This should ensure a wide range of support across subject areas. Work is underway with the West Partnership to use the resources provided by Education Scotland including the e-Sgoil , the Western Isles Online Learning Platform. The provision within East Dunbartonshire will supplement this work.

## **12.0 Consultation and Communication**

There has been extensive consultation and engagement with head teachers and managers on the recovery planning within the Council, as guidance has been issued by Scottish Government.

There have been weekly meetings, using remote access, with all trades unions. There will require to be an agreement through the LNCT in relation to the relevant aspects of teachers’ terms and conditions. Ongoing and regular engagement with the trades unions to address issues or concerns will be important.

There is a need to ensure a collegiate approach in schools in relation to the aspects of implementation within establishments. This will be built into the Working Time Agreement. Communication with staff will be ongoing as the recovery planning evolves.

There has been consultation on the recovery planning with the Parent Council Forum Steering Group. There has been communications with parents through school mail and social media. It is recognised that ensuring effective communication with parents will be important to allay concerns and allow them to plan effectively. This will be led by schools with support from the Central Education team.

Many schools have used on-line surveys to consult with pupils in the preparation of the School Recovery Plan. This will continue to be taken forward by schools, particularly in relation to the impact of the blended model on their learning and development.





## Appendix 1:

### Phased Local Delivery Plan: East Dunbartonshire Council

Provision	Phase 1	Phase 2	Phase 3
Key Worker Childcare provision	<p>Hubs continue to provide key worker provision in secondary, primary and early years; staffed by Education;</p> <p>Applications made through on-line form on Council website;</p> <p>Central team monitor numbers attending at Hubs to ensure adequate staffing; if necessary, other Hubs will be opened.</p>	<p>Hubs will operate for primary children; staffing by EDLCT and a management team on a rota system;</p> <p>Secondary children attend the Hub in the Primary School;</p> <p>Applications made through on-line form on Council website;</p> <p>Early years provision for key worker children moves back to centres once these are reopened.</p>	<p>Children attend part time in-school; Parents apply if they require childcare and qualify as key workers.</p> <p>New application required. Places allocated using clear prioritisation.</p> <p>Key worker childcare provision is provided by EDLCT, Out of School Care Providers and Youth Services.</p>
Vulnerable Children provision including ASN	<p>Protocol to support vulnerable children continues to be implemented;</p> <p>Vulnerable children attend Hubs. Children who Head Teachers or Pupil Support Group view as requiring some time in-school attend for short periods of time when schools are deemed ready to open.</p> <p>ASN Hub in Campsie View provides places for vulnerable children identified through the Pupil Support Group.</p>	<p>Protocol to support vulnerable children continues to be implemented;</p> <p>Vulnerable children attend Hubs if place has been allocated or early years centre when these are deemed ready to open. ASN Hub in Campsie View to remain open until 8 July.</p>	<p>Vulnerable children provided with in-school provision; if it is deemed advisable and there is sufficient capacity within the school, additional time in-school can be allocated.</p>
Primary	<p>Planning for Phase 3 is progressed; priority is to ensure schools are risk assessed and staff trained; planning for provision in August is in place including the blended model of in-school and home learning.</p>	<p>Planning for Phase 3 continues.</p>	<p>In-school and home learning provision implemented in all primary schools;</p> <p>See Section 11</p> <p>Provision of home learning progresses with increased use of digital technology.</p>

	<p>Some in-school provision for vulnerable children who will benefit from some in-school provision;</p> <p>Transition arrangements in place for children moving to Primary 1 and S1. Transition planning undertaken with parents for children with ASN.</p> <p>Provision of home learning continues; Advice and support provided by central team.</p> <p>Risk assessment for school transport is undertaken.</p>		
Secondary	<p>Planning for Phase 3 is progressed; priority is to ensure schools are risk assessed and staff trained; planning for provision in August is in place including the blended model of in-school and home learning.</p> <p>Some in-school provision for vulnerable children who will benefit from some in-school provision; particular focus on S4 to 6.</p> <p>Transition arrangements in place for children moving to S1. Transition planning undertaken with parents for children with ASN.</p> <p>Provision of home learning continues;</p> <p>Risk assessment for school transport is undertaken.</p>	Planning for Phase 3 continues.	<p>In-school and home learning provision implemented in all secondary schools;</p> <p>Provision of home learning progresses with increased use of digital technology.</p> <p>Implementation of virtual school to support home learning.</p> <p>Refer to Section 11</p>

ASN – Special Provision Tier 2 and 3	<p>Planning for Phase 3 provision is progressed;  Risk assessment for schools and ELRs;  Individual risk assessment for children progressed;</p> <p>Risk assessment for school transport is undertaken.</p>	Planning for Phase 3 continues	<p>Blended model of provision – in-school and home learning is in place;</p> <p>Risk assessments for children with ASN are implemented.</p>
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