Policy & Sustainability Committee

10am, Thursday, 6 August 2020

Schools Re-opening Update

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Policy and Sustainability Committee is asked to:

1.1.1 Note the contents of this report.

1.1.2 Agree a further update will be provided for the next committee meeting on 20 August 2020.

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THE CITY OF EDINBURGH COUNCIL

Report

Schools Re-opening Update

2. Executive Summary

2.1 The City of Edinburgh Council has developed a Local Authority Delivery Phasing Plan as required by the Scottish Government of all local authorities in response to the COVID-19 pandemic and the route-map that sets out the phased lifting of restrictions. The update sets out the steps the Council has taken since the reports was taken to Committee on the 25 June, 9 July 2020 and 23 July, to reopen schools from 11 August 2020. The report and plan has been amended following the First Minister's (FM) briefing on 30 July and final iteration of this report and plan will be submitted in line with final guidance.

3. Background

3.1 This report follows the statement of the First Minister on 30 July which determined the 100% return to school in August

3.2 Appended to this report is the updated Schools Re-opening Delivery Plan.

4. Main report

4.1 The Local Authority Delivery Plan (v5) sets out the City of Edinburgh Council's planning for a 100% attendance model, whilst also continuing to develop and prepare for a 50% contingency model.

4.2 The plan takes into account the distinct requirements of children with complex additional support needs who attend special schools, and mainstream schools.

4.3 The plan has removed all reference to shielding which is suspended on 31st July.

4.4 The plan includes new information/ guidance in terms of;

a) Physical distancing in secondary schools.

b) Social distancing in all settings "groupings"

c) Specialists, Partners and Peripatetic Staff

d) Recruitment of Recently Qualified Teachers

e) Catch-up learning

f) Digital Learning

g) Contingency plan

h) Dining Arrangements

i) PPE

j) Early Years Settings

5. Next Steps

5.1 We will continue discussions with Scottish Government on the costings for both 100% return and 50% contingency model, including the impact on other Council budgets should the council not be supported by an extra uplift in funding.

5.2 The Delivery Plan will be kept under review and continue to be amended in line with Scottish Government and Public Health guidance.

5.3 Continue to develop additional Catch-Up Learning opportunities, including maximising the Outdoor Learning Opportunities

6. Financial impact

6.1 The revised financial impact of opening schools at 100% and at 50% is detailed in the updated delivery Plan.

7. Stakeholder/Community Impact

7.1 Regular and ongoing consultation and engagement with relevant Trade Unions

7.2 Consultative Committees and Locality Consultative Committees have been held with parents throughout June and July and will continue through August and September.

8. Appendices

8.1 Appendix 1 – Updated Delivery Plan (v5.5)

LOCAL DELIVERY PHASING PLAN

Version 5.5
4th August 2020

Contents

Section One – Introduction 4

Section Two – Position Final Term 2019/2020 5

2.1 Establishment of Hubs 5

2.2 Provision to Vulnerable Children 5

2.3 Commencement of Digital Learning 5

Section Three – Phased Plans 19/2020 9

3.1 Scottish Government Phases for Easing of Lockdown 9

3.2 Local Authority Delivery Plan Overview 10

3.3 Local Delivery Plan, Phase One 10

3.4 Local Delivery Plan, Phase Two 11

3.4.1 Summer " Discover!" Programme 13

3.5 Local Delivery Plan, Phase Three 15

Section Four – Critical pre-opening requirements 18

4.1 Ongoing Digital Learning 18

4.2 Completion of Risk Assessments 18

4.3 Readiness of Buildings 18

4.4 Continuation of Hubs 19

4.5 Readiness to Adapt to Change 19

4.6 Preparation for further School Closures 19

4.7 Workforce Planning 20

4.8 Communications 20

4.9 Out of School Care 20

Section 5 – Hygiene, Health and Safety 21

5.1 Test and Protect 21

5.2 Who can attend school? 21

5.3 Cleaning 22

5.4 Ventilation in buildings and the use of outdoor space 22

5.5 PPE 23

5.6 Handwashing 24

5.7 Risk Assessment Process 25

5.8 Access to Toilets 25

Section 6 – Practical Measures to support Physical and Social Distancing....26
6.1 Maintaining Separation Between Adults (Physical Distancing)....26
6.2 Maintaining Separation in Secondary Schools (Physical Distancing)....26
6.2 Decreasing Interaction (Social Distancing)....27
6.3 Dining Arrangements....29
6.3.1 Early Years....29
6.3.2 Primary....29
6.3.3 Secondary....30
6.3.4 Special Schools....30
6.4 Transport....31
6.4.1 Public Transport....31
6.4.2 Safe Spaces for People....31
Section 7 – School Renewal Planning....32
7.1 The Themes....32
7.2 Theme 1, Health and Safety....32
7.3 Theme 2, Transitions....33
7.4 Theme 3, Wellbeing and Resilience of the Learning Community....34
7.4.1 Health and Wellbeing of Pupils....34
7.4.2 Health and Wellbeing of Staff....36
7.5 Theme 4, Teaching Learning and Assessment....36
7.5.1 Adaption to School Return....36
7.5.2 Raising Attainment and Achievement....37
7.5.3 Children unable to attend school....37
7.6 Theme 5, Equity, Equality and Inclusion....37
7.6.1 Ensuring Equity....37
7.6.2 Closing the Attainment Gap....38
Section 8– What will this look like in each sector?....39
8.1 Early Years....39
8.2 Primary Schools....39
8.3 Secondary Schools....40
8.4 Special Schools....40
Section 9 – Contingency Model....41

9.1 Contingency plan should physical distancing be re-introduced....41
9.2 Phase Four – Long-Term Delivery....45
9.3 Increasing Separation....48
9.4 At Home Learning....48
9.5 What is Blended Learning....49
9.6 How will this look in each sector?....51
9.7 Early Years....51
9.8 Primary Schools....52
9.9 Secondary Schools....54
9.10 Special Schools....56
9.11 Childcare Implications....57
Appendix One – Schools Operations Risk Toolkit....58
Appendix Two – Nurture, Adapt, Renew....61
Appendix Three– Financial Implications....63
Appendix Four – Transitions....65
4.1 Early Years and Primary School Transitions....65
4.2 Secondary Transitions....66
Appendix Five – Example School Renewal Plan....68
Appendix Six – Inclusive Practice Renewal Planing Checklist....74
Appendix Seven – Contingency Building Plan....83
Appendix Eight – Peripetetic Guidance....86
Appendix Nine – Active Schools....66

Section One – Introduction

The City of Edinburgh Council has developed a Local Authority Delivery Plan as required by the Scottish Government in response to the COVID-19 pandemic.

The plan sets out the steps the Council will take to reopen and reconnect schools; directed by the latest guidance issued by Scottish Government published 30th July 2020 and Public Health Scotland.

The plan is to have children back in schools on from August 12th in the form of an induction week, with full 100% attendance commencing on Monday 17th August at the latest. **It must be noted however that a 100% return to school is not a return to normality.** This updated plan reflects the latest scientific evidence and advice and the significant progress that Scotland has made in suppressing the virus. It remains contingent, however, on continuing success in this regard and prevailing public health guidance

As per Scottish Government guidelines, the contingency plan to allow a blended learning model to be delivered is continuing to be developed, alongside a fully comprehensive digital model.

The delivery plan was a collaborative process between service managers, head teachers, and school management and was subject to consultation with trade union representatives. The plan aspires to ensure that the City of Edinburgh Council's response to schools re-opening is underpinned by the principles of consistency and equity, to ensure the **best teaching and learning for all.**

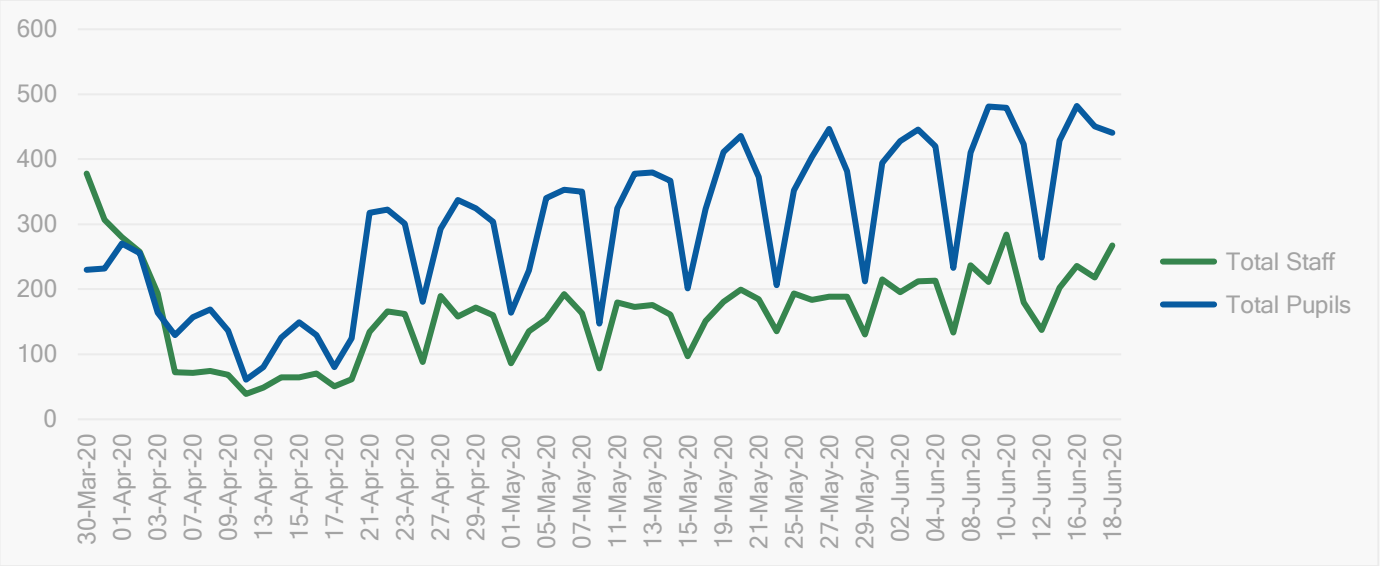
Section Two – Position Final Term 2019/2020

Prior to Lockdown and closure of schools, the City of Edinburgh Council operated 148 educational establishments catering for around 49,000 pupils.

2.1 Establishment of Hubs

During April. May and June, City of Edinburgh Council is operated ten hubs across the city, offering full time education of children of key workers and vulnerable pupils. The number of children attending these hubs grew throughout this period, with the average number of children being looked after in a hub setting around 470 children in Early Learning Centres and 420 pupils per week in mainstream schools, and 40 per week from Special Schools (930 total) typically represented by 2/3 key workers and one-third vulnerable pupils. This represents around 2% of the pupil population with the remaining 98% learning from home.

The graph below shows pupils (minus early year leaners) attending hubs since the end of March.



2.2 Provision to Vulnerable Children

In addition to accommodating vulnerable children in hub schools, in recognition that many challenges faced by families that impacted on children were finance related, the City of Edinburgh Council has provided food parcels for 2,310 pupils across the city in addition to providing free meals for all children attending hubs.

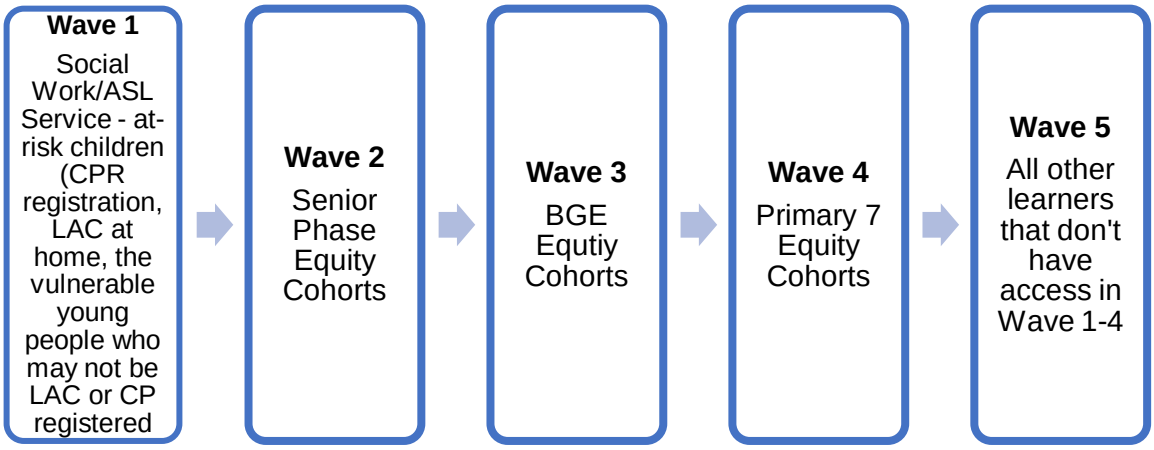
2.3 Commencement of Digital Learning

EdinburghLearns@Home Guidance was issued iteratively to schools and to parents and carers pre-lockdown onwards. This provided sample timetables, recommended time-on-task and specific information on how learning content would be accessed. Digital devices were issued from school stocks and arrangements made to provide vulnerable learners with devices and Wi-Fi access. Almost all schools radically increased their use of digital learning. High parental satisfaction was noted in schools making extensive use of Digital Learning.

It is important to ensure that all good practices and lessons learned during the lockdown phase of the pandemic continues to be developed. The agile and dynamic response required to address emerging needs, needs to continue the need for agility and the ability to adapt quickly to a changing environment is likely to be required for some considerable time.

Before lockdown, we had 3,000 Teams sites across learning and teaching. Today we have nearly 13,000 Teams.

The City of Edinburgh Council's Digital Connectivity flowchart outlines the steps we are taking to support access to digital devices during this time, ensuring the most vulnerable children and young people are not disadvantaged.



There are currently over 20,000 devices with families in the city with the final devices for Wave 2 (above) scheduled to be delivered over the Summer Break. The aim is to ensure each child has access to their own device, audits are underway to identify gaps.

Step 1	
Digital Audit carried out	• Schools provide data on number of learners that did not have an appropriate digital access

Step 2	
Scale of necessary provision identified	• Identification of at-risk children and young people families who have already received a device (March-May) • School returns cross referenced with SIMD/FME data/school local knowledge • HT review estimated numbers for their school and propose necessary adjustments based on local knowledge • Cross referenced with PEF underspend • Number of devices to be provided agreed

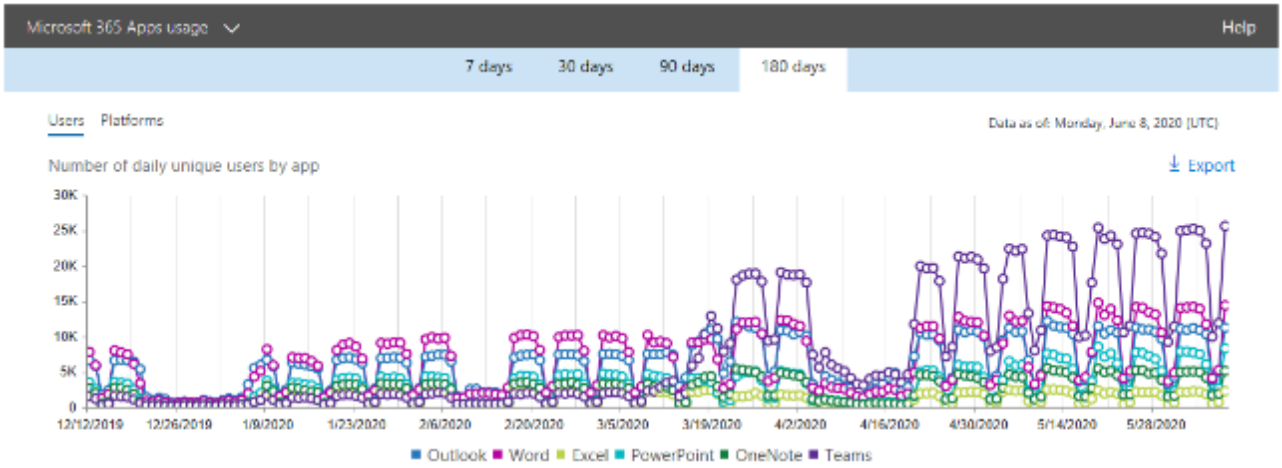
Step 3	
Procurement	• Procure devices

Step 4	
Existing sources of funding and/or devices identified	• Scottish Attainment Challenge • Voluntary Organisations • Assessment of cost and capacity for each option (XMA/School/LA)

step 5	
Devices prepared for students	• Digital Services to action DEP with Apple to enrol the iPads • Digital Services source appropriate MDM to allow recording of assets, remote management and deployment of core apps needed. • Core apps installed - MS 0365 suite comprising Word, Excel, PowerPoint, One Note, One drive • If additional Educational core apps are needed, then we need to investigate licencing and purchasing of appropriate quantities of apps through Apple Volume Purchase Prog. to DLT. • Ensure CYP have student logins • Digital Services prepare devices

Step 6	
Student, parent and staff	• Edinburgh Learns Digital Guidance and CLPL • Parental workshops • Acceptable User Policies • Digital upskilling, where required

The graph below shows O365 App usage over last 180 days during final term.



The graph below shows Microsoft Teams regarding pupil engagement over the last 180 days in the final terms. The green line is the most interesting, as it takes in app features such as Assignments, Class Materials, PowerPoint, Sway etc. These are the aspects that pupils will have been engaging with directly for learning activities.

Section Three – Phased Plans 19/2020

3.1 Scottish Government Phases for Easing of Lockdown

Phase	Epidemic Status	National Guidance – Schools and EY	Local Authority Arrangements
Lockdown	High transmission of the virus Risk of overwhelming NHS capacity without significant restrictions in place	Schools and childcare services closed. Measures in place to support home learning and provide outreach service to vulnerable children Critical childcare provision for key workers and vulnerable children	School buildings closed to pupils and staff. 8 mainstream hubs open for children of key workers and vulnerable pupils and three special school hubs for children with complex additional support needs,
One	High Risk – virus not yet contained Continued risk of overwhelming NHS capacity without significant restrictions in place	School staff return Increased number of children accessing critical childcare provision Transition support available to pupils in P1 and S1 where possible	School buildings open to staff on a controlled basis, to allow preparation for Term 1. Hubs remain open for children of key workers and vulnerable pupils. Enhanced transitioning available for children requiring the support
Two	Virus is controlled but risk of spreading remains Focus on containing outbreaks	As phase one	As phase one
Three	Virus has been suppressed. Continued focus on containing sporadic outbreaks	Children return to school under a blended model of part-time in school teaching and PT in home learning Public Health measures in place. All childcare providers re-open with available capacity prioritised to support key worker childcare, early learning, ELC entitlement and children in need	Physical Distancing – where appropriate for children in school limited classroom capacity Blended learning- groups attending school in rotation. Extended hours -Staggered start and finish times Universal lunch offering- free school meal payments continue for days eligible children not in school Optimisation of outdoor learning
Four	Virus remains suppressed to very low levels and is no longer considered a significant threat to public health	Schools and childcare provisions operating with and necessary precautions	Minimal physical distancing .All pupils attending daily with continuation of staggered start and finish times

3.2 Local Authority Delivery Plan Overview

The City of Edinburgh Council has developed its approach to the re-opening of school buildings focused on the needs of pupils and staff. It is firmly based on all available Scottish Government and Public Health guidance aligned with the four phases of the national plan for returning childcare, early learning and schools realising equity and consistency wherever possible. This Local Authority approach will guide the development of Individual School Recovery Plans. All phases and dates assume the continuation of the current downward trajectory of virus infection in Scotland and no change in local reporting in Edinburgh.

Key Principles

- Maximises face to face teaching time
- Considers scientific and medical advice
- Wellbeing of staff and pupils carefully considered
- Simple accessible risk assessments of individual facilities
- Implements public health measures and increased hygiene measures
- Provides high quality in-person learning
- Flexibility to move quickly back to virtual or blended learning if needed.
- Clear communication with pupils, parents and staff to ensure confidence

3.3 Local Delivery Plan, Phase One

8 June – 26 June 2020

The first phase of the return to schools following COVID19 closures was the ability for staff to return to school to allow schools to plan effectively and meet the requirements required for Term One. The table below shows the plan as it happened:

Staff Attendance	Staff made phased return to buildings w/b 8 June
Leaner Attendance	Existing registered children of key workers and vulnerable pupils Some pupils were invited to attend enhanced transition days.
Key Worker Children and Vulnerable Pupils	The existing hubs continued to operate with the same attendees Pupils from Special Schools who had attended hubs returned to their own schools
Home Learning	Early years staff continued to maintain contact with families and encourage engagement with tasks Teachers continued to deliver home learning in all other settings. Head Teachers supported staff to balance home learning with commitments to undertake duties at school buildings.
Transitions	Pupils requiring enhanced transitions – took place w/c 22 June

Transport	Where required and agreed, transport continued to be provided for pupils to attend hubs/ schools
Catering	Continuation of existing school meal provision available at operating hubs.
Cleaning	Maintain existing cleaning routines in centres that have been operating as hubs. From 1st June, pre-clean, followed by regular scheduled cleaning routines in establishments that have been closed
IT and Technology	Where staff can more effectively deliver online learning by attending school – they could do so.
Inclusion and Wellbeing	Children's needs placed at heart of all decision-making process in plans to reopen. Supporting all vulnerable children and those whom vulnerabilities have emerged during lockdown
Communications	Council communications team provided advice and guidance on all aspect of comms. CMT approved all communications Schools developed regular communication with parents on model offered

3.4 Local Delivery Plan, Phase Two

29 June – 7 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 Phase Two	Early Years Settings	Holiday Hubs	Holiday Hubs – Special Schools
	Young children eligible for attendance at nurseries and childcare centres at operate over the summer. Parents will be notified regarding eligibility.	In line with national guidance, provision will be made for eligible pupils identified as being vulnerable and in need of access to care provision. Certain classifications of key worker will be able to use hub provision for their children	One hub in place in one special school for children with additional support needs that we are staffing. This is for keyworkers plus children with additional support needs from families under stress.

		Should operational capacity allow, provision may also be made for children who would typically have attended PEF Summer Clubs.	Forest school provision with one to one staff ratio for a small number of children who have vulnerabilities We have commissioned 3 third sector agencies to run small hubs in our premises for children with additional support needs from families under stress. We have commissioned 2 third sector agencies to run hubs in their premises for children with additional support needs from families under stress We have commissioned another third sector agency to run sessions for children with additional support needs and their families from families under stress
Staff Attendance	Early years staff teams attending at designated childcare centres, which will operate during the summer break.	Broad team of staff drawn from the Quality Improvement Team, Early Years and Lifelong Learning will be allocated to area hubs that will provide summer activities/care.	Team of staff drawn from special schools and the ASL service will be allocated to Braidburn School Hub and Forest Schools provision and third sector partners
Key Workers and Vulnerable Pupils	Early years settings will continue to offer places, by agreement, for children of key workers and those assessed to be vulnerable	The initial priority for attendance at Summer Hubs will be vulnerable pupils. Agreed classifications of key worker will also be able to	See above.

		access provision on a needs basis.	
Transport	By prior agreement, transport may be provided where it is critical to attendance to do so.		
Catering		A limited meal service will be provided to children attending hubs.	
Cleaning	Existing robust building cleaning routines will be maintained in centres that are open to children. Additional guidance will be provided to centres regarding the cleaning of toys and equipment.	Cleaning routines will depend on the exact use of each building during the summer, but existing robust cleaning routines will be in place where buildings are in use.	
Other Infrastructure	Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.		

3.4.1 Summer " Discover!" Programme

Discover! Online has been developed in response to Covid-19 to allow qualifying vulnerable families to continue to access food provision and fun learning activities remotely during the summer holidays and beyond. The aims of the Discover! online programme remain the same:

- reduce food anxiety and financial stress over school holidays
- help reduce the poverty related attainment/achievement gap;
- reduce social isolation, and promote healthy eating

Discover! Online has been developed and delivered through a strong partnership between CEC Lifelong Learning and Edinburgh Community Food (ECF). Other significant contributions to the online programme of activities have been made by Active Schools, The Royal Observatory Visitor Centre and Edinburgh Zoo, as well as sessions delivered online by previous *Discover!* programme storytellers, artists and dance and relaxation specialists.

The core elements of *Discover!* Online are:

Discover in a Box: A weekly box delivery, packed by Edinburgh Community Food and Schools/ Life Long Learning staff and delivered by CEC fleet services. Each box is themed around a country. The box contains fresh food ingredients and resources (supplied by ECF), art materials, information on support services, healthy eating etc and an Active Schools pack with the first box delivery. These resources allow families to take part in the Edinburgh Discover Facebook group activities.

Edinburgh Discover Facebook Group: this is the family facing part of *Discover! Online* where content is shared with and between families. This includes Live and pre-recorded activity sessions, links to other local and citywide services and resources and family posts.

There are around 150 families who are now members of the Edinburgh Discover Facebook Group. Families regularly share posts of their children cooking and enjoying the meals provided, art work and provide support to each other. Some amazing comments from families have been received, such as those featured below:

'my son never eats or even wants to leave his room nowadays….pre-teen life. But today he helped make our fajitas with all the veg included and is currently loving his fajitas and said the peppers and onions were really nice….buzzing that getting him into the kitchen cooking his own meal has encouraged him to try foods he wouldn't normally dream of. Thanks Discover!'

'You are brilliant Discover for getting us all motivated , lockdown was beginning to drag us down- now we have a new lease of life.'

'Received my amazing box. Full of art stuff, sciences stuff, yummy food and equipment. Recipes and lots of activities to do! You are amazing Discover! Can't wait to start the fun! Thank you so much 😊'

Discover! is also beginning to share the Summer Reading Challenge, home learning literacy and other catch up learning resources and links with the ***Discover!*** Facebook Group – each family in the group was recommended to ***Discover!*** as a family living in poverty and where the cost of school holidays and learning loss meant the children were falling behind in their learning.

3.5 Local Delivery Plan, Phase Three

10 August onwards

The third phase of delivery involves the systematic return of pupils to school buildings in a safe and controlled manner. As far as possible pupils will remain within the same groups throughout the school day.

Delivery Phase Three	Early Year Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All staff return on 10 August – 2 days training, There is a projected worst case scenario of 15% absence rate, this gap will be filled by NQTs and Supply Teachers.			
Pupil Attendance	Operational Maximum whist maintaining peer groups. Places allocated on rotational basis. Attendance focuses on entitlement for all children to receive a minimum of 600 hours of ELC provision,	Full Attendance from week 2 based on no physical distancing between pupils. Where possible same peer groupings will be maintained throughout the school day.	Full attendance from week 2 with physical distancing maintained where possible. Where possible same peer groupings will be maintained throughout the school day.	Full attendance from week 2 Pupils will be placed in appropriate groups. Where possible same peer groupings will be maintained throughout the school day.
Key Worker Children and Vulnerable Pupils	There will no longer be a need for additional Key Worker/ Vulnerable care			
Home Learning for periods of self isolation/ and or any school closures	When children are not able to attend school, staff may provide engagements activities to undertake at home, with a focus on creativity and active play	Direct teaching in schools will sit aside home learning that follows up on core in-school teaching. Where schools are closed this would revert back to a full digital learning model. Resources developed for home learning should be retained and used where it can support children with interrupted learning including self-) or who have difficulty attending school.		Direct teaching in schools will sit alongside home learning that follows up on core in-school teaching. In-home learning activities will be extension activities that link to the in-school experience. Digital learning will be utilised as appropriate to learners' needs.

				Resources developed for home learning should be retained and used to support children who may have difficulty attending school.
Catering	Meal provision for eligible children attending nursey	Provision of a limited menu packed lunch menu (Soup/ sandwich) for children attending schools. As kitchens return to normal operation, menu choices will be reinstated, and hot meals will be provided more widely Where registered for free school meals, and when pupils are not attending at school (through self-isolation or school closure) an equivalent monetary payment will be made to parents.		
Transport		No physical distancing or any elements of social distancing on transport. If prevalence of the virus increases, distancing may be required and use of face coverings introduced.		
Curriculum	Heavily play based and focus strongly on outdoor learning and play	Clear adherence to school values will remain and pupil participation encouraged. The focus of the 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	Where possible, timetable harmonisation will be used to increase the breadth and capacity of teaching across schools Extended and embedded use of digital learning will continue – as risk mitigation for future outbreaks or lockdown Outdoor learning opportunities will be maximised.	The curriculum will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school. Outdoor learning opportunities will be a key feature of the school day where this can be achieved within school grounds. Extended use of digital learning will continue as appropriate to learners' needs, to

		Health & Wellbeing. In upper primary years, the curriculum will focus on focused quality teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing. Outdoor learning opportunities will be a key feature		support continuity in learning in event of outbreak or lockdown.
Cleaning	Existing robust daily building cleaning routines will be maintained in all educational settings Electrostatic / Fogging infection control cleaning deployed as BAU			
IT and Technology		Audit of devices to ensure suffice for needs, and flag any issues, further devices needed. Ensure a robust support infrastructure is in place. Start delivery of the longer-term solution for digital devices for learners and teachers Schools that do not operate 1 to 1 will recall loaned devices to begin sharing them across classes, assuming all hygiene controls have been met A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it.		
Communications	Robust communications will remain in place with parents/carers informed in a timely manner of any changes			

Section Four – Critical pre-opening requirements

Before considering the re-opening of school buildings several critical measures and operational checks and procedures were put in place, and the following plans drawn up.

4.1 Ongoing Digital Learning

Digital Learning remains a key element in the 100% return model, for the reasons below

- Digital Learning mitigates the risk that should any school be closed down, either through localised outbreak or through a second wave, learning continues seamlessly.
- Test and Protect may see various numbers of children (and teaching/ support staff) placed in self-isolation for numerous periods throughout the term/ academic year. Digital Learning will allow the continuation of home learning during these self-isolation periods.
- The Digital Learning is a crucial aspect of the Blended Learning model, that is outlined in the contingency plan.
- Digital Learning is a core part of any 21st Century education service vision and was clearly mapped out as part of the Edinburgh Learns vision and Learning Strategy vision

All our school colleagues and upper primary and secondary pupils have access to Microsoft 365, so they can communicate, collaborate and engage in learning experiences. It is important that we respond to our pupils in age and stage appropriate ways and so some Early Years lower primary pupils and special schools continue to use Learning Journals to support their learning.

4.2 Completion of Risk Assessments

A complete toolkit of risk assessments was developed for each educational establishment, agreed by workgroups, including where appropriate trade union representatives.

The Schools Operational Toolkit (SORT) developed and distributed to all schools an example of which is provided in Appendix One.

Schools have been asked to undertake risk assessments in:

- Infection control
- First aid
- An update to fire safety risk assessment (if required) e.g. changing routes etc
- Closure risk assessment (if required)

Catering and Cleaning risk assessments must be shared with central team by emailing relevant department.

The guidance for practical subjects provides exemplar risk assessments for all practical subjects

4.3 Readiness of Buildings

School buildings that were not being used as hubs were fully prepared for re-opening (initially to staff and then to pupils). Checklists were completed for each building including pre-cleaning routines, health and safety testing, legionella water testing, fire safety checks and the provisions of PPE and other hygiene supplies. Prior to pupils returning in August all buildings will have undergone an electrostatic fogging regime (See section 5.3)

A crucial part of planning for the return of pupils in August is to safely access schools. Road Traffic colleagues are assessing every school; making required changes where possible to allow the best

access, this can include but not limited to; temporary widening of pavements, temporary traffic restriction orders, and identifying parks and stride opportunities. This will be coupled with staggering opening hours, on a school by school basis, to allow for the continuing physical distancing still be in place between adults, and allowing children to maintain groupings as far as possible.

4.4 Continuation of Hubs

There is a need to maintain provisions for children of key workers and vulnerable pupils throughout the summer holidays. The current provision of eight mainstream hubs was reduced to 6 hubs on 29th June. All pupils attending hubs from Special Schools returned to their regular Special School on 15th June. All hubs will be closed after Friday 7th August.

4.5 Readiness to Adapt to Change

Planned into all risk assessments is the ability to respond quickly to changing status of the pandemic, either nationally or locally. This includes the ability to rapidly close/ re-open schools, respond to staff and pupils isolating under the Test and Protect programme, or further re-purposing of other buildings in response to emergency situations.

As part of School Renewal Planning, all schools will be asked to maintain up to date Risk Assessments and plans to ensure continuity for every theme:

- Health and Safety; Wellbeing and Resilience; Teaching, (Blended) Learning and Assessment; Inclusion, Equality and Equity

Should schools be required to close down sporadically, we will monitor and engage with them on an individual basis to ensure that their Blended Learning Plans allow for smooth uninterrupted learning, with the maximum amount of face-to-face learning possible. Quality Improvement Education Officers will liaise closely with Headteachers and report to the Senior Education Manager. The quality of Blended Learning provided will be kept under review, assessed against the strategic framework set out in the School Renewal Planning section.

4.6 Preparation for further School Closures

It is also possible that an outbreak of COVID19 in an educational establishment in Edinburgh, could result in the City of Edinburgh Council making the decision to close the school. In these instances, the views of clinical and medical experts will be the most important factor when deciding to close a school.

The City of Edinburgh Council also has the authority to close schools for reasons of Health and Safety. These closures could last for relatively short periods such as weather-related issues, or longer periods where building are damaged and become unsafe.

- Schools would use the school closure risk assessment and the closure would be managed in the usual way between the authority (Schools and Lifelong SLT) and the school in respect of closure decision making, if the closure is related to Covid19 Health Protection Lothian would also be involved.
- At the SORT briefings we have asked colleagues to consider closure scenarios.
- The option for vulnerable and key worker children to be relocated to hubs.

4.7 Workforce Planning

The last staff survey taken in June gave an indication of the number of absences that could be expected for the August return. These include shielded individuals, those living in shielded households and those classes as clinically vulnerable. As we have been unable to contact staff throughout the summer period, there is no updated data to re-assess these numbers in a meaningful way.

Whilst shielding has ceased, our staffing plans continue to portray the worst case scenario, and allowed for a 15% absence in teaching/ support staff (900 staff), This number will be reviewed as soon as is possible.

Another consideration in workforce planning is closing the attainment gap that has increased for certain pupils during lockdown. The Scottish Government announced £50m national funding to help bridge that gap by employing extra teaching staff to support the service. Edinburgh City Council received £3.36m of this funding and has used it to recruit 70 newly qualified teachers across all educational settings, plus additional support staff.

A further £30m of national funding was announced on 30th July to aid in the recruitment of additional teachers. City of Edinburgh Council have yet to receive confirmation of their allocation from this new fund, however as soon as this is received further recruitment will take place and is likely to boost numbers by a further 30.

There are over 200 Specialist non-core teaching staff that will be required in some circumstances to teach outwith their specialism to ensure that seamless learning takes place.

The Council has surveyed all supply teachers on their list and has updated availability on all potential staff, allowing quick recruitment. The use of supply teachers needs to be carefully managed and guidance will be given to schools prior to schools re-opening on how this should be managed.

4.8 Communications

Throughout the pandemic period City of Edinburgh Council have regularly engaged with the wider stakeholder community; unions, parents, teachers etc. This will continue throughout the entire pandemic to ensure a collaborative approach is reached.

Fortnightly communications have been agreed as a minimum interval of interaction between City of Edinburgh Council and parents. Parents will receive text alerts to inform them that there is new information on the Council website.

Parent Council Network discussion forums have been set up to help parents prepare for changes to school, these will be held virtually on a locality basis and cover the following topics, Health and Safety, Mental Wellbeing, and Equality and Inclusion.

4.9 Out of School Care

As of 15th July Childcare facilities are able to re-open, however City of Edinburgh Council will not be opening any council properties for 3rd party childcare during the summer holiday period. This is to allow the Council to undertake the preparations of buildings prior to the school return in August.

When schools return on 12th August, 3rd Party providers of childcare solutions will be able to operate in a wrap/round care function (Breakfast and Afterschool clubs) in council premises as long as the appropriate procedures are in place.

Appropriate risk assessments need to be completed by 3rd Party, alongside a summary of the services they wish to resume/ undertake. These documents will be taken to the Operations Board for approval prior to final approval by Council Leadership Team. These forms and risk assessments are currently being drafted and should be issued in final format to 3rd parties in the near future.

If for any reason, a 3rd Party, is not able to return to their previous premises (repurposing/ availability/ building readiness) the Council will endeavour offer an alternative interim premises.

City of Edinburgh council are committed to do all it can to support the re-opening of all youth work programmes, in a safe and sustainable manner. The Council is mindful that children and young people need holistic support and these highly valued programmes are key to the wider wellbeing and education of our youth.

Section 5 – Hygiene, Health and Safety

Public Health Scotland will continue to inform Scottish Government decisions around a return to school buildings.

The City of Edinburgh council and NHS Lothian continue to work closely to prevent and control infections in educational establishments. Health Protection Scotland will be alerted to all positive cases arising in Schools and other educational establishments.

All establishments will remain alert and vigilant in regard to pupils and staff developing symptoms of Covid-19 and have processes in place to safely isolate anyone showing symptoms pending an immediate return home. Safe isolation areas within establishments will be pre-identified and well ventilated.

5.1 Test and Protect

Anyone who tests positive for Covid-19 will be contacted by their local health authority (note not all teachers reside in NHS Lothian), and all “close contacts” will be identified as part of the Test and Protect Programme. Close contacts are currently defined as anyone living with them, plus anyone who has been within 1 metre of them for any duration of time, and within 2 metres of them for 15 minutes or longer. All such close contacts will enter 14 days isolation at home.

Enabling everyone to adhere to increased hygiene measures such as hand and respiratory hygiene measures will be key to minimising the risk of spread and the disruption to delivery of educational services such periods of isolation would cause.

All staff will be familiarised with the details of the national Test and Protect Programme.

5.2 Who can attend school?

School will only be open to staff and pupils who not self-isolating and show no symptoms of Covid-19.

There is some evidence that Covid-19 may impact disproportionately on some groups (Minority Ethnic communities with underlying health conditions), individual risk assessments can be undertaken if welcomed by the individual concerned.

5.3 Cleaning

All areas of the educational establishment will be cleaned daily by staff before the start of every day, using methods and cleaning products in line with the national guidance (Covid-19 decontamination-in-non-heath care-settings) to maintain high standards of cleanliness.

Each school will be treated with medical grade electrostatic spraying technology and a patented chemical which is significantly more effective than regular cleaning as it kills the virus and eliminates human error with missed areas through manual cleaning i.e. Walls, ceilings, under chairs and tables etc. The medical grade technology and patented chemicals kill 99.99% of pathogens, has a residual value of up to one month and is used within the NHS. (Regular cleaning only kills approximately 11% of pathogens).

CEC Scientific Services have been consulted in relation to the use of this product, they have provided assurance it is safe to use and has already been used in Holy Cross Nursery and Seafield Waste and Cleansing unit (March 2020) as well as the Ross Band Stand Fountain.

Movement of children, young people and staff between classrooms should be minimised wherever possible. Where this cannot be avoided, the provision of appropriate cleaning supplies to enable them to wipe down their own desk/chair/surfaces before leaving and, especially, on entering the room will be part of overall hygiene strategies for secondary schools.

Children /young people and staff should be instructed to keep bags on the floor and not on their desks or worktops.

5.4 Ventilation in buildings and the use of outdoor space

Staff will ensure good ventilation by keeping windows and doors open where possible.

Good ventilation can help reduce the risk of spreading coronavirus, so focus on improving general ventilation, preferably through fresh air or mechanical systems.

Where possible, Staff will increase the supply of fresh air, for example, by opening windows and doors (unless fire doors or final exit doors where there is a flight risk). Any windows fitted with window restrictors must not be bypassed to increase opening width – this would compromise child safety.

Schools can consider the circulation of outside air can be improved by using ceiling fans or desk fans for example, provided good ventilation is maintained. The risk of transmission through the use of ceiling and desk fans is extremely low providing there is good ventilation in the area it is being used, preferably provided by fresh air.

The risk of air conditioning spreading coronavirus (COVID-19) is extremely low as long as there is an adequate supply of fresh air and ventilation, and therefore schools are encouraged to continue using most types of air conditioning system with the exception of centralised ventilations system that removes and circulates air to different rooms it is recommended that the recirculation is turned off and a fresh air supply is used. Corporate Property are supporting in respect of individual establishment advice.

Outdoor learning options have been maximised for each establishment, and outdoor informal classrooms set within a natural setting (parks/ forest/ beach) within 2 miles of the school will be used when possible.

5.5 PPE

For the majority of staff in schools, PPE will not normally be required or necessary. All schools have set risk assessment processes for the use of PPE, and all schools have been supplied with sufficient readily available PPE and and staff will be trained on its use.

Risk assessments already exist for children and young people with more complex needs, including those with emotional and behavioural needs. These risk assessments have been updated and can be found in Schools Operational Risk Toolkit (SORT).

Local infection control procedures that outline safety and protocols should also be stringently followed. This includes procedures for the disposal of soiled items; laundering of any clothes, towels or linen; and cleaning equipment for children and young people, such as hoists and wheelchairs.

The types of PPE required in specific circumstances are set out below:

- Routine activities: No PPE is required when undertaking routine educational activities in classroom or school settings.
- Suspected COVID-19: Gloves, aprons and a fluid-resistant surgical mask should be worn by staff if a child or young person becomes unwell with symptoms of COVID-19 and needs direct personal care. Eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting. Gloves and aprons should be used when cleaning the areas where a person suspected of having COVID-19 has been.
- Intimate care: Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding.
- Fluid-resistant surgical masks and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting.
- Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.

Face coverings

Face coverings should not be required for most children and young people (those clinically advised to wear a covering are an exception).

Where adults cannot keep 2m distance and are interacting face-to-face for a sustained period (about 15 minutes or more), face coverings should be worn. In other circumstances, adults in schools (including the school environment, such as at the school gate) should not need to wear face coverings as long as they can maintain 2m distancing. Some children and young people may need additional support/reassurance about the reasons for adults wearing face coverings.

Anyone (whether child, young person or adult) wishing to wear a face covering in school should be enabled to do so. Evidence suggests that face coverings do not provide significant protection for the wearer, rather they primarily reduce the risk of transmission and help suppress the virus. As the wearing of face coverings/masks becomes more commonplace in Scotland, it is possible that more people may choose to wear a face covering in the school setting, particularly on the initial return to school. Should the prevalence of the virus in the population start rising, nationally or in parts of Scotland, schools may wish to encourage the wearing of face coverings, especially among

adults and older young people in secondary schools, as part of an enhanced system of approaches to reduce transmission.

The impact of wearing a face covering for learners with additional support needs including any level of hearing loss should be carefully considered, as communication for many of these learners including hearing impaired young people relies in part on being able to see someone's face clearly. This is also important for children and young people who are acquiring English and who rely on visual cues to enable them to be included in learning. Individuals who may not be able to handle and wear face coverings as directed (e.g. young learners, or those with additional support needs or disabilities) should not wear them as it may inadvertently increase the risk of transmission.

Schools should raise awareness amongst children, young people and staff about the correct way to remove and store face coverings when those who use them (e.g. on public transport) arrive at school. Cloth face coverings should be washed regularly and in accordance with current advice.

5.6 Handwashing

All entrances in use within each building will have hand-sanitiser dispensers, and hand-sanitiser will be available in each room in every school setting.

Stocks of soap and hand sanitiser will be checked and replenished before the start of the day by facilities management staff.

Hand washing posters will be on display throughout the buildings and children and staff should wash their hands with soap and water for 20 seconds or more, or use alcohol hand sanitiser when:

- entering building
- before eating/ handing food
- after sneezing/ coughing
- after going to toilet.
- before/after using shared equipment

5.7 Risk Assessment Process

No member of staff will be able to enter a school building without being briefed on the mitigations identified as necessary through the risk assessment for the return of staff to school buildings (See SORT – Appendix One)

School Operational Risk Toolkit has been issued to each educational establishment alongside user guidelines (Appendix two). Each establishment has a risk workgroup that continue to review and updated any risks and mitigations and ensure circulation.

In the new school year a SORT video will be issued to all school staff at in-service. SORT debriefs and workshops will be ongoing in response to the risk context.

5.8 Access to Toilets

Under 100% return access to toilets would be as they were in a pre-covid world, with extra emphasis on hygiene and hand washing. Physical Distancing will be encouraged in secondary schools. If possible in primaries toilets will be allocated to groups and clear visuals showing which toilets are allocated to each group will be required.

Under both models all toilets will feature graphics emphasising the importance of handwashing routines, and notes that the youngest children may need handwashing supervised.

Cleaning of toilets will follow HPS guidance and ASSIST FM guidance (FM functions across all local authorities in Scotland).

Section 6 – Practical Measures to support Physical and Social Distancing

Under the 100% plan, the intention is for no physical distancing to be imposed between younger children and there is a recognition that physical distancing will not be appropriate for some some secondary-aged learners with complex additional support needs; however distancing is actively encouraged in mainstream secondary schools and there is a physical distancing requirement between adults at 2 metres, and adults and children whenever possible.

In addition to physical distancing all schools will introduce measures to reduce social interaction between groups of pupils. Secondary Groups will be as far as possible socially distanced in the form of year groupings for and classroom groupings will be the norm for primary schools.

To minimise infection and transmission risks of Covid19 establishments need to maintain separation between adults at all times, and where possible decrease interaction between groups of pupils

6.1 Maintaining Separation Between Adults (Physical Distancing)

All staff within schools will be required to abide by the physical distancing measures in place wherever possible (currently 2 metres). While we recognised the benefits of social areas for staff the use of staff rooms will be actively discouraged due to the difficulty in effectively controlling infection in these rooms. Schools should consider alternative uses for these rooms, and prepare other staff areas which are easier to keep clean and free from infection. If in use, clear guidance given as to maximum numbers of staff permitted at one time and procedures around using any shared resource such as a kettle.

6.2 Maintaining Separation in Mainstream Secondary Schools (Physical Distancing)

Handwashing and maintaining social distance are the main ways of reducing the spread of infection. While this will be difficult to implement in secondary schools due to the way the curriculum is traditionally delivered across many subjects and classes, the risk of outbreaks of infection, school closures and interrupted learning, are high. Secondary schools must therefore consider all of the below mitigating factors in delivering the timetable.

• Discourage social physical contact (hand to hand greeting/hugs)

• Use all the available space in classrooms, halls, libraries or social spaces to promote distancing where possible.

• Adjust class space if required, and where possible, to maintain spacing between desks or between individual young people

• Seat young people side by side and facing forwards, rather than face to face

• Avoid situations that require young people to sit or stand in direct physical contact with others.

• Where children and young people need to move about within the classroom to perform activities (for example to access a shared resource) this should be organised to minimise congregation around the point of access to the shared resource.

• Where staffing within the school allows it, consider altering class sizes and composition to intensify support for young people and create more space. For example, where there are 3 maths

sets in a year group (one set with 30 pupils, another with 20 pupils and another with 10 pupils) class size and composition may be altered to improve the spread of pupils and create 3 sets of 20 pupils.

6.2 Decreasing Interaction (Social Distancing)

Every effort is being made to limit the limit any potential spread of infection this includes minimising movements and forming consistent groups of pupils and staff where possible. Consistent groups reduce the likelihood of direct transmission, allow for quicker identification of those who need to self-isolate and may reduce the overall number of children, young people and staff who need to isolate in the event of a positive test or COVID-19.

Wherever possible, efforts will be made to keep children and young people within the same groups for the duration of the school day.

Where necessary, one-way systems will be established in schools and clearly marked and where possible children will use external space to move around a building.

Start and finish times are likely to be staggered in all settings to decrease the number of children arriving / departing together at one time. The arrival / departure times will vary on a school by school basis, determined by the number of routes in and out of the building.

All schools will adopt an agreed protocol on terms of drop off and pick up, where parents/ carers will be asked to refrain from entering school playgrounds. Temporary Road Restrictions, or adaptation of parking regulations may be required to encourage a Park and Stride approach to limit traffic. Travel planning for schools will vary significantly from schools to school.

Playgrounds will only be accessed by children in school, earning so carefully calculated capacities can be maintained.

All access to buildings will be strictly controlled.

Schools should make efforts to keep groups apart from other groups where possible. In open plan settings with large numbers of children or young people (for example multiple classes in one open plan space) consideration should be given to ensuring clear demarcation and separation between the areas in which different groups learn.

Schools should consider how to reduce the movement of groups across different parts of the school estate where possible.

Where it is necessary to bring groups together, alternative mitigating actions should be put in place, such as limiting the time spent together, the current guidance is maximum 50 people.

When undertaking fire test drills or procedures where the whole school is evacuated, schools and local authorities should consider muster points and whether these need to be altered to ensure a greater degree of separation.

The approach taken to configuring groups should be risk-based and adapted to the specific circumstances of the school. The general approach should be to keep groups consistent where practically possible, taking into account the feasibility of doing this while delivering a broad, meaningful curriculum and promoting children and young people's health and wellbeing.

Examples that schools may draw on include:

• in primary schools including primary and through-school special schools groups organised according to full-class sizes. Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for children and create more space;

• for young people in secondary mainstream and special schools, consideration may be given to keeping pupils in the same groupings across the curriculum. Where possible, consideration may be given to teaching whole/ half year group blocks in as close to tutor group sections as possible while the guidance on “minimising contacts” is in place; and

• for those young people in the senior phase where consistent groups cannot reasonably be maintained, schools will wish to consider the most appropriate delivery and timetabling models to keep mixing of young people to the minimum necessary while ensuring a full range of subjects can be offered. One option may be working together in a group for extended blocks of time. Another may be for the senior phase to be considered as a group in and of itself, with senior pupils kept away from other age groups where possible.

Where staffing within the school allows it, schools may consider altering class sizes and composition to intensify support for young people and create more space.

Schools may also wish to consider other ideas such as timetabling in double periods (or more) to minimise contacts if this is practical or achievable in their context..

The practical and timetabling challenges of these approaches, particularly in secondary schools, are recognised. The variation in size, context and physical structure across schools is also recognised. If groups cannot reasonably be maintained, or if groups require to be larger in size with some mixing permitted, the application of other risk mitigation measures becomes even more important.

Mitigations should be considered as part of risk assessments and may include:

• ensuring access to hand washing stations or hand sanitiser whenever children and young people move between groups;

• minimising frequency of change of groups for children and young people in a day;

• arranging for staff to move to class groups (as opposed to vice versa); and

• encouraging distancing where possible when in different groups (in secondary schools).

Passing briefly in the corridor or playground is considered low risk, but risk assessments should consider the ways in which busy corridors, entrances and exits could be avoided, and could include one way and/or external circulation routes.

It is important to emphasise that both the approaches of maintaining distance between young people (in secondary schools) and the use of groups are not all-or-nothing approaches, and will bring public health benefits even if logistics mean they can be implemented only partially (e.g. with groups maintained for the majority of the day but some limited mixing into wider groups permitted for specialist subjects or transport, etc.). Schools should apply proportionate, risk-based approaches to implementation of distancing and the use of groups.

6.3 Dining Arrangements

There are three proposed menu models covering each educational setting; Early Years settings, Primary, Secondary and Special schools. All models are designed to ensure a high-quality catering service can be provide in a safe manner whilst also ensuring the service can provide a nutritionally balanced offer to all pupils. Meals would be ordered online in advance, and contactless payment vis Parent Pay will be the method of choice for those not in receipt of universal free meals.

Children can still bring in packed lunches and secondary school children from S4-S6 will be allowed to leave the school premises during their lunchbreak.

6.3.1 Early Years

A single choice hot main course will be offered to all EY settings, or the choice of a packed lunch. These lunches can be served in a “family service” if requested.

All meals would be served in disposable packaging with disposable cutlery, so any contamination risk is minimised. Note all products will be recyclable/ compostable if possible.

Meals and snacks are free for children in EY settings.

6.3.2 Primary

The proposed menu would consist of a meat, fish or vegetarian sandwich, fresh cut fruit and vegetable pots, a hot soup/hot/cold pasta or rice pot (mirrored to the option available to P4-P7’s yogurt and water/milk cartons).

The packed lunch menu is now available on Parent Pay to book and will run from August to October, with the intention to return to the standard menu at the end of the October break.

The menu and allergen info has now been posted on the council website showing parents the offer available to pupils (please note PPP schools will follow the same menu)– https://www.edinburgh.gov.uk/downloads/download/12852/primary-school-lunch-menus-with-nutrition-and-allergen-information

All meals would be served in disposable packaging with disposable cutlery, so any contamination risk is minimised – the use of shared water or milk jugs should be discouraged at this time as any reusable option could potentially increase the contamination risk with equipment and cutlery returning to kitchen. At this time salad bars and fruit bars will not be used.

Kitchens will be undertaking additional cleaning protocols and will be ensuring staffing work in designated areas to minimise any contamination.

Pupils will be encouraged to wash hands prior to eating.

Staggered lunches are likely to be required to ensure a smooth service and avoid overcrowding in playgrounds, maintaining social distancing within groups.

All packed lunches will be served in the classrooms, and older children will be encouraged to wipe down their desks after use. Lunches may be served in an outdoor space (if weather allows).

6.3.3 Secondary

A limited choice menu will be provided, to allow for reduced kitchen staff (due to physical distancing requirements) and increase service speed. The hot main course will be altered to a hot snack that can be served in disposable packaging. To improve lunch service speed, meal deals will be promoted with all items included in a bag. There will be a return to disposable consumables alongside menu development.

Secondary school service model has more challenges and many service options need to be considered as school design makes a single approach difficult. Where dining rooms are still available pupils will be served in that setting. Staggered lunches will be the norm to allow handwashing for children, adhere to social and physical distancing, and allow time to clean and sanitise the dining hall tables between services. Where dining halls are not available children will be seated in classrooms or in an outdoor setting if available/ appropriate.

Service considerations

- Service flow to be clearly marked and signage clearly available. The school should work with catering supervisor to facilitate this and provide hand sanitiser stations at the entrance to the canteen for use by pupils
- When at service points when pupils paying using fingerprint or pin number catering staff member to step back from till point. Anti- bac wipes will be provided for use at pre-order kisoks, till points and readers. Catering staff will also increase the frequency of contact point disinfection.
- Pop up service points could be created to enable additional pick up for pre order service and could be allocated by year group to control queues.
- Seating in other areas of school could create reduced requirement for sittings. i.e. dining in class
- Sittings require sanitising of table between pupils. In some schools where dining service is limited a class drop or mobile pick up point for meals may need to be created to ensure a manageable number of pupils are in the dining hall at one time. Schools may wish to adopt a staggered lunch collection time based on year groups to manage social distancing and avoid the risk to many pupils leaving the building to pick up meals elsewhere
- In some schools the use of Perspex screens in service points or tills may need to be used
- Morning breaks/Breakfast – important services in secondary schools as this could possibly be the first meal of the day.

AM Service

Please note some schools may choose not to offer an AM service during the first few weeks of term, please discuss at a local level

- Time constraints of morning break make the service challenging but the key point to establish is to keep the products limited to improve speed of service. (relaxation of new food standards)
- Morning break service needs to be fully pre-packaged.

6.3.4 Special Schools

The proposed menu would consist of a meat, fish or vegetarian sandwich, fresh cut fruit and vegetable pots, a hot soup/hot/cold pasta or rice pot (mirrored to the option available to P4-P7's yogurt and water/milk cartons).

Delivery to classrooms to maintain social groupings or staggered lunch sittings in dining hall. Staggered lunches will be the norm to allow handwashing for children, groupings to remain socially distant and allow time to clean and sanitise the dining hall tables/classroom before and after lunch.

6.4 Transport

The latest advice treats school transportation as an extension of the school estate, and therefore requires no physical distancing on dedicated school transportation. Flexibility based in transmission levels in local community is required; this could result in introduction of face coverings and/ or physical distancing if prevalence increases.
Important mitigations include: hygiene, ventilation, improved cleaning regimes including regular and thorough cleaning of surfaces, and regular handwashing.

FAQs in regards to transport are regularly updated, and can be found here
https://www.edinburgh.gov.uk/support-pupils/school-transport/1

All designated school buses will provide hand sanitiser for pupils utilising the service, to be used before and after embarking on vehicle.

6.4.1 Public Transport.

Where public transport is required for children to attend school, the general advice and guidance from the Scottish Government and Transport Scotland should be followed. This currently includes the mandatory use of face coverings and physical distancing where possible

Children traveling to school using the Scholar Pass on Lothian Buses are now allowed to travel between 7am and 8pm to allow for flexibility in school opening hours. Hand sanitiser will be provided to all pupils alongside their Scholar Pass.

6.4.2 Safe Spaces for People

The Safe Spaces for People Programme is designed to provide increased opportunities for pupils, parents and staff to walk, cycle or wheel to school. As such, the increased levels of safety and security provide pupils with access to Safe Routes to school without depending on the use of coaches. For example, 2 coaches were previously commission to transport children from Leith to Holyrood High School on the grounds of safety. The implementation of Safe Spaces for People Programme will mean that pupils will be able to walk, cycle or wheel to school while reducing the volume of coaches at the school site

Section 7 – School Renewal Planning

7.1 The Themes

All schools are developing School Renewal Plans with health, safety, wellbeing and resilience as the solid foundations from which all other work is based.

All School Renewal Planning is developed from a clear Needs Analysis Audit and Action Plan for each of 5 Key Themes. It takes place in two phases (by June 2020 and by September 2020) and is supported by the collegiate Working Time Agreement in the second phase.

Phase 1 of Renewal planning, to support the return to school, will focus on themes 1 & 2:

- Health and Safety and
- Transitions

Phase 2 of Renewal Planning will focus on themes 3,4 & 5 and will include the WTA

- Wellbeing and Resilience
- Teaching, (Blended Learning) and Assessment
- Equity, Inclusion and Equalities

7.2 Theme 1, Health and Safety

See School COVID Operational Risk Toolkit and Risk Assessment (Appendix 1)
Refer to Section 5 for all enhanced Hygiene Measures

All Schools have set up a Health & Safety working group, if not already in place, to ensure a collective responsibility in supporting this theme. This comprises SLT, including the Business Manager, staff representatives (teaching and non-teaching) and Facilities Manager.

At Local Authority level, relevant partners will provide support to schools, as required, eg Corporate Facilities Management, Procurement, Health & Safety and Human Resources.

All school staff will have to confirm they are familiar with Test and Protect strategy. Staff who develop symptoms of Covid-19 must stay at home, self-isolate and complete the appropriate form.

In terms of access to testing for staff - The Scottish Government testing programme has been extended and is available to all key workers who develop symptoms and need to self-isolate, or to any members of their household who are symptomatic. This programme covers all Local Government key workers and operates separately from the existing NHS testing programme, which supports testing for colleagues in health and social care. You can read further information about testing on our website, including guidance on how to do a referral, regardless of the test route.

Staff should be aware that they may be asked to self-isolate on more than one occasion.

Testing is only effective if it's done within 48 to 72 hours of symptoms developing. So a referral needs to be made as soon as the individual becomes symptomatic or it won't work, and the referral won't be accepted.

School leadership teams will aim to minimise the operational impact of individual or groups of staff being required to self-isolate and will have business continuity plans to mitigate the risk

7.3 Theme 2, Transitions

All schools planned and delivered virtual transitions for learners. Enhanced, onsite transitions were available for learners with specific additional support needs. *See appendix 4 for details.*

7.4 Theme 3, Wellbeing and Resilience of the Learning Community

It is assumed that all schools and settings will adopt nurture principles, as detailed in Appendix 2.

A health and development framework has been developed to support the needs of staff, pupils and families, ensuring appropriate support mechanisms are in place for all. In line with School Renewal Planning Theme 3, support all schools to conduct a Needs Analysis of Wellbeing and Resilience of learners and staff

Further reading can be found in the following links:

Guidance for Self-Evaluation during the COVID -19 pandemic

Guidance for planning health and wellbeing: Edinburgh Learns Health and Wellbeing Strategy.

7.4.1 Health and Wellbeing of Pupils

During the lockdown establishments continued to work collaboratively with partners to support the health and wellbeing of children/young people. As we look forwards to the return to school buildings, the health and wellbeing of children/young people and staff is at the centre of Renewal Planning

The experience of lockdown for our children and families varied greatly. For some it allowed people to spend 'quality time' together and reconnect as a family. Most of our children encountered positive interactions with siblings and parents, many of which reaffirmed family bonding and relationships. However some young people experienced poverty and stress. They may have seen family members experience domestic abuse, become ill, or worse. They might have had little chance to play outside and more than a few may exhibit the signs of stress or distress.

Each person's experience has been unique, and our schools need to be prepared to accept children and young people where they are now, not where they left them in March. School staff can't change what children and young people have experienced, but they can help them make sense of it.

We know that many children/young people will be returning to school with a range of emotions. Some may be a little bit wary, others excited and many not sure what to expect. All adults should recognise the need to support both their own health and wellbeing and that of the children they work with. They should model positive, calm behaviour and promote self-care. Rebuilding familiar routines and rituals within the school and classroom will be essential and will help children/young people feel safe and nurtured. However, the most effective and least intrusive intervention is for children/young people to be supported by an adult who knows them well. This should be the primary focus of all staff working in schools.

To ensure our children/young people are in the best place to access learning, we must support their health and wellbeing. The four key facets of this support, included in our Renewal Planning, are to ensure all staff;

- **Reconnect relationships** - supporting the re-establishment of peer to peer and adult to children/young people relationships
- **Acknowledge experiences –** being curious, acknowledging feelings and reactions and creating time and space for dialogue
- **Create a nurturing environment -** the 6 nurture principles should be used to underpin the approach to school life and learning

- **Support our learners to build resilience –** the four contexts for learning should support children/young people to build resilience.

Advice, guidance and resources to support each facet can be found on SharePoint (Edinburgh Learns at Home, Guidance).

Schools are not starting from zero and should continue to use the range of resources and supports they found to be effective before lockdown. The Wellbeing Indicators are our constant definition of wellbeing and reflective questions have been designed to support staff to identify health and wellbeing priorities within the current context.

Building on our strengths with community partners will be a vital part of renewing the holistic offer around health and wellbeing and this should be a priority for all schools

Supporting children and young people with additional support needs

Support for vulnerable children in mainstream schools will continue to be prioritised. The ASL Service and Psychological Services will continue to work with schools and third-sector partners to support planning for children at Pathways 1 and 2, who are supported in school, including those requiring Additional Support for Learning and English as an Additional Language Support.

For children at Pathway 3, who are supported out of school, a range of supports will continue to be available. These include Inclusion Support Team locality supports for children and young people at risk of exclusion including Forest Schools and Outdoor Learning offers; Early Years support for children in Early Years settings and support for children and young people with sensory support needs and complex healthcare needs.

Mainstream schools will meet with ASL Service Leaders to plan these supports so that they are in place for schools reopening and will continue to review and monitor them in line with national and local developments.

The ASL service developed the Inclusive Practice Checklist checklist and briefing on inclusive practice renewal in June (Appendix Six) which was delivered to SLT and ASL Team Leads in education settings. Through this, all schools and early years settings were briefed prior to the end of term on how to ensure that their preparations were focussed on supporting children and young people with additional support needs who make up around 30% of the school population. An audio ppt to share with staff in schools to support inclusive practice has also been shared with SLT in schools.

Risk Assessments to support individuals with additional support needs have also been shared with education settings. The ASL service and Psychological Services have developed online CLPL for staff to support inclusive practice training needs and this will continue to be developed over the course of next session. Our Inclusion Hub continues to be the central point for sharing of information and resources and is updated regularly in line with Scottish Government guidance. When school staff return, if they have any concerns about a particular pupil the child's school will be in touch with parents/carers directly to discuss how best to support their return to school. The ASL Service and Psychological Services will work with schools to plan supports for children with more complex needs, involving third-sector partners as required. In line with Peripatetic Guidance (Appendix 8) this will be required to be delivered in a different format.

Parents will be included in the planning process for their child. It is essential that all planning includes parents and is led by the child's school.

7.4.2 Health and Wellbeing of Staff

In School Renewal Plan for Theme 3: Wellbeing and Resilience, planning will be detailed for the whole school community and will be supported by the Working Time Agreement.

This is a difficult time for staff, juggling personal circumstances as well as adapting to new ways of working, which can cause a range of emotional issues. The City of Edinburgh Council recognises this and urges staff to speak to their line manager if they are experiencing any difficulties.

Trade unions offer a range of Health and wellbeing support for members that can be accesses through local reps and secretaries.

The Council's intranet, "The Orb", features a Health and Wellbeing page where staff can access a host of support services including financial wellbeing.

In addition, school staff have been able to access training 'Moving on, coming together: focus on our wellbeing' to support their own health and wellbeing, provided by the HWB team. A reorded version of this will also be avaiable to staff. In addition the Mental Health and Wellbeing 40 Top Tips for School Staff is avalable on Sharepoint.

7.5 Theme 4, Teaching Learning and Assessment

Although schools are returning at 100%, the need for contingency planning remains. All schools are continuing to prepare their plans for Digital and Blended Learning. These are influenced by how much digital learning is already embedded in practice, with a view to continuing to develop this, regardless of the attendance model in place.

All schools have identified a senior leader with responsibility for Digital Learning. This person will link with the QIEO (Digital) in a dynamic and practical series of workshops and conferences over the session, ensuring that digital learning continues to develop.

Particular consideration is being given to safeguarding and ensuring that learners who do not have digital access or devices are not disadvantaged. Blended Learning Plans take account of traditional and Outdoor Learning.

7.5.1 Adaption to School Return

As children return to school, the initial focus will be on Health and Safety awareness measures and ensuring that pupils are re-engaging positively in their new environment, rebuilding relationships with peers and staff.

Primary children will focus on literacy and numeracy alongside Health and Wellbeing for the remainder of the first term. Outdoor learning will be utilised whenever possible.

Secondary pupils will continue to study all curriculum areas although timetables will be amended to minimise the different groups of people taught in one day, and practical subjects may be limited at the beginning of term. Outdoor learning will be utilised whenever possible.

Children and young people in Special Schools will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school. Secondary-aged pupils in special schools will continue to study across a wider range of subjects although timetables will be 'blocked' as far as possible to minimise interactions between different groups of staff and pupils. Outdoor learning opportunities will be a key feature of the school day where this can be achieved within school grounds.

7.5.2 Raising Attainment and Achievement

Broad General Education
Predictions about pupils' attainment levels up until March 2020 were used to estimate attainment prior to lockdown. Progress through Curriculum for Excellence levels since that point will be established as soon as possible when learners return to school. The school tracking systems should be updated as a matter of priority. The local authority will require updated predictions on progress by November 2020. Schools will be required to draft plans to show how any gaps in learning will be addressed. This will include short, medium and long term targets.

Senior Phase
Learners at this stage of their education will be particularly anxious about the impact of coronavirus. Estimated grades for exams in Session 19/20 may or may not lead to additional anxiety. Schools will be asked to detail how they will identify and support learners who are most negatively impacted by the pandemic. There is an expectation that supported study sessions will be organized at school level.

7.5.3 Children unable to attend school

Digital Learning continues to be developed for children who are self-isolating (but otherwise well), the delivery model will depend on if it is an individual who is self-isolating or a class/ group of classes in the event of an outbreak occurring in a school.
This model will also become the default model for any localised school closure.

7.6 Theme 5, Equity, Equality and Inclusion

School Renewal planning for Equity, Equality and Inclusion is paramount in maintaining the progress that has been made in narrowing the poverty related attainment gap. All schools will self-evaluate, gathering data which enables planning, and recovery, for children and young people living in poverty and deprivation and in particular, those being supported by Attainment Scotland Fund (PEF and SAC). Schools will work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for Renewal.

7.6.1 Ensuring Equity

The social and economic impact of Covid-19 and the resulting school closures have seen an increased number of families experiencing poverty-related barriers and a huge variance in the engagement of families and learners with the home learning model. This has further magnified the need for the management of resources to support equity to include best value principles, and to ensure that approaches and interventions impact positively upon the outcomes for children and young people affected by poverty.

The current pandemic has led to an increase in the number of families undergoing financial difficulties. To quantify this increase, the correspondence received by City of Edinburgh council in relation to free School Meals on the first week in April was 302, in comparison to 30 for the same week the previous year. It is important to ensure that these families are able to access financial inclusion services.

Free school meal financial equivalents will continue to be given to families in the event of further localised school closures.

The strategic projects funded through the Care Experienced Fund such as Maximise, Forest Schools, Edinburgh Learns and MCR Pathways will continue as planned albeit in ways now tailored to meet the recovery phase.

7.6.2 Closing the Attainment Gap

The local authority has asked schools to plan how to meet key short, medium and long term outcomes. This includes how they will support equity cohorts through the delivery of targeted catch up provision to close the poverty related attainment gap. This is in line with the information in the PEF National Guidance (May 2020) about ways in which schools are empowered to make key decisions in relation to spend on staffing, ICT, and working with partners.

Within their plans for equity, schools refer to 5 Key Areas (Attainment, Attendance, Inclusion, Participation and Engagement) in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19 are targeted and measurable.

Local Authority Level

Over the summer we identified non-engaging families and scoped how to begin immediate catch up work – this included support for school refusal, as well as literacy/numeracy support within Summer Hubs

For the first term we have identified 18 schools that are likely to benefit from further support in terms of increasing mental well being, and each of these schools will be provided with an Active Schools Co-ordinator to compliment the teaching staff and work with children to build up resilience. (Appendix 9)

School level

Short Term (start of session 2020-21):

- The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners and families.
- Ensure that the planning of effective interventions and approaches, including catch up provision, is based on data and evidence.

Medium Term (during session 2020-21):

- Implementation and ongoing evaluation of interventions and approaches, including catch up provision, through managing resources to support equity of access to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty.

Long Term (end of session 2020-21):

- Reduction in the poverty related attainment gap in literacy and numeracy as follows
  - *Table for Primary Table for Secondary*

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

We know the best way to support children through change, uncertainty and adversity is though nurturing supportive relationships with skilled adults (Appendix Two: Principles of Nurture). We will promote a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community and by being sensitive and responsive to each child's wellbeing.

These approaches are driven by the requirement to implement appropriate hygiene measures in schools to minimise the risks of infection and transmission and ensure they are safe places to be.

The expectations in terms of hygiene and travelling to and from school will be clearly communicated to families in advance of the return to school buildings. Inductions will occur for all pupils arriving at buildings, to help them understand new procedures.

All educational establishments will open to children from 12th August, however the first two or three days of week one will be an Induction period, with smaller groups in attendance, with the full 100% model resuming on 17th August at the latest.

8.1 Early Years

The use of outdoor space such as forest schools will play a pivotal part in how Early Years Learning is delivered.

Staff and children will form "groups" of no more than 30 children. Groups will remain in one area of the Building and have no interaction with other groups.

The early years building estate is comprised of a mix of closed classrooms and open plan buildings – which will result in a significant variation of capacities from building to building.

All children will be offered full day places, instead of half days to minimise infection spread.

In all Local Authority establishments, children will attend for 2 days a week (Mon/Tues or Wed/Thurs) for between 6-8 hours per day this would enable all children to achieve their entitlement of 600 hours Early Learning and Childcare.

A survey is being undertaken to identify the settings that can increase those hours and in some cases we will resume delivery of 1140 hours, where we have already started and where demand does not exceed capacity.

In partner provider nurseries, individual settings' capacity will be audited, with places targeted as those children entitled to funded ELC provision and vulnerable children. Significantly, a potential funding stream will be required to support and sustain the models of provision agreed.

Childminders continue to provide childcare for families as per the guidance from Scottish Government.

8.2 Primary Schools

Children in primary schools will remain in social groups based on class. The groups will remain consistent across the term and as far as is possible have no interaction with other groups. Groups of children will be supported by consistent teaching and support staff.

8.3 Secondary Schools

This plan will uphold the principles and expectations outlined in the national Strategic Framework and the Edinburgh Learns phasing delivery plan ensuring excellence in equity and attainment as set out in the NIF priorities.

Whilst prescriptive (metered) physical distancing has been removed, in order to achieve 100% attendance, older children will be asked to physically distance and reduce social interactions between pupils in different groups where possible. A number of measures under consideration are:

- Children/ Young adults remaining in same rooms where practicable and teachers move between classes.
- “big blocks” of learning for example a six-period day could become a three-period day
- Interdisciplinary learning within and across curriculum areas where appropriate.
- Planning for practical and non-practical subjects eg PE, Chemistry, Domestic Science etc.

Children with Additional Support Needs:

- Additional space for those who rely upon the use of equipment, such as hoists, particularly where this provision is provided in a mainstream school setting
- Schools will cater for individual needs on a case by case basis particularly for children with severe and complex needs where handling and personal care is required, in line with legislative requirements

8.4 Special Schools

The impact of social distancing on children and young people with additional support needs can be significant and, in many cases, will be extremely challenging to implement. For this reason, the City of Edinburgh Council is adopting the same social “grouping” approach as Early Years; decreasing overall interactions and increasing hygiene measures.

Social Groupings will be organised by each school and formed according to the needs of the child/children.

Risk assessments already exist for children with more complex needs, including those with behavioural and emotional needs. These risk assessments have been updated as a matter of priority.

Timetabling and positioning for access to sensory equipment/resources are to be reviewed to incorporate increased cleaning regime

Where PPE is risk assessed as being required, all staff must be trained in how to put on and take off PPE.

Section 9 – Contingency Model

The Scottish Government will take decisions based on scientific evidence and this plan has been prepared as per Scottish Government guidance for Phase 4, where the virus remains suppressed to very low levels and is no longer considered a significant threat to public health, but society remains safety conscious.

Whilst the Scottish Government have agreed that schools will return in August at 100%, the constant changing environment that living through a pandemic causes, has retained the need to have a number of contingency options.

These contingency plans consider the impact of physical distancing being re-introduced – with a specific focus on secondary schools as this seems to be the area of science that remains under constant review.

This contingency plan also allows the continued development of the digital learning model that will allow a seamless transition to At-Home learning should a local "lockdown" of a school or a community be necessary.

The 50% attendance, model takes into account 2-metre and 1-metre physical distancing.

It should be noted that the transition period to re-introduce a prescribed physical distance could take up to four weeks (where buildings need to be re-purposed).

As this is a contingency plan, a decision had been made to allow all buildings earmarked for additional school capacity to re-open as and when it is deemed safe to do so.

9.1 Contingency plan should physical distancing be re-introduced

This contingency model observes physical distancing requirements This phase encompasses a blended approach of in-school and home learning, balancing face to face teaching and completion of follow up tasks at home.

Delivery **Phase Three**	**Early Years Settings**	**Primary Settings**	**Secondary Settings**	**Special Schools**
Staff Attendance	All Staff in school			
Pupil Attendance	Operational Maximum whist maintaining groups. Places allocated on rotational basis. Attendance focuses on entitlement for all children to receive 600 hours of ELC provision, and in family groups.	Primary school determine maximum pupil attendance whilst maintaining physical distancing Pupils attend on a rotational	Secondary schools will use all facilities available to them and the availability of support services such as transportation to determine max	Special schools will use all facilities available to them within school grounds Attendance will be in social groups Pupils will attend two days per week or four days per

		basis across four days of the week with Fridays as home learning only. Attendance focuses on family groups	attendance achievable. Pupils attend on a rotational basis across four days of the week with Fridays as home learning only. Attendance focuses on family groups	fortnight with Fridays as home learning only
Key Worker Children and Vulnerable Pupils	When devising attendance, first priority will be given to vulnerable pupils and children of key workers when they have no other care.			
Home Learning	When children are not in attendance, staff may provide engagements activities to undertake at home, with a focus on creativity and active play	Blended learning will be the norm for all pupils. Direct teaching in schools will sit aside home learning that follows up on core in-school teaching.		In-home learning activities will be extension activities that link to the in-school experience
Catering	Meal provision for eligible children attending nursey	Provision of a limited menu packed lunch menu (Soup/ sandwich) for children attending schools. 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 serving facilities at each school. For some settings that may mean staggered lunches in classrooms or using different areas for dining. Where registered for free school meals, and when pupils are not attending at school, an equivalent monetary payment will be made to parents.		
Transport		Liaison and planning with bus operators to agree maximum transport capacity on vehicles whilst maintaining social distancing.(See Appendix 5) Exploration of most efficient transport model to maximise school attendance (year-groups, geographical, families etc).		

		If risk assessments 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 be prioritised for those with no option. Planning with schools to ensure transport operations correlate with the planned school day		
Curriculum	Heavily play based and focus strongly on outdoor learning and play	All schools required to review Curriculum Rationale (BGE) as part of Blended Learning Planning. Clear adherence to school values will remain and pupil participation encouraged. 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	All schools required to review Curriculum Rationale as part of Blended Learning Planning. 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. Schools will maximise the use of the e-learning curriculum offer as well as direct teaching in school. Blended learning will be	All schools required to review Curriculum Rationale as part of Blended Learning Planning. The curriculum will focus on health and wellbeing, literacy and communication and numeracy. This will be built around the skills framework within each school. For all pupils, there will be a blended curriculum that will balance direct teaching in schools with time learning at home. Careful tracking of learning is needed to ensure that the teaching experience of pupils attending on different days remains consistent. Extended use of digital learning will continue as appropriate to

		curriculum will focus on focused quality teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing. For all pupils, there will be a blended curriculum that will balance direct teaching in schools with time learning at home. Outdoor learning opportunities will be maximised	the norm for pupils with direct teaching on certain days alongside home learning and engagement with online e-learning content. Outdoor learning opportunities will be maximised	learners' needs, to support continuity in learning in event of outbreak or lockdown. Outdoor learning opportunities will be maximised
Cleaning	Existing robust daily building cleaning routines will be maintained in all educational settings Electrostatic Fogging cleaning regime in place			
IT and Technology	Audit current availability of staff. Identify gaps for purchase of devices and opportunities for CLPL. Create a strategy paper for EY.	Audit of devices to ensure suffice for needs, and flag any issues, further devices needed. Ensure a robust support infrastructure is in place. Start delivery of the longer term solution for digital devices for learners and teachers		
Inclusion and Wellbeing	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	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. Mental health and wellbeing support will be available through the Educational Psychology Service and other services.		

	young children affected during the crisis by bereavement, emotional distress or any other concerns	
Communications	Establishments to develop a communication plan for the provisions of clear and consistent information in regard to attendance and blended learning arrangements. This will include clear information on establishment attendance days.	
SEEMiS and Attendance Tracking	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.	Arrangements made to re-open schools on SEEMiS to allow conventional recording of attendance. Guidance provided on recording and coding attendance/absence during the phasing period.

9.2 Phase Four – Long-Term Delivery

Timescale to be Confirmed

Planning a fourth phase of delivery scopes how schools will move from a 50% model to 100% attendance.

All measures set out in this phase of the plan are indicative and wholly dependent on the government advice at the time. This phase will continue to be amended and updated as more advice is issued.

Delivery Phase Four	Early Years Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements.			
Pupil Attendance	When 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.	When 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's required, Test and Protect measures will be followed for the school population.		

Key Workers and Vulnerable Pupils	The need for dedicated provision for children of key workers will be reduced as attendance regularises. Educational centres will continue to support vulnerable pupils and their needs will be integrated into regular provision.	
Curriculum	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.	As curriculum delivery returns to more conventional approaches, the aspects of innovation and best practice developed during lockdown should be maintained, especially where that involved flexible online learning and increases in equity of provision. As regular school attendance increases, the balance of blended learning will decrease accordingly, and pupils will return to greater levels of in-school learning, however extended and embedded use of digital learning will continue – this to as risk mitigation for future outbreaks or lockdown
Inclusion and Wellbeing	All pupils with additional support needs will be supported in line with the framework. Support for wellbeing and mental health will continue to be available from support services, as required.	
Home Learning	Where nursery-age children have been identified as needing to continue in long-term shielding, regular contact with home will continue to be provided by their nursery worker.	Home learning will gradually be stepped down as children increase their time in school. 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 teacher.
Transitions	As plans move forward for 2021, 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	Transport only provided where it would normally operate for specific	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.

	circumstances and by prior agreement.	The requirement to wear masks on buses will be relaxed. Taxi and small vehicle transport will be able to return to normal.
Catering	Meal provision for eligible children attending full-day nursery sessions.	Kitchens and dining areas will open up more fully as social distancing requirements are relaxed. This may change operational arrangements in individual schools. As kitchens return to normal operation, menu choices will be reinstated, and hot meals will be provided more widely.
Cleaning	Cleaning routines will begin to return to regular patterns but is likely to retain need for frequent cleaning of contact surfaces. Advice will be considered in relation to any further requirements for additional cleaning.	
IT and Technology		As attendance increases and the need to participate in blended learning is reduced, school will gradually call back in IT equipment that has been loaned 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.

9.3 Increasing Separation

The number of children and young people who can attend in-school learning is determined by the overall floor capacity.

50% at 2-metre distancing

The agreed metric of 4.7 square metres was used to help determine the maximum capacity of all spaces in establishments to comply with 2-metre distancing rules. This metric allows for circulation space in addition to the need to adhere to the 2m physical distancing rules.

Support was given to schools where there were particular issues in regard to physical distancing, in the form of a team of architects, estate planners and interior designers, to ensure capacity was maximised whilst adhering to guidance.

There is a significant variation of capacity in Primary and Secondary schools across the city, we have identified 22 schools that would require additional classroom capacity to accommodate 50% of pupils. An initial desktop analysis suggested 47 properties would be required for the contingency. More detailed assessment involving input from locality managers is ongoing with a focus on reducing the number of buildings required wherever possible. It is expected that an updated building contingency plan will be available week commencing 20. (These are outlined in Appendix 7)

There is a cost to repurpose these buildings into a classroom environment, and a lead time of up to 6 weeks to ensure all adaptions are made and meet all Health and safety guidelines and are fit for purpose.

For special schools where the Scottish Government guidance on re-opening schools indicates that exceptions to the physical distancing rule are permitted due to the needs of learners, there will be 50% of children in the school at any one time.

50% at 1-metre distancing

The reduced distance of 1metre physical distance does not automatically double the capacity of each classroom.

The agreed metric of 2.3sqm was used to square metres was used to help determine the maximum capacity of all spaces in establishments to comply with 1-metre distancing rules. This metric allows for circulation space in addition to the need to adhere to the 1m physical distancing rules.

By reducing the physical distancing to 1-metre, there are very few secondary schools that would have the need to repurpose buildings, and could instead repurpose existing rooms in school state to accommodate any classes of over 27

However, to offer a full curriculum there may be a preference for some schools to seek alternative accommodation.

9.4 At Home Learning

This will complement and support the learning that takes place in school. Teachers who are attending school buildings will be teaching smaller groups of children, so will have less time to directly teach groups who are learning at home. Staff that are unable to attend school buildings will have a key role in supporting at home learning.

The City of Edinburgh Council will continue to support families through provision of iPads and My-Fi dongles where appropriate.

9.5 What is Blended Learning

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. There are various models of blended learning that education systems use such as:

- Flipped Classroom—Core content is learned online outside of class time and then learners participate in activities in class to reinforce and deepen their learning.
- Enriched Virtual Model—Online courses and electronic platforms drive learning. Customised, face-to-face support is arranged.
- Flex Model - most teaching happens on-line with teacher as facilitator.
- Self-Blend Model—Learning is entirely online. Learning is selected by the learner and undertaken in their own time and at their own pace.

Whatever model we choose, being responsive and agile is critical as our models for school attendance continue to change.

Blended Learning in our context

As we return to school, we will want to ensure that children and young people settle into their new ways of working as confidently and effectively as possible so that all learners have the same opportunities to progress and succeed. We are all aware that it will be of paramount importance to build relationships with our pupils and ensure they feel safe and positive in moving forward. Tom Sherrington's article 'rebuilding teacher routines' highlights just that. Re-establishing teacher routines and re-igniting successful and familiar teaching and learning strategies will be a key part in all of this. Sherrington also points out that whatever the anxieties we have as teachers surrounding course completion or gaps in learning it will be essential to stress to pupils that it will all be fine, everything is salvageable, and anything is possible. So how do we go about this with the mixture of online and in class teaching?

Four Guiding Principles

- Plan for progression
- Share the purpose of learning
- Guide student learning
- Review the learning

What are the benefits of using a Blended Learning Model?

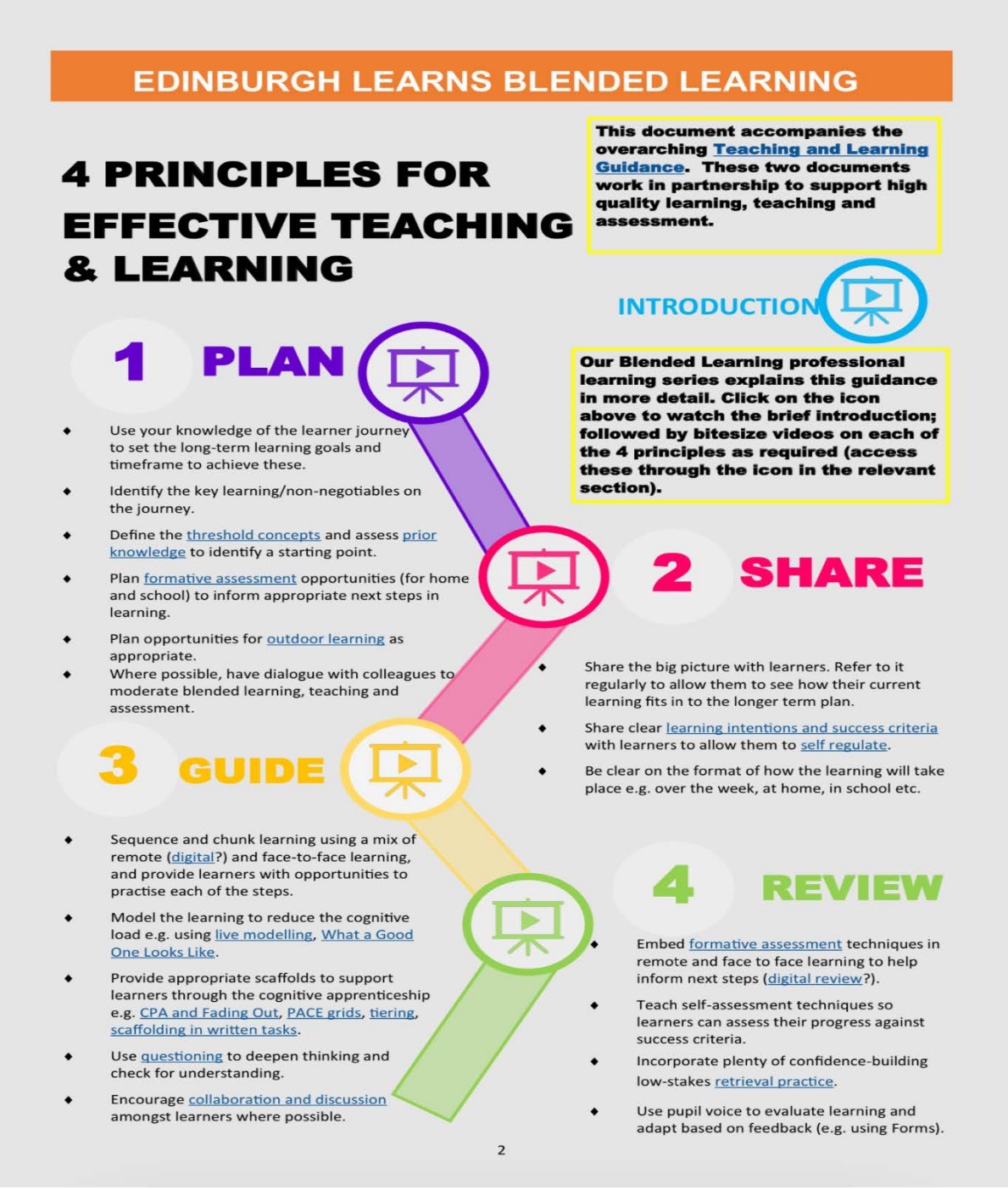
Practitioners that have used a Blended Learning Model have highlighted many benefits of use for both pupils and teachers including:

- Differentiation - Aids differentiation as pupils can work at their own pace and have access to materials to review key messages as and when they need
- Formative Assessment for Learning - Provides opportunities for personalised feedback and regular formative assessment through the use of both digital tools and in class teaching techniques. Can increase participation in discussion and encourage pupils to ask questions that they may not feel confident about asking in the classroom
- Leadership of Learning - Encourages students to be leaders of learning and develops skills of metacognition and self-review

- Skills - Can give opportunities to developed higher order thinking skills and give teachers the ability to spend longer on developing key creativity skills such as problem solving i.e. using a Flipped Classroom Model. Read more in our Blended Learning Renewal Planning Resources pack.

Blended Learning and the Four Guiding Principles

The Four Guiding Principles of effective teaching and learning - **Plan, Share, Guide and Review** do not change whether teaching in class only, teaching remotely or carrying out blended learning. However, there may be certain aspects of the Four Guiding Principles that you wish to consider more fully when using a blended learning model.



9.6 How will this look in each sector?

The expectations in terms of handwashing, physical distancing, and travelling to and from school will be clearly communicated to families in advance of the return to school buildings. Inductions will occur for all pupils arriving at buildings, to help them understand new procedures.

Classrooms will be redesigned to ensure there are 2m gaps between people (adults and pupils) in all directions, (this requires an allocation of 4 square metres per person) or 1m between people (adults and pupils) in all directions, (this requires an allocation of 2 square metres per person).

In addition, it is necessary to allow some space for circulation around the room – normally calculated at 10-20% of total available floorspace. The revised capacities of classrooms have therefore been calculated based on an allowance of 4.7sq m / 2.35 sq m per person in each room or teaching space.

The City of Edinburgh Council strives to maximise the proportion of In-School learning. All children will start the year with an induction to ensure that everyone fully understands the new arrangements in schools to observe physical distancing.

Under 2-metre physical distancing – Schools that do not require additional buildings will be able to offer at least 50% of the school roll on two full days per week from the implementation of new rules. Where there is additional accommodation requirements schools would operate at 33% until building were ready for occupation, which at a best estimate would take up to four weeks.

Under 1-metre physical distancing all pupils will be able to attend two full days per week in every school. Headteachers will confirm specific details for their school as soon as possible to enable parents/ carers to plan ahead.

The length of school days on Mondays to Thursdays will be adjusted to ensure that each day represents 25% of the normal school teaching week, therefore the blended learning model, where children attend two days per week is the equivalent of half the normal school teaching week.

All special schools will offer a model of 50% attendance.

9.7 Early Years

Physical distancing with very young children is challenging to say the least, therefore the use of outdoor space such as forest schools will play a pivotal part in how Early Years Learning is delivered.

Staff and children will form “Bubbles” with a maximum ratio of 1 adult to 8 infants. Bubbles will remain in one area of the Building and have no interaction with other bubbles.

All children will be offered full day places, instead of half days to minimise infection spread.

In all LA establishments, children will attend for 2 days a week (Mon/Tues or Wed/Thurs) for between 6-8 hours per day, based on capacity of settings to have 1 adult to 8 children (aged 3-5) and 1:5 for 2-year olds and 1:3 for babies. In LA settings this would enable all children to achieve their entitlement of 600 hours Early Learning and Childcare. Once phase 4 is achieved and there is no physical distancing, families will engage with their previous offer of 600 hours or 1140 hours pattern of attendance. Settings will continue to phase in the provision of 1140 hours, where possible.

In partner provider nurseries, individual settings’ capacity will be audited, with places targeted as those children entitled to funded ELC provision, vulnerable children and children of keyworkers.

Significantly, a potential funding stream will be required to support and sustain the models of provision agreed.

Childminders will provide childcare for families as per current guidance.

9.8 Primary Schools

Children in primary schools will attend schools with the same group of children on allocated days. The groups won't be mixed up and will remain consistent across the weeks. Groups will engage in physical distancing as much as possible, supported by consistent teaching and support staff. Their environment and organisation of resources will support physical distancing.

Primary Model

The **Universal Offer** irrespective of physical distancing measures in place, will see children divided into vertical groups, ensuring where possible siblings are in the same group. Staff teams consisting of teachers and support staff will be allocated to each group, who will each have a dedicated learning space.

Under 2 metre physical distancing, where schools can accommodate 50% of children without additional accommodation being required this will be introduced within one week of notification of changes, with a full Digital model being implemented in the interim period

In circumstances where additional accommodation is required, the Council aims to provide for 33% of the school roll to attend In-School learning within one week of notification, moving to 50% within 4 weeks as repurposing of buildings are completed..

Under 1-metre physical distancing all pupils with move to 50% model within one week.

If a targeted offer is required, this would offer full day provision Monday – Friday for the children of Key workers and vulnerable children identified through GIRFEC planning.

Model for schools that require additional accommodation under 2 metre physical distancing

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub		Hub
Wk2	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
Wk3	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub		Hub
wk4	Group C	Hub	Group C	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub		Hub
Wk5	Group B (+c2)	Hub	Group B (+c2)		Group A (+c2)	Hub	Group A (+c2)	Hub		Hub
Wk6	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c2)	Hub	Group A (+c2)	Hub		Hub

Example model for schools that do not require additional accommodation under 2 metre physical distancing (and all schools under 1-metre physical distancing)

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk2	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk3	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub
Wk4	Group B)	Hub	Group B	Hub	Group A	Hub	Group A	Hub	Digital Learning	Hub

9.9 Secondary Schools

Within the structure of the Attendance Model, School Leaders are empowered to design and implement a blended learning plan to best fit the learning needs of the children and young people within their unique educational setting. This plan will uphold the principles and expectations outlined in the national Strategic Framework and the Edinburgh Learns phasing delivery plan ensuring excellence in equity and attainment as set out in the NIF priorities.

Impact on Timetable:

- "big block" of learning for example a six-period day could become a three-period day.
- Interdisciplinary learning within and across curriculum areas
- Planning for practical and non-practical subjects eg PE, Science
- Flipped learning approach – self-directed learning or theory complete via remote learning, attend school for application of learning/practical elements

Children with Additional Support Needs:

- Additional space for those who rely upon the use of equipment, such as hoists, particularly where this provision is provided in a mainstream school setting
- Cater for individual needs on a case by case basis and particularly for children with severe and complex needs where handling and personal care is required, in line with legislative requirements

Secondary Model

The **Universal Offer** irrespective of physical distancing measures in place, all schools will need to move to a fully digital learning model Or be closed for up to one week to allow timetable and physical changes to school to be implemented.

Irrespective of the metre physical distancing, schools that can accommodate 50% of the school roll without additional accommodation will do so after one week.

Where schools require additional accommodation to enable 50% of the school roll to attend two days per week, our aim is to do so within 4 weeks, with a 33% model occurring after week one, until new property is available.

Under a 33% model, each school decides how each Group (A, B, or C) is formed and on a rolling pattern of attendance, e.g.

Vertical Split: S1-S6 into three populations eg population A would be 1/3 of pupils from S1-S6.

Horizontal Split: S1-S6 into three populations eg population A would be S1 and S2, B = S3 and S4, C = S5 and S6.

If a **Targeted Offer is required this** is full day provision Monday – Friday for the children of Key workers and vulnerable children identified through GIRFEC planning.

See sample pattern of attendance for Groups ABC below. Also note that as we move through recovery phases, timings of school days could change to include in-school provision on Friday mornings. However, this will be determined on a school by school basis.

Rolling Pattern	PATTERN 1	PATTERN 2	PATTERN 3
Week 1	See induction	See induction	See induction
Week 2	CCAA	ABCB	BCAB
Week 3	BBCC	ABCC	CABC
Week 4	AABB	ABCA	ABCA

Example 1

Secondary Model for schools that require additional accommodation under 2-metre physical distancing

Note that this is a sample model only and each school will have their own schedules.

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning		Digital Learning		Digital Learning		Digital Learning		Digital Learning	
Wk2	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub	N/A	Hub
Wk3	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub	N/A	Hub
Wk4	Group C	Hub	Group C	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub
Wk5	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub
Wk6	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub	N/A	Hub

Example 2

Secondary Model Schools that do not require additional accommodation under 2 metre physical distancing and all schools under 1-metre distancing,

Note that this is a sample model only and each school will have their own schedules

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
Wk1	Digital Learning	Hub	Digital Learning	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk2	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk3	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub
Wk4	Group B	Hub	Group B	Hub	Group A	Hub	Group A	Hub	N/A	Hub

9.10 Special Schools

The impact of social distancing on children and young people with additional support needs can be significant and, in many cases, will be extremely challenging to implement. For this reason, the City of Edinburgh Council is adopting the same social "bubble" approach as primaries; complying with physical distancing where possible and decreasing overall interactions and increasing hygiene measures.

Social Bubbles will be grouped by the school and formed according to the needs of the child/children.

Risk assessment already exist for children with more complex needs, including those with behavioural and emotional needs. These risk assessments have been updated as a matter of priority.

Timetabling and positioning for access to sensory equipment/ resources are to be reviewed to incorporate increased cleaning regime

Where PPE is risk assessed as being required, all staff must be trained in how to put on and take off PPE.

The model of attendance is based on 50% capacity.

Universal Offer – regardless of 2 metre or 1 metre distancing -each child will attend two full days per week either on a Monday/ Tuesdays or Wednesday/ Thursdays for each bubble group. In one school where the healthcare needs of the children are particularly complex, attendance will be based on 4 consecutive days every fortnight, to best meet their needs.

Fridays all children will be learning at home allowing opportunity for collegiate planning and monitoring/ tracking of progress.

Targeted Offer – Monday to Friday provision for children of key workers and those identified through GIRFEC planning.

	Learning Style	Monday		Tuesday		Wednesday		Thursday		Friday	
Week one	**In school**	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub		
Week one	**At-Home**	Group B	Hub	Group B	Hub	Group A	Hub	Group A		Groups A&B	
Week two	**In School**	Group A		Group A		Group B		Group B	Hub	N/A	Hub
Week two	**At Home**	Group B		Group B		Group A		Group A		Groups A&B	

9.11 Childcare Implications

City of Edinburgh Council understand that any blended model will have childcare implications for the working population. A significant number of parents/ carers of primary children within the Local Authority will require childcare in order to return to work. This number includes Council employees servicing the schools (who do not have key worker status).

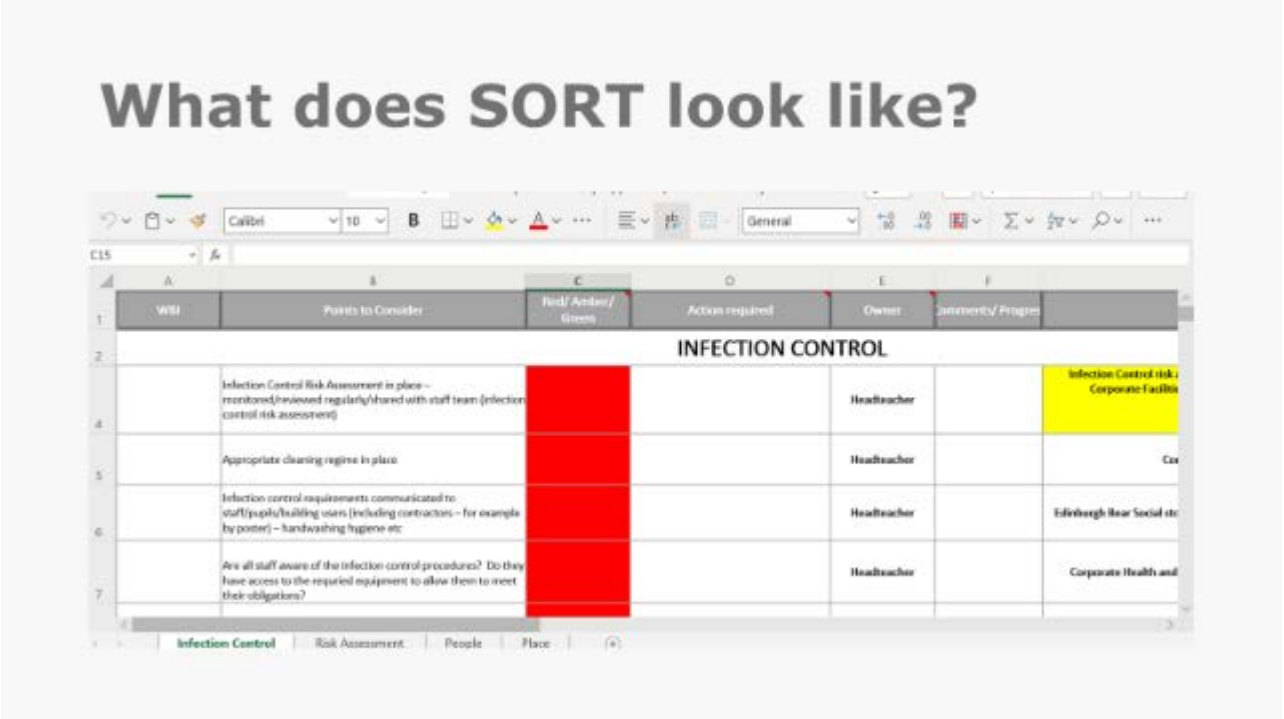
Appendix One – Schools Operations Risk Toolkit

We have delivered full briefing sessions on SORT to all headteachers/business managers/early years colleagues, as well as that we are delivering a series of workshops where we work through SORT with colleagues. On an ongoing basis we develop FAQs from these sessions to provide even more guidance. We are also providing a recorded workshop and can deliver workshops during the Summer for any colleagues who wish to attend.

Each school has a health and safety working group – managing the risks/making this happen in a comprehensive way.

Continued debriefing throughout the response to continually reflect and improve/share good practice with others – we are developing a good practice zone in SORT where we can for example share schools (anonymised work) such as risk assessments.

We also have a formal risk escalation process for SORT.



School Operations Risk Toolkit Renewal Planning

SCHOOL NAME

Renewal Plan Sample:School Operational Risk Toolkit (SORT)

Renewal Theme 1	Health and Safety	Overall Responsibility	HT
Outcomes	• By June 2020 school leaders and management teams will have a robust mechanism for the first phase of reopening schools in accordance with the Scottish Government's Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland and the COVID-19 Framework for Decision Making. • By June2020, school will have Health and Safety measures in place in order to operate safely and confidently, so all pupils can access learning for session 2020/21		
NIF Priority:- • **Closing the attainment gap between the most and least disadvantaged children and young people** • **Improvement in children and young people's health and wellbeing** **Care Inspectorate Themes** • **Quality of care and support** • **Quality of environment** • **Quality of staffing** • **Quality of management and leadership**		**QIs/Themes** QI 1.1*Analysis and evaluation of intelligence and data* QI 1.4 Leadership and management of staff (all themes) QI 1.5 *Management of resources and environment for learning* QI 2.1 Safeguarding and child protection (all themes) QI 2.3 *Learning and engagement* QI 2.4 *Removal of potential barriers to learning* QI 2.7 Transitions (all themes) QI 3.1 Ensuring wellbeing, equality and inclusion (all themes) QI 3.2 *Equity for all learners* QI 3.3 *Creativity Skills* QI 3.3 *Digital Innovation* QI 3.3 *Digital literacy*	

9

School Operations Risk Toolkit Renewal Planning

Tasks	By Whom	Resources	Time	Progress & Impact
• Schools should set up a H and S working group, if not already in place	• HT • BM • Staffing representatives, teaching and non-teaching			
• School leaders should be aware of the essential national and local advice and legislative requirements for reopening schools.	• School Leaders • Corporate Facilities Management • Corporate Procurement • Corporate Health and Safety	• Link to national guidance • Link to School Operation Sheets SOS contents	• From now • Ongoing as advice is updated and shared	•
• Take cognisance of the roles and responsibilities of School Leaders and others in relation to **Infection Control** and action in collaboration with other services in order to open safely.	• School Leaders • All staff • Corporate Facilities Management • Corporate Procurement • Corporate Health and Safety	• Link to SCIRT – Infection Control spreadsheet • SOS Infection Control	• By June 2020	•
• Take cognisance of the roles and responsibilities of School Leaders and others in relation to **Risk Assessment** and action in collaboration with other services in order to open safely.	• School Leaders • All staff • Corporate Facilities Management • Corporate Procurement • Corporate Health and Safety	• Link to SCIRT – Risk Assessment spreadsheet • SOS Risk Assessment	• By June 2020	•
• Audit the needs and requirements of the school's cohort (staffing, pupils, parents) so that school can identify its priorities for accessing a new model for learning.	• All staff • Pupils • Parents	• Link to SCIRT – People spreadsheet	•	•
• Audit the needs and requirements within learning environments so that specific requirements are put in place that provide quality learning and teaching	• All staff • Pupils	• Link to SCIRT – Place spreadsheet	•	•

SORT Includes the following themes
Infection Control
Risk Assessment
People
Place

Appendix Two – Nurture, Adapt, Renew

Nurture, Adapt and Renew

We know the best way to support children through change and adversity is through nurturing supportive relationships with skilled adults. When schools return on 11th August 2020, we will still be in a period of adaptation and renewal with a blend of school and home learning. It would be wrong to assume that children will pick up from where they left off. The nurture principles are a helpful starting point for meeting the needs of all children during this period of intense uncertainty and disruption.

Learning is understood developmentally

We must accept and welcome our children where they are at. Not where they were when we last spent time with them, where would expect them to be for their age or where their peers are. The impact of school closures on children will be extremely individual and will have a variety of positive and negative effects. Knowing the child and offering them experiences which are appropriate for their developmental level is key here.

The school offers a secure base

The change, uncertainty and loss of school closures and the wider impact of Covid-19 on society will affect children differently depending on the balance of other protective and risk factors in their lives. Now, more than ever we need to ensure that our schools and settings offer a secure emotional base for children in which their social and emotional development is well supported. We have an opportunity here to support the mental wellbeing of our children and indeed see it flourish.

Nurture is important for wellbeing

On welcoming our children back to school, it will help to demonstrate that we kept them in mind while we were not together. Connections and relationships are still in place and can be renewed and strengthened. We have a golden opportunity to build resilience by modelling mentally healthy responses to the disruption and change whilst not minimising the adversities faced by some adults and children alike.

Language is a vital means of communication

Children will look to those around them for language to describe our shared experiences and also to understand and put into words their individual experiences. We need to think carefully about the words we choose to describe the changes we have all experienced and encourage children to use language to help understand what has happened to them and how they feel about it. We must refrain from putting words in children's mouths or assuming that our experience is shared by others.

All behaviour is communication

We are used to interpreting how children behave as communication and asking ourselves "*What is this child trying to tell me?"*. We may observe some confusing or unexpected behaviours from children when schools return. It is important to remember that the child's behaviour makes sense to them given their unique experiences. It is our job to help work out what their behaviour is telling us and how best to support the child with what has happened to them.

The importance of transitions

Transitions are important in the lives of all children. This is true of larger, more obvious transitions like moving from primary 7 to secondary school but also for smaller, less visible transitions. Most of us have experienced major transitions in recent months affecting work, home and social lives. Some children will cope with these transitions with minimal support. Others will find them intensely troubling. What will help is establishing and maintaining routines, as much predictability as possible, the use of familiar environments and experiences and transitional objects where necessary.

Our wellbeing affects the wellbeing of children

We know that we can't keep pouring from an empty cup. In order to support our children and young people as best we can we need also attend to our own mental health and wellbeing. We have all experienced a protracted period of change, sometimes loss, and will continue to do so for the foreseeable future. It is essential we look after our own wellbeing by using colleagues and the wealth of Council supports. There is wellbeing information on our website for colleagues.

Compassionate understanding and practice offer the best conditions for child development

When we practice compassionately, we are non-judgmental, we offer unconditional positive regard, we assume that people are doing the best they can in the circumstances they are in. We will need to practice our compassion by showing sensitivity to how any stresses and difficulty have affected those around us. This applies to children, colleagues and families. Not only do we need to try and take as compassionate an attitude as possible to others, we will need to demonstrate this by our actions and also apply this same compassionate approach to ourselves.

Aicha Reid CPsychol

Depute Principal Educational Psychologist

May 2020

Appendix Three– Financial Implications

Financial Implications

Schools re-opening estimated additional costs June - December 2020

50% and 100% models

	50% - 2m	50% - 1m	100%	
Description	**£m**	**£m**	**£m**	**Notes**
Learning and teaching	8.1	8.1	8.1	Back-fill of learning and teaching staff due to COVID-19 related absence. Expected to be required in both models.
Learning and teaching (50% model only)	13.6	6.9	0.0	Additional learning and teaching staff to support the additional teaching spaces required and blended learning. Additional staffing requirement for 1m contingency model.
Digital inclusion	1.6	1.6	1.6	Additional devices for pupils in excess of the number funded by the Scottish Government digital exclusion initiative. Potential for further funding but not confirmed as yet
Facilities Management	5.0	5.0	4.5	Additional cleaning, net impact on school meals income and health and safety measures
Facilities Management (50% model only)	4.6	1.4	0.0	Additional cleaning, school meals and health and safety measures for 47 additional premises (2m model)
Home to school transport	0.0	0.0	0.0	Latest guidance on distancing is not expected to incur additional costs in 100% model. The 50% contingency models expected to be net cost neutral.
Summer hubs	0.3	0.3	0.3	Key worker and vulnerable children support over the summer holiday period
TOTAL	**33.1**	**23.3**	**14.5**	

Schools re-opening estimated costs and funding - June to December 2020

	50% - 2m	50% - 1m	100%	
	£m	£m	£m	Notes
Estimated costs	**33.1**	**23.3**	**14.5**	Includes £1.6m for 4,150 devices. Potential for this to be covered from specific SG funding, to be advised
Potential funding options				
1,140 Early Years	10.4	10.4	10.4	Balance available having assumed 1,140 commitments are honoured, £1m investment in outdoor provision and £0.3m on ICT devices for staff
Pupil Equity Fund	0.6	0.6	0.6	To be agreed with schools
Scottish Government schools re-opening funding	3.5	3.5	3.5	£50m nationally, CEC share estimated at approximately £3.5m. Confirmation of amount and time period it covers to be confirmed
	14.5	**14.5**	**14.5**	
Balance to be funded	**18.6**	**8.8**	**0.0**	

Note 1

The estimated costs cover the period to 31st December 2020 whereas the funding covers the period to 31st March 202
Therefore, should the additional costs extend into the January - March 2021 period the 100% model could create an unbudgeted pressure for the Council and the contingency model pressures could increase further

Note 2

All models include £8.1m estimated costs to back-fill COVID related staff absence. However, additional funding of approximately £5.3m is expected to be provided to appoint additional teachers and support staff.
The guidance indicates these staff can be used to cover COVID-related staff absence which may result in the unbudgete reducing.

Appendix Four – Transitions

Schools and nurseries need to take account of the current pandemic context for children when planning transitions. Even where the experience of living for an extended period of time with their family has been a positive one, children may find returning to school and nursery life challenging, and there will be some children carrying the negative impact of family circumstances or confined social experiences. The traditional events and activities to support transitions cannot take place, therefore a different approach to transition is essential to support the wellbeing of our children as they move back into community life.

Given the pandemic lockdown, most transitions have taken place in a digital/ virtual environment. Some, but not all, children with additional support still will required a physical experience of a transition, (enhanced transition) to give them the extra help to make transitions successfully.

4.1 Early Years and Primary School Transitions

The chosen theme for Primary Transitions was Edinburgh Bear, this was a universal offer for nursery and P1 and culminates in a Bear Hunt Project this summer.

- Transition leaflet and letter to parents from the City of Edinburgh Council for P1 intake
- CLPL including ***Realising the Ambition*** podcasts with the authors of new national practice guidance
- Draft resources to support pedagogy, with solution-focused approach to ensuring quality within hygiene restrictions [sent to all HTs and available on EL tile]
- Enhanced transitions supported by Early Practitioners and supported by Assisted Learning Services for identified children
- Edinburgh Bear character transition stories to support children and families to understand safety routines in a positive way.
- Edinburgh Bear signage eg to support physical distancing Bear Hunt activities for P1 and nursery
- Refreshed planning guidance
- Guidance to support blended model Further CLPL delivered virtually.

4.2 Secondary Transitions

A **Moving On Up** theme was adopted for those pupils leaving primary school and moving to secondary school, this included:

An adaptation for all our P7s for what would have been their three-day visits in June. It signposts our P7 learners to the latest help and advice on how to navigate the challenges of starting secondary school. There is also a pupil version of the plan and a parent guide in the pack. Some of the many activities include: Leaving a goodbye message at primary school, making an individual goal on what each pupil wanted to achieve and reflecting on feelings on moving to Secondary School.

It is hoped that this resource will continue to facilitate discussions between Primary and Secondary settings on how they will take the ideas forward together in their cluster.

The final day of activities include a city-wide design competition. All P7 pupils can take part with the chance to redesign the toolkit and win a prize.

Updates are regularly posted on social media to help celebrate the achievement of our unique class 2020. We hope that you will help us by promoting this campaign through your links and by following us on #*movingonupedin*.

My World of Work is another online resource CEC have adopted as a P7-S1 transition activity.

The interactive tools on www.myworldofwork.co.uk/ican will help children to reflect on who they are, what they are good at and what they are proud of.

The results of the *Animal me* and *My interests* tasks will help students to complete the *All About Me Profile* tool. The *Profile* will capture information about each child's personality, interests, skills and achievements. This Profile can then be shared with parents and their class teacher in the Primary School and then be used in the Secondary to record achievements and targets.

8.3 Transitions Special Schools

Transitionvisits have been offered to all children coming into P1 and S1 in the special school sector. Transition information has also been shared with families.

8.4 Preparing to Leave School

As a local authority we are acutely aware that the transition from High School to the next stage of learning and/or work is a milestone for every young person. Our Edinburgh Learns Pathways strategy incorporates a robust 16+ process to identify, track and monitor post-16

engagement/destinations. This year COVID19 has made this even more challenging. The number of job and training opportunities available are fewer than anticipated a few months ago. Through our partnership work with Skills Development Scotland and the regional DYW Employer-led Board, we keep abreast of labour market intelligence. Many industries that employ and develop our young people are affected: hospitality, retail, tourism, construction and creative industries to name a few. Pathways involving Further and Higher Education have also been affected.

Recognising that young people who planned to move into employment, training, further or higher education, may now be very concerned about what their future will look like, we liaised with our key partners (Skills Development Scotland, Edinburgh College, universities, training providers and employer organisations) and issued co-constructed revised 16+ guidance to all schools EL Pathways 16+ Leaver Guidance

The Head of Schools wrote to each Parent/Carer of pupils in S4-S6 offering reassurance that under these circumstances, the Council, our schools and partner services are working together to develop and offer additional choices for those planning to leave school. An accompanying leaflet provided career information and advice for S4-S6 pupils who may be planning to leave school, including a senior transition flowchart. It also outlined support for staying connected and emotionally healthy in these uncertain times. We have also posted an update on the City of Edinburgh website about our services for young people and schools leavers:

The City of Edinburgh Youth Employment Partnership has reconvened and devised an action plan to ensure a coordinated approach across services. This includes the re-launch of our Edinburgh Guarantee service to ensure that no one is left behind. Edinburgh College are guaranteeing that each young person who applies will receive the offer of a place, though it may not be in the course of their first choice. Our regional DYW and Foundation Apprenticeship Boards are also collaborating and sharing best practice across Edinburgh, Mid and East Lothians. We believe that by working together we will be able to provide the best opportunities for our young people and develop a dynamic workforce.

Our Universal response:

- Head of Schools Letter to all S4-S6 parents
- Advice and information for school leavers Summer 2020
- Links to guidance on employment and training, further education, and higher education
- Youth Employment Partnership
- Edinburgh Guarantee
- *Skills Development Scotland* – revised Service Level agreement with schools to ensure that each leaver receives individual follow-up with Careers Adviser, alongside targeted cohort of young people returning to school
- *Skills Development Scotland* – Senior Leavers Advice Worksheet

Appendix Five – Example School Renewal Plan

SCHOOL NAME

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Renewal Plan

Aspect	Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) and Anna Gray (Inclusion)
Outcomes	Short Term: • The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners. • Ensure that the planning of effective interventions and approaches is based on data and evidence. Medium Term: • Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. Long Term: • **PRIMARY:** Reduction in the poverty related attainment gap in literacy and numeracy as follows *(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome):* *Table for Primary* Long Term: • **SECONDARY:** Reduction in the poverty related attainment gap in literacy and numeracy as follows *(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the*		

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	gaps identified in short term outcome and/or use attainment vs deprivation measures or positive, sustained destination targets for equity groups): Table for Secondary				
NIF Priority :- • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people				QIs/Themes QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement	
Tasks	By Whom	Resources		Time	Progress & Impact
1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty	•	• Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20).		•	•

related attainment gap post-COVID-19 1b. Set measurable outcomes which relate to improvements in attainment or achievement for those learners in SIMD quintile 1 and the closing of the gap between those in SIMD quintile 1 and those in quintiles 2-5		• Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). • NIH excellence and equity datatoolkit • Professional dialogue with staff using the baseline data to inform the measurable targets. • CEC Pupil Equity Funding: Plan 2020-21 - School Template		
2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.	•	• Table on pg 10 and paragraph on pg 15 of (*Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland*) • School Data from Digital Access Audit		•
3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.	•	• PEF National Guidance 2020-21 • PEF City of Edinburgh Council Guidance 2020-21 • Pupil Equity Funding: Plan 2020-21 - School Template • Equity Self-Evaluation Resource (Education Scotland) • Interventions for Equity Diagram • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage	•	•

		• EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020		
4. Planning the financial management of resources to support equity.	•	• QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities	•	•
5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.	•	• Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources	•	•
6a. Establish or build upon existing family learning programmes- adapt to a COVID context	•	• Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • 'How to' video clips created for parents to help them build skills and confidence in accessing digital learning platforms such as Teams. • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first	•	•

6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.		time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals. • Scottish Attainment Challenge and Partnerships with the Third Sector • EEF working-with-parents-to-support-childrens-learning		
7. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.	•	• CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit	•	•
8. Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.	•	• WTA 20-21: Negotiating Committee to agree • Quality Assurance Calendar • Collegiate Calendar	•	•
9. Inclusion 9a. Identify learners with specific learning difficulties who require Individualised Educational Programmes or CSPs; review and update targets.	• SfL staff with support from ASL Service colleagues as required	• Learning at home pathways to support • AR&R Guidance to Support Inclusion During Covid-19 • https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ • https://www.callscotland.org.uk/home/	•	•

Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning. 9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.		• https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ • Planning for Learning part 3: Individualised educational programmes (IEPs) • https://education.gov.scot/parentzone/Documents/CfEbriefing13.pdf		

Appendix Six – Inclusive Practice Renewal Planing Checklist

Adaptation and Renewal Checklist of Inclusion Supports During Covid-19 Please note your ASL Service Leader and EP are there to support and advise you. Please arrange a suitable time to meet with them to discuss their role with the school in relation to adaptations and renewal. Consideration should be given to EAL and wider needs.		
Health and Safety		✓
Environment	• Consideration should be given to setting up a temporary Enhanced Support room. This will be for a small cohort of children or young people with more complex needs who require additional levels of support to safely reintegrate. There should be no more than 6 children accessing this at a time and fewer if required to comply with physical distancing requirements. The base could be overseen by the school SfL Team Lead and Support for Learning team.	
	• Child friendly signage to support the new normal is crucial. ASL Service are developing boardmaker signage to support this. These will be ready soon. Please see recommended signage below: o Child friendly signage in each classroom and around school as visual reminder of infection control measures and respiratory hygiene and to support understanding of new systems and organisation/access to areas: o One-way systems – use of footprints/ arrows on floor will support children to understand and comply with this o 2m distance marked out in corridors o Boardmaker signage in each classroom as visual reminder of infection control measures and respiratory hygiene, to include start/end of day	

	routines/lining up/ movement around school, what to do if feeling unwell (keep low key) o Numbers of individuals allowed in specific areas at any one time to be displayed clearly in each area o Playground rules – Boardmaker visuals to show rules o Social distancing – visuals to show OK/Not OK o Changes in staffing – staff pictures o Toilet use – visuals to show safe toilet use	
Risk Assessments	• It is recognised that many children we support will not manage social distancing and therefore measures recommended by SG in such situations include: . Enhanced hand hygiene and cleaning practices. . Caring for children in small groups. . Minimising contact between those groups. . Maximising use of outdoor spaces. . Physical distancing between adults in the setting, including parents at drop-off and pick-up times	
Health Care Planning	• Changes to law as a result of Covid-19 mean that authorities should 'make the best endeavour' to meet need. Consider how you do this for children with HCPs with support from wider partners if needed.	

Health and Wellbeing		✓
Vulnerable Children	• Priority of access to schools is to be given to our most vulnerable. This includes: *Children who may be provided with access to day care services under section 2 of the Children (Scotland) Act 1995/6.* *Ie* (a) for a particular child; *(b) if provided with a view to safeguarding or promoting his or her welfare, for his or her family; or* *(c) if provided with such a view, for any other member of his or her family*	
	• If children can integrate safely in their normal classes, they should do this and class teaching should be adapted to enable this for the majority.	
	• If a support base is available and appropriate, children should be timetabled to attend different areas of the base to maximise use through zoning of the rooms/use of outdoors.	
	• Assessment of Needs undertaken for vulnerable pupils either those with health care needs or as described above, with use of risk and resilience matrix to support planning to meet wellbeing needs	
	• Consider particular *key adult* focus on pupils who are anxious about returning/whose parents are anxious about sending them to school and the context for this including protected characteristics such as race/LGBTI+/disability	

	• Embedding of equality matters across our blended curriculum offer and consideration of support for this in a home- learning context eg racism/LGBT+/disability	
Teaching and Learning		✓
Pathway 1 and 2	**NB** Advice and consultation will continue at pathway 1 and 2 including EAL supports, support for learning and literacy and dyslexia supports. *Please discuss needs with your ASL Service leader and/or educational Psychologist.*	
Pathway 3 supports	• A range of supports will continue to be available: o ASL Area Teams supporting children at risk of exclusion or out of school. Please discuss needs with your ASL Service Leader. We are keen to explore what we can do locally for schools/clusters within the limits such as staffing/ limiting spread of Covid-19. o ASL Early Years support for families and children struggling to be included in early years settings (contact ASAP) o Enhanced Transition Supports for vulnerable children (Contact your ASL SL) o Psychological Services consultation, assessment and intervention (contact your EP). o Forest Schools for Care Experienced Children (contact Fiona Calder) o Bush Craft (contact ASAP) o Growing Youth (S2-4) (Contact ASL SL) o Bikeability (contact ASAP) o Spartans (S3/4) (contact ASAP) o ASL Locality Hubs (contact ASL SLs) o Urban Nature (contact Fran Platt)	

	o Support for deaf and blind children (Contact ASAP) o Support for children too ill to attend school/in hospital (contact Edinburgh Secure HT) o Edinburgh Together (contact ASAP): ▪ Support up to P3 Children 1st ▪ Support P3-S2 Barnardo's ▪ Support S3-4 (Canongate Youth) o Support for bilingual families who have children with wider complex needs (Contact ASL SL) o Virtual Learning Environments - VLE	
Digital Learning	We are confident in our blended provision of supports for children with ASN including appropriately differentiated digital learning. http://www.autismtoolbox.co.uk/resources https://www.thirdspace.scot/nait/ digitallearning ASL Online learning suggestions 2020.docx	
Learning at home	We are confident in our blended provision of supports for children with ASN including appropriately differentiated home learning opportunities supported by school staff where possible. Useful resources can be found here on our Inclusion Hub. Collated useful resources can be found in this link: stuckathomeactivities English as an Additional Language resources for home learning	

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	Coronavirus (COVID-19): framework to support gypsy/traveller communities. Further, STEP have created an area on its website with resources designed specifically for G/T families, to support them through the crisis - seehttps://step-families.co.uk/ Learning at home pathways to support V3.docx Special schools also have a lot of online learning to access on their school websites.	
Equity		✓
	• Access to digital technology to support remote learning – PEF can be used to support this. Speak to QIEO if you are not in a position to support home digital learning	
	• Access to FSM entitlements	
	• Access to clothing to support outdoor learning	
	• Support for home learning – reviewing completed work	
Transitions		✓
	Early Years Enhanced transition plans should be considered as part of the transition planning process and agreed by the team around the child. Virtual CPMs have been helping in the collation of these plans. Staff who know the children can help create an 'All About Me' booklet for the new staff to help with getting to know the child and his/her needs. Due to the limited time and long summer break, enhanced transition visits to school settings in June for new P1 children will in the main be inappropriate. It would be more meaningful to have these as part of their August transition planning. An 'I am going to school'	

	photobook can be compiled by each setting to show how different areas of the school look. Resources mentioned above can be found here: EY Enhanced Transition Toolkit.zip	
	Primary-Secondary Transition tools can be found in the following links to support enhanced transitions for key children. Enhanced Transition Toolkit.zip	
	School Leavers • The Association for Real Change (ARC) have adapted their Principles into Practice guidance (to support young people transitioning into positive destinations), in the light of COVID -19. Here is the link: https://scottishtransitions.org.uk/7-principles-of-good-transitions/principles-into-practice/	
	EAL Inclusion Hub (EAL) - Transition	
	General	

	National Autism Implementation Team Scotland (NAIT) have produced transition guidance and supports for autistic learners of all ages: https://www.thirdspace.scot/nait/covid-19-return-to-school/ **https://education.gov.scot/improvement/learning-resources/transitions/#Transitions-ASN**	
	Please refer to the Transition Improvement Plan for more info: transitionsip	
Staff CLPL		✓
Online ASL learning	The following is a list of suggested online learning for all new staff or staff keen to develop their additional support for learning knowledge and expertise. This will be added to over the course of next session. ASL Online learning suggestions May 2020.docx Worth a read if you can: https://www.ssatuk.co.uk/blog/a-recovery-curriculum-loss-and-life-for-our-children-and-schools-post-pandemic/	
Partnership Working		✓
	Will individual risk assessments and discussion with parents/carers have taken place and been agreed by the date when extended opening begins, to ensure that any provision required by a child in order to attend school issafely in place?	
	Where LAs cannot, despite 'best endeavours' provide the support listed in a Health Care plan can pupil safety in school be guaranteed? Eg behaviour support.	

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	Will there be clear guidelines on entry to school about the procedures in place for essential visitors from external agencies visiting pupils at the school (eg educational psychologists, child and adult mental health services (CAMHS), ASL Service etc)?	
	Will visitors working closely with pupils be offered PPE where necessary?	

Appendix Seven – Contingency Building Plan

Below are the proposed Council-owned alternative accommodation to support schools re-opening in both 100% and 50% models. Please note that this is subject to change.

Accommodation Options Proposed	School	Estimated Contingency Requirements	Required for Out of School Care in 100% return to school	Category	Locality	Ward
Inch Community Centre	Liberton Primary School	2 Classes	yes	Community Centre	South East	Liberton/Gilmerton
Kirkliston Community Centre	Kirkliston Primary School	2 Classes	yes	Community Centre	North West	Almond
Ratho Community Centre	Ratho Primary School	Hub Space	yes	Community Centre	South West	Pentland Hills
Tollcross Community Centre	James Gillespie's High School	Hub Space	yes	Community Centre	South West	Fountainbridge/Craiglockhart
Nelson Hall Community Centre	Sciennes Primary School	2 classes	yes	Community Centre	South East	Southside/Newington
Munro Community Centre	Clermiston Primary School	Hub Space	yes	Community Centre	North West	Drumbrae/Gyle
Wardie Residents Club	Wardie Primary School	2 Classes	yes	Community Centre	North West	Forth

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South Queensferry Community Centre (Top Centre)	Echline Primary School	2 Classes	yes	Community Centre	North West	Almond
Balerno Community Centre	Balerno Community High School	4 Classes + Hub Space shared with Dean Park PS		Community Centre	South West	Pentland Hills
	Dean Park Primary School	Hub Space with Balerno High School		Community Centre	South West	Pentland Hills
Wash House Community Centre	Towerbank Primary School	2 Classes		Community Centre	North East	Portobello/Craigmillar
Kirkgate Community Centre	St Marys Leith Primary School	2 Classes + Hub (shared with Taobh na Pairce)		Community Centre	North East	Leith
	Leith Academy	4 Classes		Community Centre	North East	Leith Walk
Fort Community Centre	Taobh na Páirce	Hub Space (shared with St Mary's Leith Primary School)		Community Centre	North East	Leith Walk
Colinton Mains Community Centre	Firrhill High School	5 Classes total - could be split between both Pentlands and Colinton Mains CCs		Community Centre	South West	Colinton/Fairmilehead
Pentlands Community Centre	Firrhill High School	See above		Community Centre	South West	Colinton/Fairmilehead
Southside Community Centre	James Gillespie's High School	6 Classes		Community Centre	South East	Southside/Newington
St Brides Commnity Centre	Boroughmuir High School	6 Classes		Community Centre	South West	Sighthill/Gorgie
Goodtrees Community Centre	Liberton High School	4 Classes		Community Centre	South East	Liberton/Gilmerton
Gilmerton Community Centre & Society Hall	Liberton High School	Hub Space		Community Centre	South East	Liberton/Gilmerton
Rannoch Community Centre	The Royal High School	6 Classes (+ Hub) – either or with below		Community Centre	North West	Drumbrae/Gyle
Portobello Library	Towerbank Primary School	Hub Space		Library	North East	Portobello/Craigmillar
Kirkliston Library	Kirkliston Primary School	Hub Space		Library	North West	Almond

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Fountainbridge Library	Boroughmuir High School	Hub Space		Library	South West	Fountainbridge/Craiglockhart
Balgreen Library	Balgreen Primary School	Classes - to release gym hall/dining space		Library	South West	Sighthill/Gorgie
Central Library	St Thomas of Aquin's RC High School	4 Classes + Hub		Library	South East	City Centre
Drumbrae Hub Library & Offices	The Royal High School	6 Classes (+ Hub) – either or with above		Library	North West	Drumbrae/Gyle
Muirhouse Library	Granton Primary School	3 Classes		Library	North West	Almond
Granton Library	Granton Primary School	Hub Space		Library	North West	Forth
Newington Library	Sciennes Primary School	Hub Space		Library	South East	Southside/Newington
Currie Library	Currie Primary School	2 Classes		Library	South West	Pentland Hills
Morningside Library	South Morningside Primary School	2 Classes		Library	South East	Morningside
West Pilton Neighbourhood Centre	Craigroyston Community High School	Hub Space		Neighbourhood Centre	North West	Inverleith
Churchill Theatre	South Morningside Primary School	Southside Hub – also serving JGPS and Bruntsfield PS		Theatre	South East	Morningside
	James Gillespies Primary School	Southside Hub – also serving SMPS and Bruntsfield PS		Theatre	South East	Morningside
	Bruntsfield Primary School	Southside Hub – also serving SMPS and JGPS		Theatre	South East	Morningside
Portlee Day Centre (formerly Hawkhill Adult Training)	Leith Academy	4 Classes		Training Centre	North East	Leith
Citadel Youth Centre	Leith Academy	Hub Space		Youth Centre	North East	Leith

Appendix Eight – Peripetetic Guidance

Many peripatetic staff continued to offer advice and consultation during the period of school closure and to support recovery planning for education settings. They may also now be planning to provide outreach contact for children or young people or to re-establish contact when schools re-open in August. All of this has involved new ways of working and although there have been negatives since the onset of the pandemic, some positives have also emerged as teams have found new ways of delivering some peripatetic services that are more effective and efficient. As we move forward and return to direct contact with children, young people, families and colleagues we need to use this knowledge to adapt and evolve our approaches.

Peripatetic services are valued and provide considerable additionality and specialism in schools for children, young people and families in receipt of their support. However, to continue to suppress Covid-19 it is important that we reduce the potential for cross-infection and therefore look at the operating models of all our services.

The purpose of this guidance is to assist managers in determining how such services can support continuity in learning during and beyond phased recovery. It draws from current Government advice and aims to assist colleagues in addressing and adhering to risk management around coronavirus (COVID-19). It will support peripatetic staff to continue to deliver specialist support functions with identified individuals and groups of children and young people as appropriate to their local context.

Guiding Principles

The following principles should underpin any planning and allow for demographic differences between educational establishments and central teams and their functions.

Safe

Staff deployment and recovery plans must protect the physical, emotional and mental health and wellbeing of children, young people, parents and staff and prevent any spread of infection.

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Fair and Ethical

Plans should ensure every child has the same opportunity to succeed through their learning in-school and in-home learning, if applicable, during recovery, with a particular focus on closing the poverty related attainment gap; and therefore, learners at key points and/or with specific needs should be prioritised. This will be determined through consultation between school/setting leaders and central team managers.

Clear

Plans should be easy to interpret and understand, and have the confidence of parents, staff and young people so that they can plan ahead.

Realistic

Plans must be possible and achievable within the resources that each school and the Council has available. They must also ensure that there is collaboration between central teams to minimise the number of staff visits to a school across a week.

Moving between multiple different settings should be discouraged during this period except in circumstances where the individual works with the same group of children. These cohorts should work with the same staff members, as much as possible.

Preparation for Engagement

In order to support our children and young people back into their learning environments we need to adopt a flexible approach and work in close collaboration with the individuals' setting or school and other peripatetic services. All peripatetic support within early learning, schools and specialist settings will have to be agreed, in advance, with the management team of that facility and co-ordinated with other peripatetic services visits. It will also be important to maintain communication with usual contacts, so that the child or young person, staff working directly with them and management team are fully prepared for visits.

All peripatetic staff must be aware of the infection control procedures and Risk Assessments in place for each educational setting/ building prior to entry. Peripatetic staff should comply with the same requirements for handwashing or hand sanitising upon entering and exiting the building as other visitors. A document that details arrangements for peripatetic staff should be detailed in the infection control risk assessment .

Considerations during recovery

When planning contact with schools, children or families consideration should be given to:

minimising the number of sustained contacts to those that are essential only;

availability of adequate space within the setting or school environment to allow for physical distancing;

individual establishment's health and safety plan;

individual learner Risk Assessments, where these are in place;

adequate provision of appropriate PPE;

permissions from parents and/or young person, if required;

the timing of support i.e. within core time with the setting or school or at an additional time;

safe use of resources, including:

adhering to National guidance on pupil use of their own device, i.e. phone, tablet or laptop.

maintaining teacher professionalism and good student relationships using online platforms. Further information can be found in the General Teaching Council for Scotland advice on online good practice, which offers useful information on working in an online environment.

equipment sharing protocols.

appropriate cleaning is in place.

planning activities outdoors if the task allows.

Peripatetic staff who are able to physically distance should only visit one learning environment or school per day, in which they could have direct contact with up to two 'contacts'. A single contact is defined as one child, a group of children, a single member of staff, a group of staff, a parent or carer, a family group.

Peripatetic staff who are not able to physically distance at work, i.e. they need to provide personal care or work with very young children, should be based with one child or group of children and in one school or setting. Please refer to the Early Learning and Childcare Guidance.

In addition to visiting an early learning environment or school, the member of staff may work from home or identified workplace. Please note that staff visiting their base should only be for essential purposes, such as photocopying resources, and should be the exception rather than the rule. Otherwise, working from home is to continue, when not in a school.

If a child or young person or visiting member of staff develops any symptoms of COVID-19 when in a school then the protocol of the school should be followed.

Prioritising Need

Visits to schools by peripatetic services that are most essential for a child's learning should be prioritised if schools are unable to accommodate all requests by peripatetic services to visit. Services are encouraged to be mindful that having more adults in schools at one time creates an increased health and safety risk until the need for adults to physically distance from each other is removed.

Peripatetic staff should:

check that the school can safely accommodate their visit;

consider if their visit is needed if there are already several other services visiting the school that day;

consider if the task could be completed through virtual/online means;

Over the closure period some of the ways staff have had to use technology to continue to deliver their function has been proven to be very effective. Opportunities should be sought to capitalise on the lessons learned and build in the new ways of working that have evaluated well to continue to improve practice.

Environment

City of Edinburgh Council is preparing for all children and young people to return to education in August 2020, as safely as possible, following the guidance on physical distancing, hygiene and health and safety.

Arrangements should be made in schools and Council buildings to ensure that reception areas or foyers have clear instructions for them to adhere to. Individual schools should consider how they manage their

sign in arrangements in the context of infection control. If it is not essential that a visit to a school takes place this should not happen and other approaches such as video conferencing may be used.

When peripatetic staff are undertaking activities which are specialist, they may not be covered by the setting or school generic risk assessment. Therefore, a separate risk assessment specific to the peripatetic task should be undertaken and this risk assessment and relevant control measures shared with Headteachers or managers of the schools or settings to be visited. It is acknowledged that there will be situations which arise that will require a dynamic assessment of risk to be undertaken when they happen and that this should not prevent children and young people safely undertaking appropriate learning within their learning environments.

Early Year Settings

It is acknowledged that within Early Learning settings social distancing will not always be possible. Current guidance states that staff moving between ELC settings should be avoided, except in circumstances where the individuals works with the same group of children.

Scottish Government Guidance on Reopening Early Learning and Childcare Services

This means that models of Early Years Peripatetic teaching and support roles will look different and need to take account of local and national guidance as well as local individual school recovery plans.

Primary and Secondary Schools

Each school will have developed bespoke plans for their school context. They will have taken into consideration their timetabling to maximise learning time for children and young people. The approach will take into consideration the configuration of the school building, transport and available staffing, and also all current health and safety guidance and advice that relates to COVID-19. Movement in and around the school should be kept to a minimum.

Personal Protective Equipment (PPE)

Where a risk assessment indicates a foreseeable risk of physical intervention being required when a staff member is in a setting or school, they should have access to appropriate PPE to maximise safety for all involved, particularly where prolonged close physical contact is the only available option to staff. The relevant government advice regarding PPE must be followed, with all staff being mindful that this is likely to be subject to regular change and should be rechecked regularly.

Resources and Equipment

The range of resources available for use in school will need to be restricted during this time and consideration should be given to the use of alternative resources and online materials to support learning. Where it is unavoidable, and children require to access equipment or resources, including those shared with others, extremely high standards of cleaning throughout the school day will be required.

Peripatetic staff should carefully consider the resources required during lessons and promote the use of equipment and resources that need only be used by the child. Shared resources should be avoided where possible and not shared by other group or moved between environments. Any resources that must be shared must be cleaned more frequently.

Useful Links

Early Learning and Childcare

Schools

Community Learning and Development sector

Physical distancing in education and childcare settings

Appendix Nine – Active Schools

Background

The Council's **Sport and Outdoor Learning Unit** (SOLU) is committed to supporting effective education adaptation and renewal.
This document provides an outline of the integral part this unit is to play as part of the delivery of targeted catch up provision, to close the poverty related attainment gap in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19.
Health and Wellbeing, alongside numeracy and literacy is the key theme for the first term of primary schools. As such, we have identified the primary schools most in need of extra support provision by SOLU, embedding the Edinburgh Learns *Renew, Reconnect, Learn* curriculum guidance

Which Schools have been selected for support?

Thirteen schools have been identified as potentially having the greatest need for health and wellbeing support- the selection criteria was based on; FSM of over 30%, SAC schools, SIMD profile, and potential barriers to outdoor activity due to geographical location of schools/pupils' housing during lockdown, other poverty-related barriers to participation in outdoor activity

Each of these schools will be allocated one Active School Co-ordinator for the first term. This resource will work with a maximum of two groups of children per day, alongside their teacher(s) and promote outdoor learning and physical activity. This resource can also help teachers plan physical activity into each and every day – from 5 minute yoga stretch to a playground games, playground buddies, multi skills, outdoor activities, including Clubgolf, team building games.

Schools	Locality
Canal View Primary School	South West
Niddrie Mill Primary School	North East
Forthview Primary School	North West
Sighthill Primary School	South West
Castleview Primary School	North East
Pirniehall Primary School	North West
Clovenstone Primary School	South West
Royal Mile Primary School	South East
Craigroyston Primary School	North West
St Francis Primary School	North East
St Catherine's Primary School	North East
Braidburn Special School	South West
Bruntstane Primary School	North East

A further sixteen schools have also been identified by QIOs as requiring support to ensure Heath and Wellbeing, these schools will be placed on a rota, and have an Active School resource every second week during the first term.

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School	Locality
Ferryhill Primary School	North West
Granton Primary School	North West
Broomhouse Primary School	North West
Murrayburn Primary School	North West
Gilmerton Primary School	South East
Craigour Park Primary School	South East
Leith Primary School	North East
Leith Walk Primary School	North East
Gracemount Primary School	South East
St John Vianney Primary School	North East
St David's Primary School	North West
St Mark's Primary School	South East
Stenhouse Primary School	South West
Balgreen Primary School	South West
Hillwood Primary School	North West

St Mary’s Leith Primary School	North East