

Policy & Sustainability Committee

10am, Thursday, 25 June 2020

Schools Re-opening

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Policy and Sustainability Committee is asked to:
 - 1.1.1 Note the Delivery Phasing Plan that sets out arrangements to reopen schools safely for pupils on 12 August
 - 1.1.2 Note that the plan includes costings to increase in-school learning to a minimum of 50% at the soonest opportunity.
 - 1.1.3 Note in light of the Deputy First Minister's statement on 23rd June, this is now a contingency plan, and we will continue to work tirelessly to prepare for the full return of pupils in August 2020.
 - 1.1.4 Note that the plan is flexible and will be subject to change as the Covid emergency changes and the Council responds to decisions at national level and guidance issued by the Scottish Government.
 - 1.1.5 Note that the Council is currently conducting a survey of parents on the implications of part-time in-school learning for childcare and a report on this will be brought to the committee in two cycles.

Alistair Gaw

Executive Director for Communities and Families

Contact: Andy Gray, Chief Education Officer

E-mail: andy.gray@edinburgh.gov.uk | Tel: 0131 529 2217

Schools Re-opening

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 Plan sets out the steps the Council will take to reopen schools from 10 August 2020. The plan will change as the Council responds to new developments and changes in national guidance. It is the ambition of the Council to maximise the time pupils are learning in an in-school environment, consistent with the safety of pupils and staff and the quality of learning and teaching.

3. Background

- 3.1 In accordance with the Scottish Government route-map out of the pandemic crisis we have developed a plan for local phasing that closely mirrors the national plan whilst recognising that progression through each phase of the plan is dependent on latest Scottish Government and health guidance and the level of COVID19 within the local community.
- 3.2 The planning was a collaborative process involving service managers, head teachers and school management and consultation with parent councils and trade union representatives. The plan is designed to make sure that the 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 children and young people.
- 3.3 The planning process will remain flexible over the coming weeks to enable fast and effective response to changes in Scottish Government and health guidelines.
- 3.4 The Delivery Phasing Plan is attached at Appendix One.

4. Main report

- 4.1 The Local Authority Delivery Phasing Plan sets out how we will:
- 4.1.1 Maximise number of pupils engaged in in-school learning so that from the start of term, where staffing and accommodation allows, all children attend school for quality Learning and Teaching two days each week.

- 4.1.2 Identify and cost additional accommodation and staffing to support schools who have more limited resources to enable 50% of pupils to attend in-school learning each week.
- 4.1.3 Provide updated guidance in the context of in-school learning being available to support home learning as part of a blended model.
- 4.1.4 Ensure that children and young people who have difficulty accessing on-line home learning have access to appropriately enabled devices.
- 4.1.5 Support schools in taking all necessary measures to support the health and well-being of children and young people following their return to school.
- 4.1.5 Articulate the impact of any change in advice from Scottish Government, including advice on physical distancing and the effect this would have on in-school learning opportunities.
- 4.1.6 Publish a summary of guidelines used to ensure the safe use of establishments including expectations of hand washing, cleaning regimes, the availability and appropriate use of PPE and action to be taken in the event of a positive case of Covid.
- 4.1.7 Conduct a survey to determine the scale of demand for childcare by parents of children at City of Edinburgh Council schools should part-time in-school learning remain in place.

5. Next Steps

- 5.1 Agreement with LCNT trade unions on the Phased Delivery Plan to reopen and reconnect schools.
- 5.2 Conclude final arrangements for the appropriate cleaning regimes and catering provision for the schools reopening.
- 5.3 Confirm transport arrangements for children.
- 5.4 Continue to communicate with parents and carers throughout the summer on national and city-wide developments and arrangements for individual schools.

6. Financial impact

- 6.1 We are working with finance colleagues to identify all Covid-related costs for reopening schools and we will submit these costs along with the Plan to the Scottish Government for the consideration of appropriate financial support.

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 on 3, 16 and 17 June 2020, and another is scheduled for 24 June 2020.
- 7.3 Parental surveys in March and current survey on impact of proposals on child care.

8. Background reading/external references

- 8.1 Scottish Government guidance tbc
- 8.2 Link to surveys tbc

9. Appendices

- 9.1 Appendix 1 Delivery Phasing Plan

LOCAL DELIVERY PHASING PLAN

Version 1.0
23 June 2020



Contents

Section One – Introduction	3
Section Two – Current position.....	4
Section Three – Critical pre-opening requirements	5
3.1 Completion of risk assessments.....	5
3.2 Digital Learning.....	5
3.3 Readiness of Buildings	8
3.4 Continuation of Hubs	8
3.5 Readiness to Adapt to Change	8
3.6 Planning the Return	9
Section Four - Local delivery phasing plan	10
4.1 Local Delivery Plan Timescales	10
4.2 Phase One – June	12
4.3 Phase Two – Summer Holidays.....	13
4.4 Phase Three – New School Term	15
4.5 Phase Four – Long-Term Delivery	18
Section 5 – Hygiene, health and safety.....	21
5.1 Test and Protect	21
5.2 Who can attend in-school learning?	21
5.3 Cleaning	22
5.4 Ventilation in buildings and the use of outdoor space.....	22
5.5 PPE	23
5.6 Handwashing.....	23
5.7 Risk Assessment Process.....	24
5.8 Access to Toilets.....	24
Section 6 – Practical measures to support physical distancing in educational establishments	25
6.1 Increasing Separation	25
6.2 Decreasing Interaction	25
6.3 Dining Arrangements	26
Section 7 – Supporting health and wellbeing of all.....	28
7.1 Health and Wellbeing of Pupils	28
7.2 Health and Wellbeing of Staff.....	29
7.3 Adherence to Test and Protect.....	30
7.4 Supporting children and young people with additional support needs	30
Section 8 – Transitions	32

8.1 Early Years and Primary School Transitions	32
8.2 Secondary Transitions	33
Section 9 – School Renewal Planning	35
9.2 Workforce Planning.....	36
9.3 In School Learning.....	36
9.4 At Home Learning.....	37
9.4 What is Blended Learning.....	38
9.5 Ensuring Equity.....	40
Section 10 – What will this look like in each sector?	41
10.1 Early Years	42
10.2 Primary Schools.....	42
10.3 Secondary Schools.....	44
10.4 Special Schools	46
10.5 Childcare Implications.....	47
Section 11 – Changes to Status	48
Appendix One – Schools Operations Risk Toolkit.....	49
Appendix Two – Nurture, Adapt, Renew	52
Nurture, Adapt and Renew	52
Appendix Three – Action Plan	54
Appendix Four– Financial Implications.....	58
Financial Implications.....	58

Section One – Introduction

The City of Edinburgh Council has developed a Local Authority Delivery Phasing Plan as required by the Scottish Government in response to the COVID-19 pandemic, and the route-map that sets out the phased lifting of restrictions. The plan sets out the steps the Council will take to reopen and reconnect schools; directed by the latest guidance issued by Scottish Government and Public Health Scotland.

Throughout the period of school closures, we have striven to continue to deliver quality learning experiences to our children and provide emergency childcare for children of key workers and children considered to be vulnerable.

In response to Scottish Government's route-map through and out of the pandemic crisis, we have developed a plan for local phasing that closely mirrors the national phasing plan, whilst recognising that progression and timescales through each phase of the plan is dependent on latest Scottish Government advice and the level of COVID19 within the local community.

The importance of face to face teaching time has been the underlying priority in developing these plans and has been maximised in each model whilst still ensuring Health and Safety requirements are adhered to. The model takes into account the current 2-metre physical distancing, however a contingency plan is being carried out on the impact of a reduction of physical distancing to one-metre. Whilst this is still being modelled early indications show that halving the physical distancing does not equate to doubling the capacity.

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**.

Please note this plan will now be amended to reflect the Deputy First Minister's statement of 23rd June, where blended learning will become a contingency plan and the main aim will be for 100% return of all pupils in August.

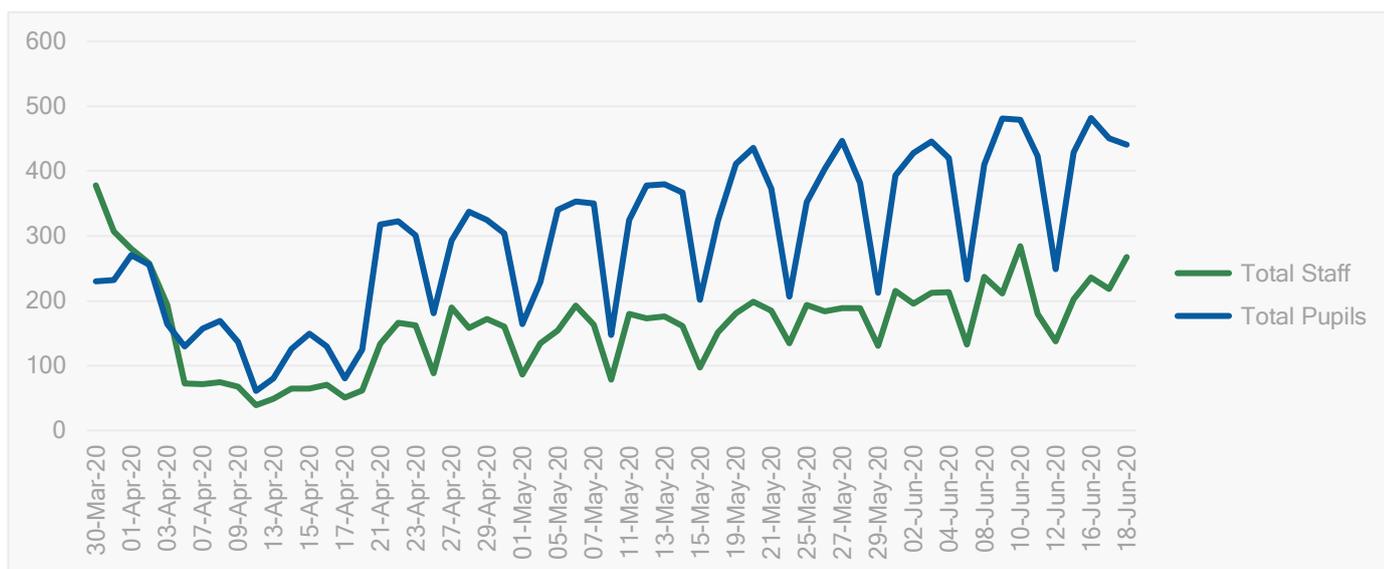


Section Two – Current position

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

At the time of writing the City of Edinburgh Council is operating ten hubs across the city, offering full time education of children of key workers and vulnerable pupils. The number of children attending these hubs continues to grow, 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 learners) attending hubs since the end of March.



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.

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.

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.

Section Three – Critical pre-opening requirements

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

3.1 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 is provided in Appendix One.

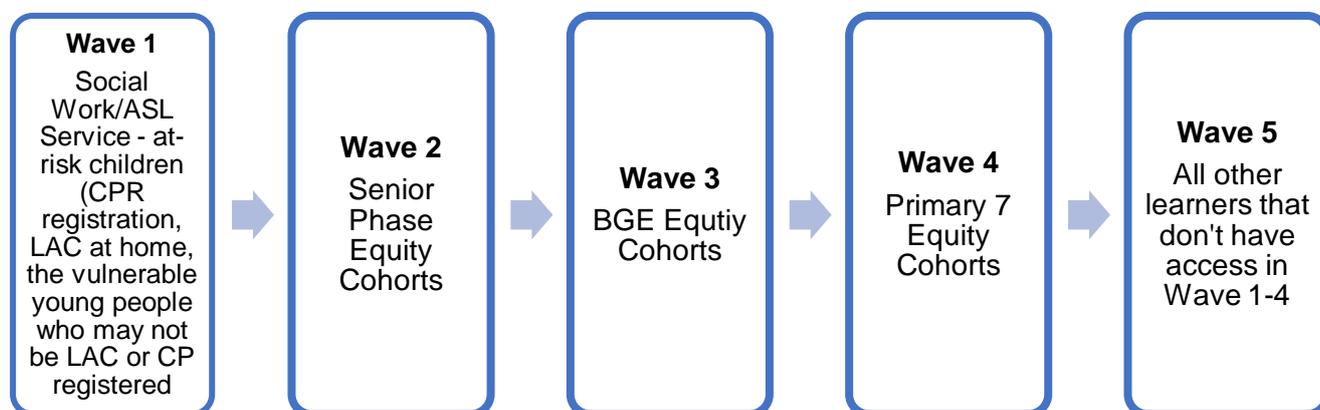


3.2 Digital Learning

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.

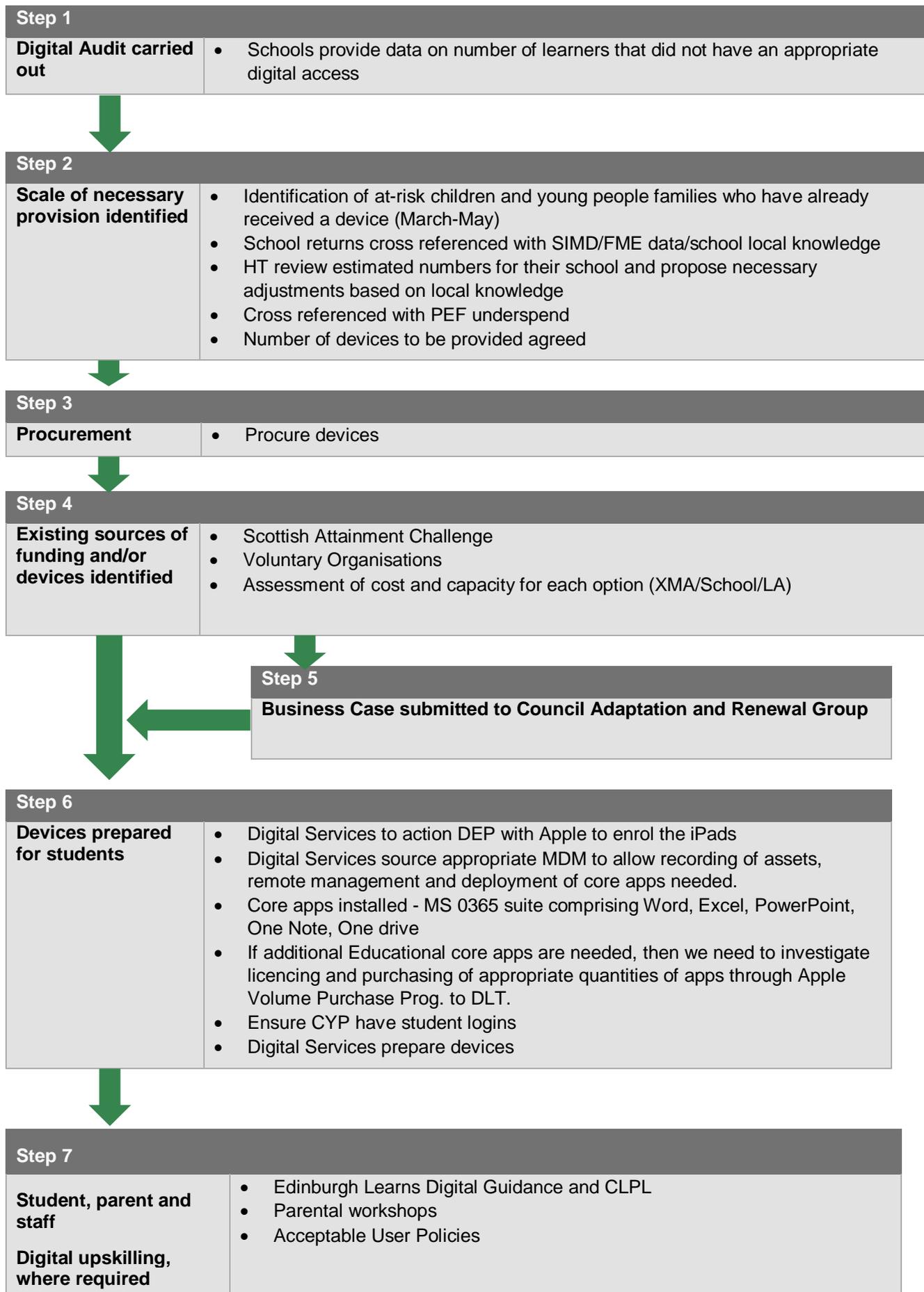
Before lockdown, we had 3,000 Teams sites across learning and teaching. Today we have nearly 13,000 Teams. The additional 10,000 Teams have been set up to support the different classes and year groups

As the need to use digital technology increases, the lack of provision to this essential service disproportionately affects the most disadvantaged children and young people in our society. The City of Edinburgh Council's Digital Connectivity flowchart outlines the steps we are taking to support access to digital devices during this time.

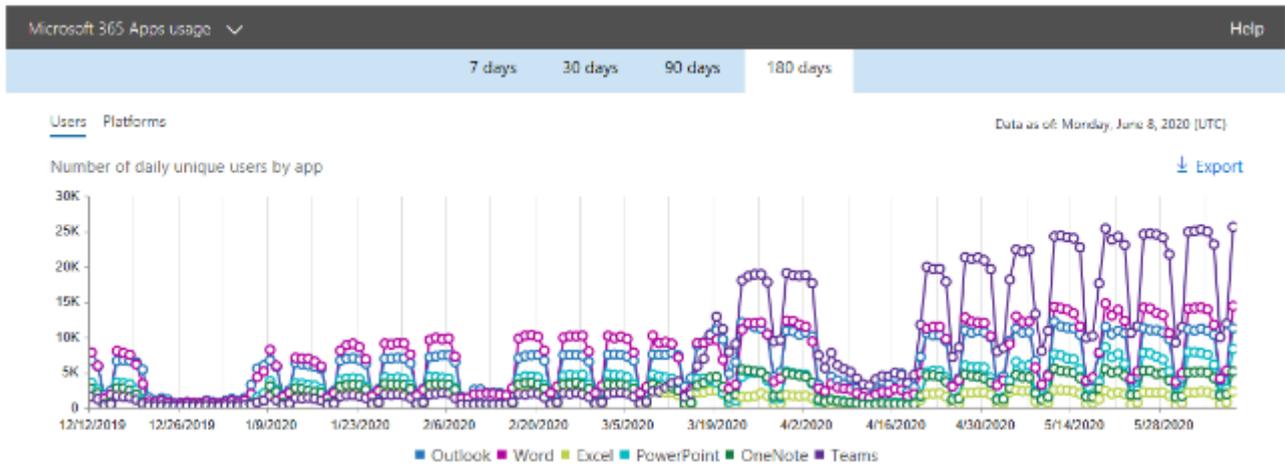


There are currently over 20,000 devices with families in the city with the final devices for Wave 2 (above) scheduled to be delivered over the Summer Break.

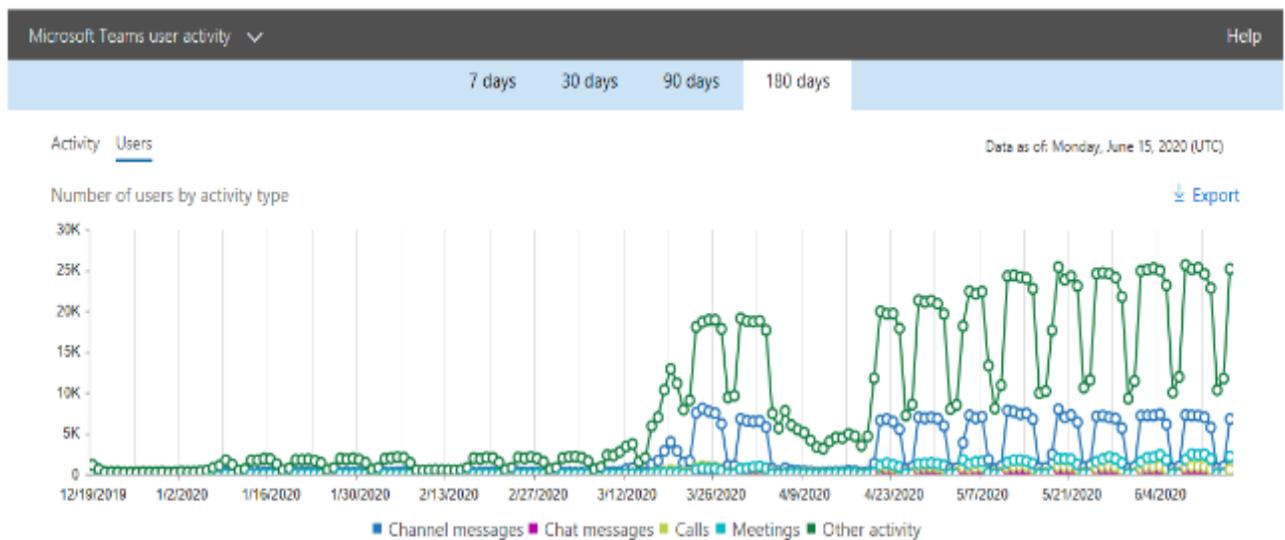
The aim is to ensure each child has access to their own device, audits are underway to identify gaps.



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



The graph below shows Microsoft Teams regarding pupil engagement over the last 180 days. 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.



3.3 Readiness of Buildings

School buildings that were not being used as hubs were fully prepared for re-opening (initially to staff and then to selected 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.

A key element of building preparation is confirming the operating capacity that can be achieved in each building whilst maintaining the current 2 metre physical distancing requirement for staff and ultimately pupils.

A crucial part of planning for the return of pupils in August is to safely access the school and wherever possible maintain physical distancing within the environment, this includes staggering opening hours, on a school by school basis, and exploring the repurposing of other nearby buildings not normally associated to the school.

3.4 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 hubs will be reduced to 6 hubs from the 29 June. All pupils attending hubs from Special Schools will return to their regular Special School from 15 June.

3.5 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.



3.6 Planning the Return

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

Section Four - Local delivery phasing plan

The City of Edinburgh Council has developed its approach to the phased 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; physical distancing and increased hygiene measures
- Provides high quality in-person learning and remote learning, addressing digital exclusion
- Flexibility to ease measures as soon as is safe to do so
- Clear communication with pupils, parents and staff to ensure confidence
- Planning will build on the experience of delivering Hub and Emergency Childcare provision

The challenge in preparing for return to school buildings is that all workstreams are inextricably linked. Only by understanding the capacity of all rooms in a school, knowing how the children can physically distance whilst moving around the school, understanding how many pupils may be transported to the school at one time and understanding the workforce available to support in-school learning can we firm up the structure of the curriculum experience.

4.1 Local Delivery Plan Timescales

Phase One: 8 – 26 June

Engage with stakeholders to finalise draft local Delivery Phasing Plan and gain approval

Head Teachers co-ordinate phased, and proportional staff return from 8th June

Headteachers begin School Renewal Plans (Phase 1 Theme 1 – Health and Safety; Theme 2 – Transitions)

Analysis of capacity assessments from each school

Agreement in principle of blended model for each sector

Implementation of Enhanced Transition Sessions

Consider classroom layouts and orientations plans

Physical distancing arrangements considered for individual subject areas and facilities

Hubs remain in place for ongoing emergency childcare

Transport plans formulated

HR and emotional support for staff returning to school

Training to staff for online delivery

Set up of classrooms/ installations of signage and floor markings

Phase Two: 27 June – 7 August

Continued preparation and set up of classrooms/ installations of signage and floor markings

Installation of hand sanitiser units

Productions of documentation to support pupil orientation

Summer provision of 7 children's hubs across the city including special school provision, (6 mainstream and 1 Special school, along with Forest School Provision and five smaller hubs run by third sector partners)

ASL/ vulnerable children supported as required through collaboration with third-sector partners

Limited Operations of summer activity programmes

Phase Three: August 10 – onwards

Teachers return on 10 August for two-day Inservice

Groups of pupils begin to return on 12 August

Places at each school will be determined by operational capacity for each building (including repurposed additional buildings where necessary)

Headteachers progress School Renewal Plans (Phase 2) Theme 3 – Wellbeing and Resilience; Theme 4 - Teaching, Learning and Assessment; Theme 5 – Equity and Inclusion

Blended learning for pupils with mix of in-school teaching and home learning

Rotation of pupils depending on capacity of school/ physical distancing guidelines

Ongoing emergency childcare cover in each school

Emotional well-being/ support for pupils and staff returning to school

Closure plans in places if virus status changes

Free school meal payments to continue for eligible pupils with prepared packed lunches for in-school days

Phase 4: Timescales to be confirmed

Continued development of primary, secondary, special school and distance learning offers

Dependent on virus status and latest scientific / government advice, the operational capacity for schools will be adjusted to allow more to attend

Maintenance of a responsive closure plans should a school or centre be connected to a virus outbreak

Gradual relaxation of restrictions and additional measures around school transport, cleaning and catering

Closure plan in place if virus status changes

4.2 Phase One – June

8 June – 26 June 2020

The first phase of the return to schools following COVID19 closures is the ability for staff to return to school to allow schools to plan effectively and meet the requirements required for Term One.

Delivery Phase One	Early Years Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	Staff will be able to return to buildings w/b 8 June			
Learner Attendance	Existing registered children of key workers and vulnerable pupils Some pupils may be invited to attend enhanced transition days Uniforms should not be worn (if applicable)			
Key Worker Children and Vulnerable Pupils	The existing hubs will continue to operate with the same attendees			All key worker and vulnerable children return to their own schools
Home Learning	Early years staff will continue to maintain contact with families and encourage engagement with tasks	Teachers will continue to deliver home learning. Head Teachers will support staff to balance home learning with commitments to undertake duties at school buildings.		
Transitions	Where pupils require enhanced transitions – these will take place w/c 22 June			
Transport	Where required and agreed, transport continues to be provided for pupils to attend hubs/ schools			
Catering	Continuation of existing school meal provision available at hubs that are operating.			
Cleaning	Maintain existing cleaning routines in centres that have been operating as hubs. From 1 st 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 can do so.			

Inclusion and Wellbeing	<p>Children's needs placed at heart of all decision-making process in plans to reopen.</p> <p>Supporting all vulnerable children and those whom vulnerabilities have emerged during lockdown</p>
Communications	<p>Council communications team to provide advice and guidance on all aspect of comms.</p> <p>CMT to approve all communications</p> <p>Schools to develop regular communication with parents on model offered</p>

4.3 Phase Two – Summer Holidays

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
Staff Attendance	<p>Early years staff teams attending at designated childcare centres, which will operate during the summer break.</p>	<p>Broad team of staff drawn from Education Attainment Apprentices, Early Years, CLD, Sport & Health and other service areas of the Council will be allocated to area hubs that will provide summer activities/care.</p>	<p>Team of staff drawn from special schools and the ASL service will be allocated to Braidburn School Hib and Forest Schools provision and third sector partners</p>
Learner Attendance	<p>Young children eligible for attendance at nurseries and childcare centres at operate over the summer. Parents will be notified regarding eligibility.</p>	<p>In line with national guidance, provision will be made for eligible pupils identified as being vulnerable and in need of access to care provision.</p> <p>Certain classifications of key worker will be able to use hub provision for their children</p> <p>Should operational capacity allow, provision may also be made for children who would typically have attended PEF Summer Clubs.</p>	<p>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.</p> <p>Forest school provision with one to one staff ratio for a small number of children who have vulnerabilities</p> <p>We have commissioned 3 third sector agencies to run small hubs in our</p>

			<p>premises for children with additional support needs from families under stress.</p> <p>We have commissioned 2 third sector agencies to run hubs in their premises for children with additional support needs from families under stress</p> <p>We have commissioned another third sector agency to run sessions for children with additional support needs and their families from families under stress</p>
Key Workers and Vulnerable Pupils	<p>Early years settings will continue to offer places, by agreement, for children of key workers and those assessed to be vulnerable</p>	<p>The initial priority for attendance at Summer Hubs will be vulnerable pupils.</p> <p>Agreed classifications of key worker will also be able to access provision on a needs basis.</p>	<p>See above.</p>
Home Learning	<p>No home learning or engagement activities will be provided to early years children over the holiday period.</p>	<p>Phase two covers the school summer holiday period and the provision of home learning will be paused during this phase to provide learners with the opportunity for their holiday before re-engaging with learning in August.</p>	
Transport	<p>By prior agreement, transport may be provided where it is critical to attendance to do so.</p>		
Catering		<p>A limited meal service will be provided to children attending hubs.</p>	
Cleaning	<p>Existing robust building cleaning routines will be maintained in centres that are open to children.</p> <p>Additional guidance will be provided to centres regarding the cleaning of toys and equipment.</p>	<p>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.</p>	

Other Infrastructure

Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.

4. Phase Three – New School Term

10 August onwards

The third phase of delivery involves the systematic return of pupils to school buildings in a safe and controlled manner, that 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. “Bubbles” will be used on Early Years and Special Schools, where appropriate this will be used in other sectors

Delivery Phase Three	Early Years Settings	Primary Settings	Secondary Settings	Special Schools
Staff Attendance	All staff return on 10 August – 2 days training			
Pupil Attendance	<p>Operational Maximum whilst maintaining bubble groups.</p> <p>Places allocated on rotational basis. Attendance focuses on entitlement for all children to receive 600 hours of ELC provision, and in family groups.</p>	<p>Primary school determine maximum pupil attendance whilst maintaining physical distancing</p> <p>Pupils attend on a rotational basis across four days of the week with Fridays as home learning only.</p> <p>Attendance focuses on family groups</p>	<p>Secondary schools will use all facilities available to them and the availability of support services such as transportation to determine max attendance achievable.</p> <p>Pupils attend on a rotational basis across four days of the week with Fridays as home learning only.</p> <p>Attendance focuses on family groups</p>	<p>Special schools will use all facilities available to them within school grounds</p> <p>Attendance will be in social bubbles</p> <p>Pupils will attend two days per week or four days per fortnight with Fridays as home learning only</p>
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	<p>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.</p> <p>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.</p> <p>Where registered for free school meals, and when pupils are not attending at school, an equivalent monetary payment will be made to parents.</p>		
Transport		<p>Note this level of planning in ongoing from June:</p> <p>Liaison and planning with bus operators to agree maximum transport capacity on vehicles whilst maintaining social distancing.(See Appendix 5)</p> <p>Exploration of most efficient transport model to maximise school attendance (year-groups, geographical, families etc).</p> <p>If risk assessments dictate, masks will be provided to children travelling on school buses. This can be enforced in the school bus user agreement.</p> <p>Travel numbers can be maximised by transporting family groups, where possible.</p> <p>Consultations with parents about them providing transport, where they can so buses can be prioritised for those with no option.</p> <p>Planning with schools to ensure transport operations correlate with the planned school day</p>		
Curriculum	Heavily play based and focus strongly on outdoor learning and play	<p>All schools required to review Curriculum Rationale (BGE) as part of Blended Learning Planning.</p> <p>Clear adherence to school values will remain and pupil participation encouraged.</p> <p>The focus of the in-school curriculum in the lower</p>	<p>All schools required to review Curriculum Rationale as part of Blended Learning Planning.</p> <p>Where possible, timetable harmonisation will be used to increase the breadth and capacity of teaching across schools</p> <p>Careful tracking of learning is needed to</p>	<p>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.</p> <p>Outdoor learning opportunities will be a key feature of</p>

		<p>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.</p> <p>In upper primary years, the in-school curriculum will focus on focused quality teaching experiences in the core areas of Literacy, Numeracy and Health & Wellbeing.</p> <p>For all pupils, there will be a blended curriculum that will balance direct teaching in schools with time learning at home.</p>	<p>ensure that the teaching experience of pupils attending on different days remains consistent.</p> <p>Schools will maximise the use of the e-learning curriculum offer as well as direct teaching in school.</p> <p>Blended learning will be the norm for pupils with direct reaching on certain days alongside home learning and engagement with online e-learning content.</p>	<p>the school day where this can be achieved within school grounds.</p>
<p>Cleaning</p>	<p>Existing robust daily building cleaning routines will be maintained in all educational settings</p> <p>Day Rangers conducting daytime cleaning routines when children are in attendance will be present from August</p>			
<p>IT and Technology</p>	<p>Audit current availability of staff. Identify gaps for purchase of devices and opportunities for CLPL. Create a strategy paper for EY.</p>	<p>Audit of devices to ensure suffice for needs, and flag any issues, further devices needed.</p> <p>Ensure a robust support infrastructure is in place.</p> <p>Start delivery of the longer term solution for digital devices for learners and teachers</p>		
<p>Inclusion and Wellbeing</p>	<p>Any existing or newly- identified needs will be supported in line</p>	<p>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.</p>		

	<p>with the Early Years Staged Intervention Framework.</p> <p>Wellbeing/mental health support will be provided, as required to any young children affected during the crisis by bereavement, emotional distress or any other concerns</p>	<p>Mental health and wellbeing support will be available through the Educational Psychology Service and other services.</p> <p>Schools will recognise that the period of closure will have affect pupils' support needs in different ways and Child's Plans or IEPs will need to be reviewed and updated to reflect this.</p>
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	<p>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.</p>	<p>Arrangements made to re-open schools on SEEMiS to allow conventional recording of attendance.</p> <p>Guidance provided on recording and coding attendance/absence during the phasing period.</p>

4.5 Phase Four – Long-Term Delivery

Timescale to be Confirmed

Planning a fourth phase of delivery is intended to provide a broad scoping of how services could develop as restrictions lessen

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	<p>When assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, Numbers of children attending in</p>	<p>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.</p> <p>As attendance increases, the balance of blended learning will be adjusted accordingly.</p> <p>As long as it's required, Test and Protect measures will be followed for the school population.</p>		

	nursery settings can be increased.	
Key Workers and Vulnerable Pupils	<p>The need for dedicated provision for children of key workers will be reduced as attendance regularises.</p> <p>Educational centres will continue to support vulnerable pupils and their needs will be integrated into regular provision.</p>	
Curriculum	<p>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.</p>	<p>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.</p> <p>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</p>
Inclusion and Wellbeing	<p>All pupils with additional support needs will be supported in line with the framework.</p> <p>Support for wellbeing and mental health will continue to be available from support services, as required.</p>	
Home Learning	<p>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.</p>	<p>Home learning will gradually be stepped down as children increase their time in school.</p> <p>Resources developed for home learning should be retained and used where it can support children with interrupted learning or who have difficulty attending school.</p> <p>Where children have been identified as needing to continue in long-term shielding, home learning will continue to be provided by their teacher.</p>
Transitions	<p>As plans move forward for 2021, arrangements for transition for the next academic year expect to return to previous arrangements.</p> <p>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.</p>	
Transport	<p>Transport only provided where it would normally operate for specific circumstances and by prior agreement.</p>	<p>School transport services will begin to relax social distancing requirements when advice indicates it's safe to do so and</p> <p>increased numbers of pupils will be allowed on vehicles.</p> <p>The requirement to wear masks on buses will be relaxed.</p>

		Taxi and small vehicle transport will be able to return to normal.
Catering	Meal provision for eligible children attending full-day nursery sessions.	<p>Kitchens and dining areas will open up more fully as social distancing requirements are relaxed. This may change operational arrangements in individual schools.</p> <p>As kitchens return to normal operation, menu choices will be reinstated, and hot meals will be provided more widely.</p>
Cleaning	<p>Cleaning routines will begin to return to regular patterns but is likely to retain need for frequent cleaning of contact surfaces.</p> <p>Advice will be considered in relation to any further requirements for additional cleaning.</p>	
IT and Technology		<p>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.</p> <p>There may be need for some long-term access to IT for children requiring to shield for an extended period.</p> <p>A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it.</p>

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.

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.

Two or more confirmed cases will be reported to the local Public Health team.

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 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 maintain continual physical distancing, alongside 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 in-school learning?

The phased return to educational establishments will only be offered to staff and pupils who are not shielding, self-isolating and show no symptoms of Covid-19.

Staff of pupils who are shielding are not expected to return in person whilst shielding measures continue to be in place.

Children who have household members who are shielding should have a risk assessment conducted before the most appropriate place of learning is determined.

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-health care-settings) to maintain high standards of cleanliness.

Additional cleaning will be carried out throughout the day by “Day Rangers”, these members of staff will be concentrating on areas touched regularly by staff and children such as door handles, bannisters and taps/ flush handles in toilets.

5.4 Ventilation in buildings and the use of outdoor space

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

Staff should use PPE (aprons, gloves and fluid repellent surgical masks) when participating in high risk activities identified within the guidance:

Medical Care eg feeding/ nappy changing, if staff member is within 2 metres for a period of ten minutes or more

Physical direct care (within 2 metres for a period of ten minutes or more)

Working with children who are likely to require high-level CALM physical intervention if they become dysregulated

Working with children where there is a risk of transmission of bodily fluids

Working with children with exceptional healthcare needs

Direct care of a child showing symptoms of Covid-19, whilst waiting on an adult to collect child and not possible to maintain a 2 metre distance.

5.6 Handwashing

All entrances in use within each building will have hand-sanitiser dispensers.

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 i.e. IT 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.

5.8 Access to Toilets

Pupils' access to toilets will be carefully managed to ensure physical distancing. Staggered break times will assist achieving this. There will be strong visuals showing which toilets can be used and emphasising handwashing routine. Note youngest children may need handwashing supervised.



Section 6 – Practical measures to support physical distancing in educational establishments

To minimise infection and transmission risks of Covid19 establishments need to increase separation and decrease interaction.

6.1 Increasing Separation

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

There is a significant variation of capacity in schools across the city. The modelling undertaken shows that without repurposing buildings in some schools a maximum of one third of all pupils can attend “in school” learning at one time. However, through repurposing other buildings we can increase this to 50% **It should be noted that the financial implications of repurposing buildings to achieve a 50% attendance with 2-metre physical distancing measures in place are likely to be considerable.**

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.

Support has been given to schools where there are particular issues in regard to physical distancing, in the form of a team of architects, estate planners and interior designers.

6.2 Decreasing Interaction

Every effort is being made to limit the number of unnecessary movement of pupils within the school in order to limit any potential spread of infection. Early Years and Primary aged children in the same families will attend school on the same days.

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 will be staggered in all settings to decrease the number of children arriving / departing together at one time. The amount of 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 attending “In-school” learning so carefully calculated capacities can be maintained.

All access to buildings will be strictly controlled.

Groups of primary children, children in special schools and children in early years will be taught by a limited number of staff; the number of interactions between different staff and pupils will be limited as far as is reasonably possible in secondary schools.

Clear expectations of physical distancing will be shared with children and parent/ carers prior to return, so everyone is aware of physical distancing rules.

In some circumstances (including where the 2m rule will be difficult to apply) a risk mitigation approach will be applied in keeping with Scottish Government Guidance. In these circumstances a “bubble” of set members will be established. This will apply to very young groups of children and to certain children with additional support needs, and possibly may apply in some practical subjects, subject to risk assessments.

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.

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).

Delivery to classrooms for P1-7. Where dining halls are still available p4-7 who can maintain physical distancing will be served in that setting. Staggered lunches will be the norm to allows handwashing for children and allow time to clean and sanitise the dining hall tables between services.



Secondary

A limited choice menu will be provided, to allow for reduced kitchen staff (due to social 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 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.

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 where the normal dining hall is not being used in order to maintain social bubbles or where it has been repurposed to provide a teaching environment. Staggered lunches will be the norm to allow handwashing for children and allow time to clean and sanitise the dining hall tables/classroom before and after lunch.

Early Years

A single choice hot main course will be provided to all EY settings who request this – this will be based around the regular primary menu. Catering supervisors will discuss with settings at a local level to best identify this service model. It is expected that because of the educational model in EY settings pupils will eat together in their “bubble”

All meals would be served in disposable packaging with disposable cutlery, so any contamination risk is minimised. Currently sourcing recyclable/ compostable packaging and cutlery options.

Meals and snacks are free for children in EY settings.

Section 7 – Supporting health and wellbeing of all

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.

7.1 Health and Wellbeing of Pupils

During the lockdown establishments have 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 will vary greatly. For some it has allowed people to spend 'quality time' together and reconnect as a family. Most of our children will have encountered positive interactions with siblings and parents, many of which will have reaffirmed family bonding and relationships. Some young people will have 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 will have 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 must 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

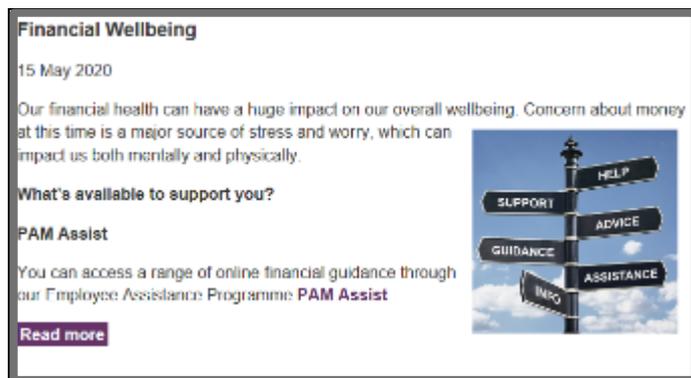
7.2 Health and Wellbeing of Staff

Each school will complete a School Renewal Plan for Theme 3: Wellbeing and Resilience. This will extend to 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 accessed 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.



Financial Wellbeing
15 May 2020

Our financial health can have a huge impact on our overall wellbeing. Concern about money at this time is a major source of stress and worry, which can impact us both mentally and physically.

What's available to support you?

PAM Assist

You can access a range of online financial guidance through our Employee Assistance Programme: **PAM Assist**

[Read more](#)



Wellbeing Wednesday – let's keep talking
27/05/2020 Category: Health and wellbeing

Staying connected whilst socially distanced has been vital to our wellbeing over the last 10 weeks. As we enter a new phase of the coronavirus outbreak, it will be just as important to regularly check-in with each other as we continue to cope and adapt. Self-care tips and tools for our wellbeing are great – but sometimes, the best thing we can do is to reach out to someone so we can talk through our feelings and concerns.

In your **personal wellbeing action plan**, you can take a note of who you can turn to when you're struggling, needing a boost or just wanting to talk something through. These could be friends, family or neighbours. At work, your line manager and trusted team members can also be vital parts of your support network. Some colleagues have found our **wellbeing check-in** tools help them talk about their wellbeing and have realised they're not alone in how they're feeling.



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 recorded version of this will also be available to staff. In addition the Mental Health and Wellbeing 40 Top Tips for School Staff is available on Sharepoint.

7.3 Adherence to Test and Protect

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 ACC form Children who develop symptoms should contact NHS for advice on testing. Those who test positive for Covid19 will be asked to continue to self-isolate for 7 days and their close contacts be asked to self-isolate for a full 14 days. Staff should be aware that they may be asked to self-isolate on more than one occasion.

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 risks to provision of “in-school” learning.

7.4 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 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 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. Schools and early years settings have been provided with an Inclusive Practice Checklist to support them with renewal planning.

A briefing has been given to all SMT in education settings and ASL School Team Leads along with an audio ppt to share with staff in schools to support this. Risk Assessments to support individuals with additional support needs have also been shared with education settings. 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.

Section 8 – 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.



8.1 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.

8.2 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

Transitional visits 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

Phase 2

Themes 2 and 3– Health, Wellbeing and Resilience of the Learning Community

[Guidance for Self-Evaluation during the COVID -19 pandemic](#)

[Guidance for planning health and wellbeing: Edinburgh Learns Health and Wellbeing Strategy.](#)

Theme 4 Teaching, Learning and Assessment

All schools are developing plans for Blended Learning. These will be influenced by how much digital learning is already embedded in practice. It is important that we move as far as possible to a more consistent offer, ensuring high quality learning experiences, which will include additional investment in resources, Professional Learning and leadership support for Headteachers. Schools have conducted an audit of digital provision for learning at home and have identified a Home Learning/Digital Lead Officer. This data is now informing Blended Learning Plans. 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.

Attainment and Achievement

It is important that learners continue to progress through the relevant Curriculum for Excellence Levels, whilst recognizing the need to ensure that existing skills and knowledge are consolidated.

Predictions about pupils' attainment levels, are being used as a valid source of assessment information, together with considering the learning which has taken place since then for individual learners.

Theme 5 Equity and Inclusion

School Renewal planning for Equity and Inclusion is hugely important to maintain 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.

9.2 Workforce Planning

The blended model of learning requires workforce flexibility and an increase in staffing requirements to provide In-School learning whilst maintaining the physical distancing measures outlined by Scottish Government. Increasing staffing capacity will be a challenge across the city both logistically and financially

In addition to requiring more staff to deliver In-School learning, the number of Staff available to attend In-School learning will be diminished due to shielding or self-isolation

The Workforce Availability workgroup are in the process of determining the availability of all personnel resources to determine the staffing gap to deliver the 50% capacity education models.

As the gap increases the risk of the ability to logistically resource the staff increases.

9.3 In School Learning

The aim of the plan is to maximise the number of pupils that can attend in-school learning at one time, as the importance of face to face learning can not be underestimated.

Smaller pupil/ teacher ratios will be used to accelerate pupils progress in core curriculum. The curriculum will adapt and change as we move through phases in the route map.

As children return to school, the initial focus will be on Healthy 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

Children 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' 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.

We are also examining all opportunities for wider learning based on the recently published Education Scotland advice.

9.4 At Home Learning

This will compliment 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.



9.4 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.

EDINBURGH LEARNS BLENDED LEARNING

4 PRINCIPLES FOR EFFECTIVE TEACHING & LEARNING

1 PLAN

- ◆ Use your knowledge of the learner journey to set the long-term learning goals and timeframe to achieve these.
- ◆ Identify the key learning/non-negotiables on the journey.
- ◆ Define the [threshold concepts](#) and assess [prior knowledge](#) to identify a starting point.
- ◆ Plan [formative assessment](#) opportunities (for home and school) to inform appropriate next steps in learning.
- ◆ Plan opportunities for [outdoor learning](#) as appropriate.
- ◆ Where possible, have dialogue with colleagues to moderate blended learning, teaching and assessment.



3 GUIDE

- ◆ Sequence and chunk learning using a mix of remote ([digital?](#)) and face-to-face learning, and provide learners with opportunities to practise each of the steps.
- ◆ Model the learning to reduce the cognitive load e.g. using [live modelling](#), [What a Good One Looks Like](#).
- ◆ Provide appropriate scaffolds to support learners through the cognitive apprenticeship e.g. [CPA and Fading Out](#), [PACE grids](#), [tiering](#), [scaffolding in written tasks](#).
- ◆ Use [questioning](#) to deepen thinking and check for understanding.
- ◆ Encourage [collaboration and discussion](#) amongst learners where possible.



4 REVIEW

- ◆ Embed [formative assessment](#) techniques in remote and face to face learning to help inform next steps ([digital review?](#)).
- ◆ Teach self-assessment techniques so learners can assess their progress against success criteria.
- ◆ Incorporate plenty of confidence-building low-stakes [retrieval practice](#).
- ◆ Use pupil voice to evaluate learning and adapt based on feedback (e.g. using Forms).



This document accompanies the overarching [Teaching and Learning Guidance](#). These two documents work in partnership to support high quality learning, teaching and assessment.

INTRODUCTION

Our Blended Learning professional learning series explains this guidance in more detail. Click on the icon above to watch the brief introduction; followed by bitesize videos on each of the 4 principles as required (access these through the icon in the relevant section).

2

9.5 Ensuring Equity

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 throughout the Summer Break and for the days their children are not in school.

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.



Section 10 – What will this look like in each sector?

Whilst acknowledging that the ultimate goal is to have 100% pupils attending school to participate in face to face learning, the contingency solution is to offer a sustainable blended learning solution supported by enhanced professional learning and technology, maintaining our goal to provide **the best teaching and learning for every learner**, ensuring they are safe, happy and achieving.

We know the best way to support children through change, uncertainty and adversity is through 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 physical distancing measures and other age appropriate measures in schools to minimise the risks of infection and transmission and ensure they are safe places to be.

The following themes support planning and decision making:



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 are being 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). 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 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. Many schools will be able to offer at least 50% of the school roll on two full days per week from Monday 24th August 2020, where there are no additional accommodation requirements (a small number of schools may be able to offer even more in-school time). For schools that require additional accommodation, the Council also aims to provide for 50% of the school roll to attend In-School learning two days per week from Monday 14th September

Should physical distancing be amended from the current 2-metre to 1-metre, it is likely pupils will be able to attend two full days per week in every school, subject to staff availability. 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 from August.

As we work through the implications of repurposing buildings for educational use; Risk Factors, Health and Safety, Transport, Workforce Availability and Financial Cost, it is important to show both models, in the event that the 50% model from Day One proves to be beyond our capacity to deliver.

10.1 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.

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 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 now continue to provide childcare for families as per the guidance.

10.2 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 2-metre distancing as much as possible, supported by consistent teaching and support staff. Their environment and organization of resources will support physical distancing.



Primary Model

The **Universal Offer** for all children would see 33% attendance from Wednesday 12th August 2020.

The school roll will be divided into 3 vertical groups, ensuring siblings are in the same group. Staff team consisting of teachers and support staff will be allocated to each group, who will each have a dedicated learning space.

The three groups would be merged into two with groups Group C to be subsumed into groups A and B, keeping family groupings together.

Where schools can accommodate 50% of children without additional accommodation being required this will be introduced in Monday 24th August 2020. In circumstances where additional accommodation is required, the Council aims to provide for 50% of the school roll to attend In-School learning two days per week from Monday 14th September

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

Model for schools require additional accommodation

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
w/c 10/08	In Service	Hub	In Service	Hub	Group A	Hub	Group A	Hub		Hub
w/c 17/08	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
w/c 24/08	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub		Hub
w/c 31/08	Group C	Hub	Group C	Hub	Group A	Hub	Group A	Hub		Hub
w/c 7/09	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
w/c 14/09	Group A (+c1)	Hub	Group A (+c1)	Hub	Group B (+c2)	Hub	Group B (+c2)	Hub		Hub
w/c 21/09	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

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
w/c 10/08	In Service	Hub	In Service	Hub	Group A	Hub	Group A	Hub		Hub
w/c 17/08	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
w/c 24/08	Group A (+C1)	Hub	Group A (+C1)	Hub	Group B (+C2)	Hub	Group B + (C2)	Hub		Hub
w/c 31/08	Group B (+C2)	Hub	Group B (+C2)	Hub	Group A (+C1)	Hub	Group A (+C1)	Hub		Hub

10.3 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** for all pupils would provide minimum 33% whilst adhering to a 2-metre physical distance. This is based on a maximalist approach to enable as many pupils as possible to return to face to face education at the earliest date, whilst ensuring a high-quality learning environment. Over a three-week period, each Group (A, B, or C) would have a minimum of 27.5 hours in-schools teaching provision (excluding break and lunchtimes).

Schools that can accommodate 50% of the school roll without additional accommodation will do so from Monday 24th August 2020, so that children can attend In-School learning two full days per 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 from Monday 14th September 2020. As social distancing

guidelines change, schools would adapt the model and move to 50% attendance - example shown below shows this change occurring from week 5.

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.

As the 2-metre physical distancing rule is reduced, the three groups would be re-organised to form two Groups (A and B).

The **Targeted Offer** 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. On the assumption that physical distancing guidelines are reduced and capacity increases, schools would re-organise pupils into Groups A and B. 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

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

In-school	Monday		Tuesday		Wednesday		Thursday		Friday	
w/c 10/08	In Service	Hub	In Service	Hub	Group A	Hub	Group A	Hub		Hub
w/c 17/08	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
w/c 24/08	Group A	Hub	Group A	Hub	Group B	Hub	Group B	Hub		Hub
w/c 31/08	Group C	Hub	Group C	Hub	Group A	Hub	Group A	Hub		Hub

w/c 7/09	Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
w/c 14/09	Group A (+c1)	Hub	Group A (+c1)	Hub	Group B (+c2)	Hub	Group B (+c2)	Hub		Hub
w/c 21/09	Group B (+C2)	Hub	Group B (+c2)	Hub	Group A (+c1)	Hub	Group A (+c1)	Hub		Hub

Example 2

Secondary Model Schools that do not require additional accommodation

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

In-school		Monday		Tuesday		Wednesday		Thursday		Friday	
w/c 10/08		In Service	Hub	In Service	Hub	Group A	Hub	Group A	Hub		Hub
w/c 17/08		Group B	Hub	Group B	Hub	Group C	Hub	Group C	Hub		Hub
w/c 24/08		Group A (+C1)	Hub	Group A (+C1)	Hub	Group B (+C2)	Hub	Group B + (C2)	Hub		Hub
w/c 31/08		Group B (+C2)	Hub	Group B (+C2)	Hub	Group A (+C1)	Hub	Group A (+C1)	Hub		Hub

10.4 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 “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 – 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	

10.5 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). We are currently surveying parents to understand the size and impact that childcare issues may have.



Section 11 – Changes to Status

The Scottish Government will take decisions based on scientific evidence and we may be asked to move up or down a stage on the route map at short notice. There is an expectation that the 2m distancing rule will be reduced at some future stage. In order to prepare for this schools have mapped capacity at 1.5m and 1m metrics to allow speedy adaptations if required.

There could be a scenario where a local “lockdown” of a school or a community is necessary, communication plans are in place to quickly react to any further lockdown instructions.

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.

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.

What does SORT look like?

WBI	Points to Consider	Risk/ Action/ Green	Action required	Owner	Statement/ Progress
INFECTION CONTROL					
	Infection Control Risk Assessment in place – monitored/reviewed regularly/shared with staff team (infection control risk assessment)			Headteacher	Infection Control risk: Corporate Facilities
	Appropriate cleaning regime in place			Headteacher	Cu
	Infection control requirements communicated to staff/pupils/building users (including contractors – for example by poster) – handwashing hygiene etc			Headteacher	Edinburgh Bear Social str
	Are all staff aware of the infection control procedures? Do they have access to the required equipment to allow them to meet their obligations?			Headteacher	Corporate Health and

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	<ul style="list-style-type: none"> 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 June 2020, 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Quality of care and support Quality of environment Quality of staffing Quality of management and leadership 		QIs/Themes <ul style="list-style-type: none"> Q1.1 Analysis and evaluation of intelligence and data Q1.4 Leadership and management of staff (all themes) Q1.5 Management of resources and environment for learning Q1.6 Safeguarding and child protection (all themes) Q1.7 Learning and engagement Q1.8 Renewal of potential barriers to learning Q1.9 Transitions (all themes) Q1.10 Ensuring wellbeing, equality and inclusion (all themes) Q1.11 Equity for all learners Q1.12 Creativity Skills Q1.13 Digital Innovation Q1.14 Digital Literacy 	

9

School Operations Risk Toolkit Renewal Planning

Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Schools should set up a H and S working group, if not already in place 	<ul style="list-style-type: none"> HT DM Staffing representatives, teaching and non-teaching 			
<ul style="list-style-type: none"> School leaders should be aware of the essential national and local advice and legislative requirements for reopening schools. 	<ul style="list-style-type: none"> School Leaders Corporate Facilities Management Corporate Procurement Corporate Health and Safety 	<ul style="list-style-type: none"> Link to national evidence Link to School Operation Sheets 2020 updates 	<ul style="list-style-type: none"> From now Ongoing as advice is updated and shared 	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> School Leaders All staff Corporate Facilities Management Corporate Procurement Corporate Health and Safety 	<ul style="list-style-type: none"> Link to SORT – Infection Control spreadsheet SCS Infection Control 	<ul style="list-style-type: none"> By June 2020 	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> School Leaders All staff Corporate Facilities Management Corporate Procurement Corporate Health and Safety 	<ul style="list-style-type: none"> Link to SORT – Risk Assessment spreadsheet SCS Risk Assessment 	<ul style="list-style-type: none"> By June 2020 	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> All staff Pupils Parents 	<ul style="list-style-type: none"> Link to SORT – Needs spreadsheet 		
<ul style="list-style-type: none"> Audit the needs and requirements within learning environments so that specific requirements are put in place that provide quality learning and teaching. 	<ul style="list-style-type: none"> All staff Pupils 	<ul style="list-style-type: none"> Link to SORT – 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 – Action Plan

Action Plan Workforce					
Outcomes	Measures of Success	Action Required	Timescales	Resources	RAG
Real Time view of workforce availability	Informed workforce planning with alert system in place centrally and in schools	Understand scale of challenges to workforce across Education/ Facilities Management and Transport, to enable contingency planning. Staff surveys in regard to shielding, illness, (childcare – causing increasing anxiety) BAME. Engagement with Occupational Health	Ongoing from 8 th June	IMT	Amber
Contingency Plan for additional resources	Ability to quickly redeploy/ recruit additional team members to support increase in capacity	Remove all recruitment freezes – Digital recruitment processes to be embedded Redeploy CEC staff from other areas (Leisure, culture) Ensure supply staff register is up to date and all on standby Look at retired teachers, other sources of staff	June/ July	HR and IMT	Amber
Improve Digital Skills of Education Workforce	Increased confidence in delivering remotely	Digital learning team plus professional online training courses to build/ strengthen capability across the teaching staff	June	Digital Services HR	Green
Training of redeployed staff	Staff confident and happy in new temporary roles	Identify skill sets needed to plug any gaps in regard to supporting opening of schools – Library/ culture / Edinburgh leisure staff – step into support teaching? Catering staff to support cleaning	June/ July	Resources, CMT	Green
Maintain Summer Hub Provision	100% keyworker children provided for	Use of alternative staff that are on 52-week contract terms.	July/ Early Aug	Life Long Education	Green

Provide out of school provision for out of hours key workers children in term time	Ability to look after key worker children from 8am-6pm.	Liaising with After School clubs and their associated premises, to ensure they have staff in place to cover, or if being provided inhouse ensure that there are no contractual issues with changes / revisions to working hours	June/ July	Life Long Education	Green
Action Plan PPE					
Outcomes	Measures of Success	Action Required	Timescales	Resources	RAG
Hand Sanitiser in all buildings, with adequate dispensers and continuous supply ensured.	Unions approve all hand sanitiser installations and staff / pupils have sense of wellbeing	Order all suffice hand sanitiser – review orders regularly as approach changes – e.g. – no longer using wipes – means more sanitiser needed.	July	Resources/ Procurement	Green
All PPE is ordered in suffice numbers and frequency.	Availability of PPE whenever needed	Ensure all risks are captured and all procurement is completed in adequate time	July	Resources/ procurement	Green
Action Plan - Physical Return of Pupils					
Outcomes	Measures of Success	Action Required	Timescales	Resources	RAG
All buildings set up for return of pupils	Easily navigated buildings with adequate signage (not causing any confusion)	All visuals to be displayed in schools 2 metre physical distancing for all furniture/ settings (Storage where needed) One-way systems, toilet allocations, clearly marked Winter cleaning regimes in place, with adequate supply of Day Rangers for each setting.	June, July, early Aug	FM, Schools and Estates Management.	Green
SORT in place and understood by all staff	Understanding or risks and how they can be mitigated	SORT tool kit already at schools, continually updated every week as new assessments are undertaken, and new scenarios appear	3 x weekly	Risk, IMT, Schools,	Green

Offer of ELC known for 20/21	All eligible families able to access ELC	Repeat the admission process based on the level of ELC that can be offered in August,	July	Early Years	Green
Level of Transport required is a known quantity and can be delivered	Transportation is in place for pupils that require the service	Repeat the transportation request process based on new models of learning and new situations parents are in. Strong planning required to ensure the service can operate at the level needed.	June/July	Transport Working Group	Amber
Catering is arranged, both in terms of menus and service delivery	All children being offered a nutritious meal on days on school	Draft menus and costing are drawn up. Approvals in form of light touch base with Exec HT Group Menus communicated to parents with clear instructions on how to pay (if required)	June/ July	Catering/ Schools/ Comms	Green
Families are aware of new normal for school	All parents receive communication in easily understandable format answering any questions they may have	Central Communications in regard to Risk Assessments, and mitigation, physical distancing, visual displays around the schools and what is expected of them and their children come August. School specific communications on timetables, individual arrangements etc	June/ July/ early Aug	Communications	Green
Repurposing of buildings to meet capacity requirements is complete and have adequate staffing	50% capacity with a 2-metre distance achieved by each educational establishment	All buildings under review. Cost of repurposing in term of one-off costs, extra staffing (teaching, support, and cleaning) being assessed. Go/No Go decision to be based on Scot Govt guidance early July.	July	Estates Management	Red
Action Plan - Curriculum					
Outcomes	Measures of Success	Action Required	Timescales	Resources	RAG

Good blended model with Digital Learning	Pupils have seamless learning programme	Strengthening of support infrastructure, audit of devices, commitment to long term digital model	June/ July	Digital	Amber
Understanding and communication of % level of Practical Subjects	As close to normal hands-on experiences as is possible	Risk assessments being undertaken on all practical subjects to ascertain maximum group number and ability to undertake subject if this is not possible without any degree of physical distancing	June/ July	Education and Schools	Green
Maximisation of outdoor learning	Opportunity to maximise outdoor learning to be an ongoing feature in education	Working with Parks/ Greenspace/ Culture/ Heritage Scotland and corporate organisations to ensure regular access to outdoor spaces where learning can be achieved	July	Outdoor learning group	Green

Appendix Four– Financial Implications

Financial Implications

The financial implications of implementing a range of mitigations associated with this plan are considerable.

Costs below are estimated costs only from June – December 2020 and are in addition to any currently available budgets.

Description	June-October £m	October - December £m	Total £m
Learning and teaching 15% staffing shortfall	4.39	3.71	8.10
Learning and teaching (primary)- additional staffing for extra classes to deliver 50%	3.37	2.85	6.22
Learning and teaching (secondary)- additional staffing for extra classes to deliver 50%	3.86	3.26	7.12
FM costs for additional premises required to deliver 50%	1.26	1.07	2.33
Catering costs for additional premises	0.37	0.31	0.68
Adaptations to additional premises	0.60	0.00	0.60
Day ranger (200 per day Monday - Friday)	1.16	0.94	2.10
School meals - net loss of income	0.49	0.42	0.91
Free school meals	0.13	0.44	0.57
Digital - immediate requirements for digital inclusion	3.40	0.00	3.40
PPE and other health and safety measures	0.52	0.21	0.73
Special schools - additional support for pupils being educated at home	0.14	0.12	0.25
Signage	0.10	0.00	0.10
Summer hubs	0.13	0.00	0.13
Additional janitorial costs - primary schools 12.45 - 6.00pm (Friday)	0.12	0.10	0.22
Additional janitorial costs - primary schools 4.30pm - 6.00pm (Monday - Thursday)	0.09	0.07	0.16
TOTAL	20.11	13.50	33.61