Harlaw Academy

By Learning and Courtesy

School Contingency Plan

Incorporating the Standards, Quality & Improvement Plan

June 2020

National Improvement Framework Priorities

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health & wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Local Outcome Improvement Plan (LOIP) Stretch Outcomes

- 95% of pupils (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.
- 90% of pupils will report that they feel mentally well by 2026.
- 95% of care experienced pupils will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.
- 95% of pupils living in our priority localities will sustain a positive destination upon leaving school by 2026.
- Child Friendly City which supports all pupils to prosper and engage actively with their communities by 2026.
- 25% fewer young people (under 18) charged with an offence by 2026.

School Improvement Priorities 2019 - 2020

Our plans for people
- Safeguarding and supporting pupils
- Professional learning for Staff

Our plans for Learning
- Quality learning, teaching and assessment
- Reviewing the curriculum
- Developing the young workforce
- Attainment and improvement

Our plans for Community
- Parental Engagement
- Pupil participation and relationships

School Improvement Priorities 2020-2021

- Effective delivery of physical return to the school building following COVID-19 related closure whilst preparing contingencies for further disruption caused by the same

- Develop and improve delivery and consistency of quality learning, teaching & assessment as part of a blended learning offer

- Develop school capability to deliver improved practice in areas of monitoring pupil wellbeing, safeguarding & inclusion in all aspects of our work

Context of the school:

Harlaw Academy is a 6-year comprehensive of around 950 pupils. The school has a Senior Management Team of 6 (including HT, DHTs and School Support Manager). There are 9 Faculty Heads and Principal Teachers of Pupil Support (1), Guidance (5), Wider Achievement (1) and Ambition and Excellence/PEF (1). The overall teaching compliment is around 68 FTE. Teachers are supported by a range of support staff who help learners achieve positive outcomes. Harlaw Academy also employs a part time counsellor and a youth worker to supplement our support to pupils and families.

Harlaw Academy sits outside its own catchment area and around 35% of our pupils are out of zone placing requests from across Aberdeen City. The school has a diverse pupil population where; 10% claim free school meals; 27% live in SIMD decile 1-3 (areas of relative poverty); 35% live in SIMD deciles 8-10 (areas of relative affluence); 25% of the school population have English as an additional language (EAL).
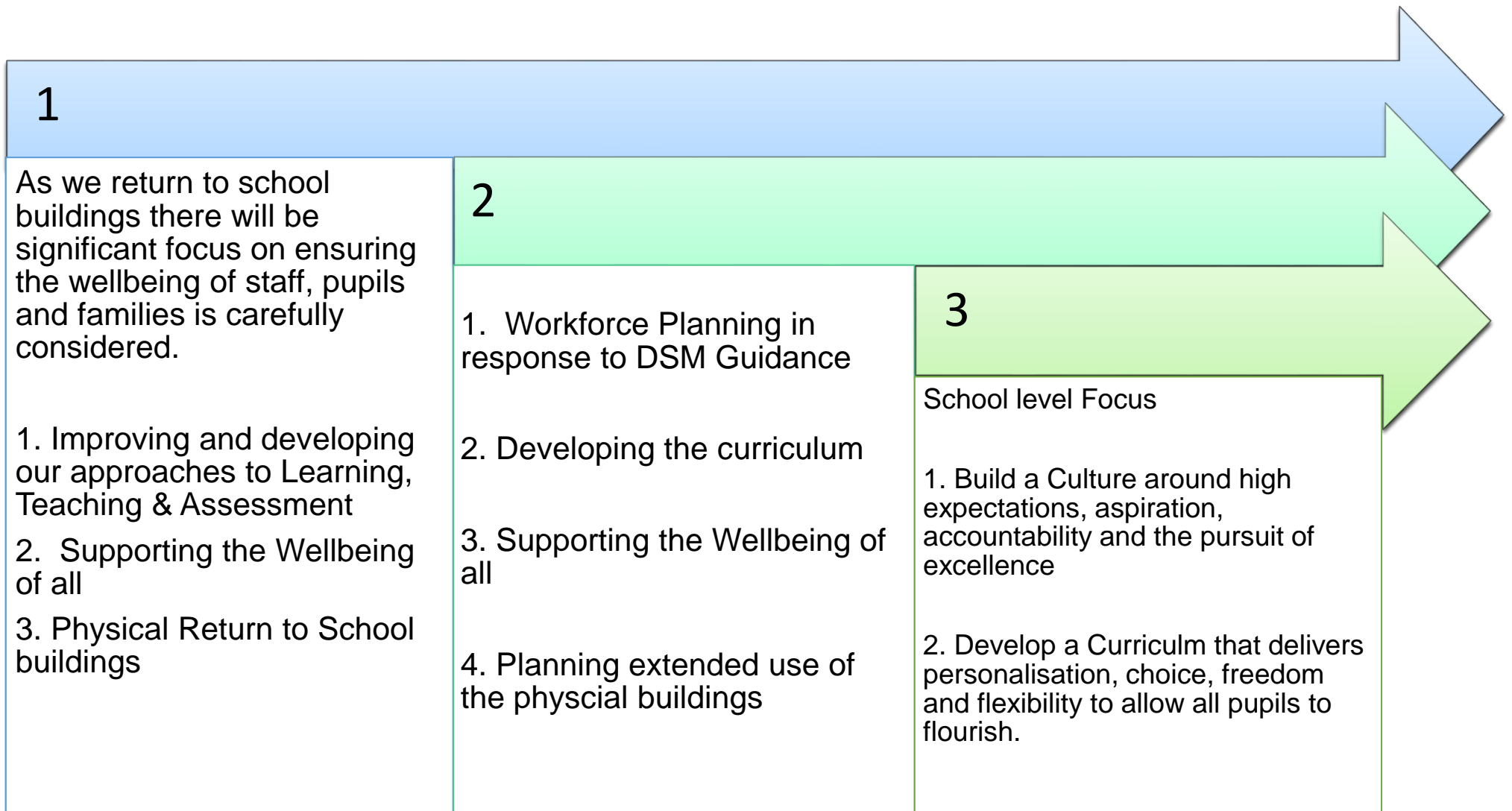
The school was last inspected in November 2019. Whilst the inspection report highlighted many positives within the school, it also identified areas where improvement is required. As such, Education Scotland plan to revisit the school in 2021 to evaluate the progress made.

A new Headteacher was appointed in January 2020 and took up post in March of the same year. As part of the National response to the COVID-19 pandemic, the school closed to pupils and staff on March 23rd.

Rates of attendance are increasing, and exclusion rates are falling although both remain areas where improvement is required at this time. During the recent inspection, a significant number of pupils indicated they were proud of their school feeling that they were being prepared well for the challenges of life. A small, but significant, number of pupils reported that they did not feel safe in school.

We anticipate around 95% of the current leavers will move into a positive destination. Our S3 CfE data for literacy and numeracy is improving as are many of our SQA results.   Pupils have many opportunities for participation and wider achievement. We are the leading provider of Duke of Edinburgh Awards in Aberdeen City and our pupils make a significant contribution through volunteering. Our active schools/sports leader programme, class representatives, prefects and links with the Former Pupils' club also have a positive impact across our school and community.

1

As we return to school buildings there will be significant focus on ensuring the wellbeing of staff, pupils and families is carefully considered.

1. Improving and developing our approaches to Learning, Teaching & Assessment

2. Supporting the Wellbeing of all

3. Physical Return to School buildings

2

1. Workforce Planning in response to DSM Guidance

2. Developing the curriculum

3. Supporting the Wellbeing of all

4. Planning extended use of the physcial buildings

3

School level Focus

1. Build a Culture around high expectations, aspiration, accountability and the pursuit of excellence

2. Develop a Curriculm that delivers personalisation, choice, freedom and flexibility to allow all pupils to flourish.

<u>Section 1 - Key principles</u>

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for our school in order to realise equity and constancy wherever possible. The approaches agreed in the LDPP have guided the development of this individual School Recovery Plan, which will act as the School Improvement Plan for the coming session.

The School Recovery Plan will reflect the key principles as set out in the LDPP and in national guidance:

- Implementation will take full account of scientific and medical advice that it is safe to proceed
- The wellbeing of all pupils and staff will be carefully considered when determining the approach to reopening school buildings
- Risk assessments will be used to support planning and ensure that health and safety legislation and guidance is fully adhered to
- Public health measures will be taken fully into account
- Careful consideration will be given to the balance of in-school and at home remote learning to provide maximum benefit to pupils
- Planning will build on the experience of delivering Hub and Emergency Childcare provision
- Planning will enable movement up and down the phases of the Route map
- Clear and effective communication with all stakeholders will be paramount

<u>S1-3 Broad General Education</u>

To limit interaction, pupils will be limited to one classroom space, or 'home room' wherever possible with staff moving between a limited number of classes. Increased use of outdoor space will be made wherever practicable. The school day has been reconfigured utilising longer periods and a longer morning session. Pupils will have taught experiences in eight curricular areas; Literacy, Numeracy, Social subjects, Science, Technologies, Modern Language, Health & Wellbeing and Creative Arts. An interdisciplinary approach will be used in curricular areas to ensure the continuation of study whilst ensuring the continuity of only having one teacher per area. The curriculum will focus on health and wellbeing, literacy and numeracy outcomes, within a context of each individual curricular area.

Where required, we will seek to increase 'in school' contact for those deemed vulnerable/not engaging.

<u>S4-6 Senior Phase</u>

In the senior phase, pupils specialise in a range of specific subjects. In order to access specialist subject teaching, including practical rooms, they will have to move between areas, as required. This will be carefully risk assessed to avoid interaction and maintain social distancing. Appropriate cleaning will also be required. Consideration may be given to appropriate equipment being provided to enable young people to wipe down their desk/chair/surfaces before leaving the room. This approach will work in tandem with digital learning in the home offered as a combination of interactive or pre-recorded lessons.

Where practical rooms and equipment are required for SQA purposes, risk assessments will be required to ensure social distancing takes place and appropriate cleaning takes place before being used by another group of young people and staff. Content of courses may be re-ordered to support social

distancing where this is thought to be of benefit and will not disadvantage learners. Guidance on considerations for practical Science & Technology has been published by SSERC, and is available here: www.sserc.org.uk/wp-content/uploads/2020/06/Science-Tech-return-to-school.pdf

Avoiding physical / social contact within the playground

The size of the playground will be assessed to determine how many pupils can safely be in a space whilst maintaining social distancing rules. Use of our external fixed PE equipment will be permitted at this time.

Pupil breaks will be shorter but more frequent during the day to promote positive mental health in school. Access to shared spaces will be carefully controlled to ensure numbers remain within safe limits and will allow for wet weather alternatives.

Ventilation in buildings and the use of outdoor space

Staff will be asked to ensure good ventilation by keeping windows open and, where possible, not closing the doors of small rooms (unless these are fire doors). Pupils and staff should spend more time outdoors, with weather appropriate clothing, keeping at least two metres from others.

Management of symptomatic building occupants

If a child or young person attends Harlaw Academy with symptoms of cough and/or high temperature, they should go home immediately. If a pupil is waiting to be collected by their parent or carer, they should be isolated in a private well ventilated room/area and avoid touching surfaces. This is located opposite reception, adjacent to the main front door. Isolation rooms will be cleaned after use in keeping with national guidance. Using the following guidance/guidelines: https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/

Section 2 – Hygiene and health and safety practice

Cleaning routine

Toilets and washrooms will be cleaned daily by cleaning staff to maintain high standards of cleanliness, using methods and cleaning products in keeping with national guidance (COVID-19-decontamination-in-non-healthcare-settings). Additional sanitisation of taps and flush handles will be undertaken by janitorial services on a regular basis during the school day.

All other areas will be cleaned by cleaning staff at the end of each school day, paying special attention to door handles, table/counter tops, bannisters, and other areas touched regularly by staff and pupils, with additional cleaning during the day.

Particular consideration will be required when pupils will require access to sensory spaces with our SfL provision to ensure that an appropriate cleaning routine is in place between uses.

It may not be possible to ensure adequate cleaning of some facilities / areas of the school, in which case these facilities should be put out of use. If this is the case, it is imperative this information is passed on to the SSM/HT.

Gym hall changing rooms will not be used during phase 1-3 of the recovery plan. Pupils will be asked to bring their own filled water bottle to school and fountains will **only** be used for refilling if required. This will be supervised by an adult.

Sanitising wipes will be provided to school staff to clean telephones, laptops/desktop computers and associated peripherals and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses.

Where there has been a COVID-19 case, the cleaning regime will be in accordance with strict rules outlined in COVID-19-decontamination-in-non-healthcare-settings.

The Senior Phase (SP) curriculum offer takes into account the need for cleaning between use of spaces and as such, only one group will use a given room per day. The spread of the SP offer across five days and our specific home/school travel profile allows for this to happen. This includes all practical areas.

Use of Learning Resources

School staff will be given sanitising wipes for school staff to undertake cleaning of resources or other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in school learning. Resources which are not being used will be removed from class to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

Books and related resources within libraries will be put out of use, unless they are to be made available to individual pupils for their sole personal use. At this stage, our Library is to be designated as an area for the 18 staff who have given up their classrooms to be used as homerooms.

In practical subjects, where pupils are being asked to use equipment, we will utilise a "wipe down, use, wipe down" protocol ensuring items are clean to use. Where this is not possible, items will be used and withdrawn from service until the can be cleaned appropriately by a member of staff e.g. technician.

Hand washing

Health Protection Scotland advise that soap and water should be used for hand washing where this is available. Alcohol based hand gels / sanitiser will be used where there is no access to soap and water. Stocks of soap will be checked, and replenished, before the start of every day by facilities staff.

Hand sanitiser will be available at each usable entrance point to the building, unless there is immediate access to soap and water in these areas. Stocks will be checked every day.

Pupils and staff will be reminded to wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when entering the building, before eating or handling food, after blowing their nose, sneezing or coughing, and after going to the toilet. Pupils and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Several posters have been displayed around the school to remind everyone of the need for regular handwashing.

Pupils and staff will be reminded to cover their nose and mouth with disposable tissues when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Tissues will be available in each classroom, and pupils should be reminded to use the crook of their elbow if no tissue is immediately available.

Current planning will see the school building use eight different entrance/exits to maximise social distancing. Hand sanitising gels will be stationed at each and doors will be staffed at time of use to ensure social distancing and use of gels. Spare resources will be stored by facilities staff and replenished daily when required.

Access to Toilets

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing within the toilet areas. In Harlaw Academy, we have identified twenty-five rooms that contain at least one toilet. Eighteen of these have been designated for the eighteen home rooms meaning each home room will have its own toilet. These will be re-designated as gender neutral in the short term and will only be used by the pupils assigned to the associated home room. individual classroom teachers will manage the flow of pupils from their classroom, never more than one pupil at a time. There will be a strong emphasis on hand washing after visiting the toilet, and pupils will be asked to use hand sanitising gel on return to the classroom.

It is recognised that staff toilets can be limited in some school buildings. Very small staff toilets will be limited to single user only, using a visual mechanism to show when the toilet area is occupied.

Section 3 – Practical measures to support social distancing in our school

How will we increase separation?

The agreed metric of 5 sq.m has been used to help determine the maximum capacity of all spaces in school to help determine which spaces may be most suitable for the provision of 'in school' learning. This metric allows for circulation space in addition to the need to adhere to the 2m social distancing rules.

The spaces used for 'in school' learning will be prepared to clarify boundaries. This may include closing off some areas. It will be important to ensure that all staff and pupils are aware of the any changes in the use of the building. Staff spaces such as school staffrooms, kitchens and break out spaces will also be subject to social distancing arrangements. This means we will have to carefully consider and enhance our induction process for all pupils during week one and two as necessary.

Groups of pupils will be planned and membership of groups will be static and no larger than ten within classrooms. This will help restrict the number of different interactions each pupil has.

Reconfiguration of furniture in these spaces may be required to support this.

Spaces will be identified for the storage of excess furniture and resources from classrooms and for use as isolation spaces for any pupils or staff who develop symptoms whilst they wait to return home. Isolation spaces will always be well ventilated and will not be used for any other purpose, as they will require to be intensively cleaned after being used by any symptomatic individuals. Our isolation room is an unused office, located at the main front door opposite the conference room.

The sharing of resources between pupils during a learning activity will be avoided to limit the potential for transmission. Personal belongings will be taken home at the end of any 'in school' learning.

How will we decrease interaction?

Approaches to implementing one-way systems will be finalised when staff return in August although will be considered in June, once buildings access has been granted, to ensure arrangements are sensible and understandable for pupils. Limiting the numbers of staff who initially return will enable staff to comply with agreed expectations around social distancing. Where possible and beneficial pupils will use external space to move around a setting or campus.

In the BGE phase, we will have up to eighteen classes. Our proposed interim timetable structure will ensure they will almost always be moving in one direction, i.e into school form home, or out of school. Given the particular nature of Harlaw Academy, many of our corridors are 'cul-de-sacs' and as such, have only one way in/out. We plan to maximise social distancing by spreading classrooms used around the building. This will also allow us to utilise the many external points of access.

Groups of pupils arriving and departing at the same time will be avoided and year groups and classes will have staggered start and finish times to reduce the number of pupils together at one time. The amount of different arrival and departure times will vary depending on the number of routes in and out of buildings. Plans will be agreed between the Head Teacher and the school Quality Improvement Manager and shared with parents.

The number of interactions will be limited as far as reasonably possible in secondary schools by way of our adopted model.

Where possible, furniture will be laid out to guide effective social distancing with surplus furniture cleaned and stored in any spaces not being used. Clear signage will indicate any items of furniture which will not be used where full removal is not possible.

In order to create further social distancing, a soft start/end to the school day will allow staff to manage the arrival/departure of pupils.

Orientation

The Senior Leadership Team will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions during our INSET day. All Pupils will be updated as part of our induction programme detailed in the school recovery plan.

Dining arrangements

When required, pupils will be asked to bring a packed lunch and the provision of free school meal vouchers will continue. Pupils will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.

The reconfigured day (BGE pupils in before lunch, SP pupils in after lunch) will greatly reduce the requirement for pupils to eat lunch in school and thus reduce the risks associated with possible transmission of infection. This consideration is particularly important in Harlaw Academy owing to the relatively small capacity within our catering service provision.

In most cases pupils will eat lunch at home. Where we move to stage three, there may be a requirement for Senior Phase pupils to stay in school over lunch time. To reduce the requirement for cleaning between sittings, pupils will eat lunch in their classrooms. This reduces groups of pupils mixing.

Where we do have pupils in school for lunch, all pupils must remain on site for lunch to limit their contact with others out with the school. These arrangements will be reviewed as restrictions are reviewed.

School transport

We only have two pupils who currently rely on school transport. The vast majority of pupils who attend Harlaw Academy live within the 3 mile walking limit suggest by the school transport dept. Where a child does not, it will be incumbent on parent/family to transport to school.

We have a number of pupils who choose to use public transport, however, they will be encouraged to avoid travelling to school on public transport with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car, careful consideration will be given to travel plans with sites identified for "Park and Stride" routes identified outwith the school site wherever possible and parents/carers encouraged to use these points to minimise activity around the school gates.

In situations where pupils become symptomatic of COVID-19 'in-school', parents/carers will be required to provide transport home. Transport providers will not be able to transport symptomatic pupils.

Alternate provision will be made for pupils to secure bikes in order to limit contact and to maintain social distancing protocols. This is still being planned at this stage, and a plan will be constructed based on the number of pupils who intimate they plan to travel to school by bike.

Evacuation procedures

Circulation routes and entry/ exit points have been altered and evacuation processes have been amended to reflect this. Muster points have been spaced further apart to allow for social distancing. The Fire Evacuation Plan has been amended in response to this School Recovery Plan and will be shared with all stakeholders as part of our induction process.

Evacuation arrangements for pupils with complex needs or disabilities have been reviewed with refreshed Personal Evacuation Plans in place.

Managing Visitors / Managing Reception

External visitors to the school building will generally not be permitted. The only exceptions to this will be for:

- Local authority officers required to visit the school to provide essential support to pupils or staff (by pre-arranged appointment only)
- Contractors required to access the main building or grounds to undertake essential planned maintenance or repairs (by pre-arranged appointment only)
- Contractors working on a closed construction site within the school building or grounds where appropriate measures have been taken to entirely separate the construction site and contractor personnel from the rest of the school and the work has been approved to go ahead by Corporate Landlord officers
- Any other visitors required to enter the building for emergency purposes, including emergency repairs

Parents/Carers will not be permitted to visit school to speak to teachers about their children. This will be communicated clearly to all parents. Where parents/Carers require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance.

Signage will be displayed at school visitor entrances to explain that visitors are generally not permitted and will provide a telephone number for visitors to contact an appropriate member of staff within the building should they wish to speak with someone or if they have an appointment to attend the school.

If a visitor has an appointment to access the building, they will be asked first to confirm that they are not displaying any COVID-19 symptoms. Those displaying symptoms will not be permitted access.

Where possible visitors permitted access will remain within the reception area of the school and speak with the relevant member(s) of staff via the Reception desk window / hatch.

The name and contact telephone numbers of all visitors entering the building will be recorded, along with the date and times of their attendance, in order to support the national Test and Protect Strategy. As per current policy, this will be managed by our school admin and facilities team.

Parental meetings will be scheduled in advance and conducted using video conferencing or a managed outdoor space within the school grounds.

The Harlaw Academy School Recovery Plan

What will school look like?

Pupils will begin to resume at Harlaw Academy from August 11th. It is planned that there will be a blend of in school and home learning until we are guided by the Scottish Government that we can re-open fully for all pupils.

We have reconfigured our school day in a way that allows us to;

- maximise our pupil participation in school
- provide a coherent curriculum for all pupils ensuring that subject specialists remain in front of pupils, teaching their speciality
- create opportunities for pupils in S1-3 to continue to study a broad curriculum based on all 8 curricular areas utilising an interdisciplinary approach that will focus on Numeracy, Literacy and Health and Wellbeing
- ensure all senior phase pupils will be able to follow their chosen pathways in all subject areas
- organise teaching spaces so that all pupils will have a dedicated space to learn, within their social distancing bubbles - minimising the number of people and rooms they come into contact with.

Our proposed school day will have a 30 minute soft, phased start followed by 4 x 50 minute periods. These will be separated by a ten-minute comfort break. Following lunch, we will then have a double period lasting 100 minutes. The structure of the day looks like this;

	Soft start arrival		Period 1		Period 2		Period 3		Period 4		Lunch		Period 5	
	08:30	09:00	09:00	09:50	10:00	10:50	11:00	11:50	12:00	12:50	12:50	13:30	13:30	15:10
Monday	30		50		50		50		50				100	
Tuesday	30		50		50		50		50				100	
Wednesday	30		50		50		50		50				100	
Thursday	30		50		50		50		50				100	
Friday	30		50		50		50		50				100	

In determining the capacity of the school at any one time, we must take account of:

- Numbers of pupils we can safely accommodate at any one time, based on appropriate risk assessments
- Numbers of staff available to work in school
- Classroom space and capacity
- Protecting teacher time to plan, deliver and correct home learning.

If we are to simply consider teaching contact time: a normal Harlaw school timetable, assuming a perfect split of practical and non-practical, 100% staffing efficiency and a roll of 950, at least 40 teachers are required to contact pupils at any given period. This rises to a minimum of 53 FTE when non-contact requirements are taken into account. When you add in 5 PTGS and 6 SLT, the figure of 64 FTE is obtained. The school is currently staffed at 66 FTE.

Whilst physical distancing (increasing separation and decreasing interaction) measures are in place, provision of education will be through a blended model of Digital Leaning and in school provision.

Owing to the fact that these are such uncertain times, and that advice changes frequently in line with scientific advice, we are planning for a range of contingencies based on the constant that is social distancing guidance. We are planning for four stages, prioritising the stage that fits with current Scottish Government and Local advice.

In order to achieve social distancing requirements as they are currently set, year groups will be split into 18 groups of 10 pupils.

Stage 1 – Induction (For all levels of social distancing – but assuming 2m in line with current advice)

We propose that all pupils will attend an induction event specifically designed to supply the following advice;

- What is school going to look like?
- What is my learning going to look like?
- What are the practicalities – Emergency Evacuation, Toileting, Personal hygiene
- What are our shared, high expectations of each other?
- How do I manage blended learning?
- How am I feeling about coming back to school – how will I fit in, again?

We have made plans for a 6-day induction programme which will allow each year group to;

- Receive a whole school briefing within their home rooms utilising live streaming detailing all matters listed above.
- Receive briefing on new arrangements for how to access PE provision including first PE lesson utilising temporary new facilities (Harlaw playing fields)
- Opportunity for all pupils in departing S4-6 to have access to curriculum staff to discuss SQA appeals process
- Opportunity for all pupils in new S4-6 to engage with Pupil Support and Senior Leadership Team to revise curriculum choice in light of examination results/college course offers.

Our proposed induction model;

	Soft start arrival		Period 1		Period 2		Period 3		Period 4		Lunch		Period 5		Maximum Percentage attending school that day
	08:30	09:00	09:00	09:50	10:00	10:50	11:00	11:50	12:00	12:50	12:50	13:30	13:30	15:10	
Monday 10th Aug	Inservice day														
Tuesday 11th Aug	S1 Induction - Main school												S6 SQA Appeals		28%
Wednesday 12th Aug	S2 Induction - Main School												S5 SQA Appeals		54%
	S1 Induction - PE														
Thursday 13th Aug	S3 Induction - Main School												S4 SQA Appeals		57%
	S2 Induction - PE														
Friday 14th Aug	S4 Induction - Main School												S5 Recoursing		54%
	S3 Induction - PE														
Monday 17th Aug	S5 Induction - Main School												S6 Recoursing		44%
	S4 Induction - PE														
Tuesday 18th Aug	S6 Induction - Main School												S4 Recoursing		47%
	S1 Induction - Main school														

Stage 2 – Social distancing at 2m

BGE (S1-3)
Pupils will attend on **2 days per week** in 18 classes of 10 pupils. Day 1 will be spent in curricular area classes as part of a two-week rota, Day 2 will be spent in PE as part of rotation. **Time in school each day will be twice as long as pupils in senior phase but happen half as frequently**. This is because pupils will attend classes in the same pupil groups, and as such will not be required to move to different classrooms.

Senior phase (S4-6)
Pupils will attend school on **up to five days a week** based on curriculum choices. **Time in school each day will be half as long as pupils in BGE phase but happen twice as frequently**. This is because pupils will attend classes in different pupil groups, and as such will be required to move to different classrooms – by spreading this over a greater number of days, we can reduce the numbers of pupils/rooms pupils come into contact with on any given day.

Additionally, because pupils in S4 undertake 6 classes, not five, they will have an additional slot to allow time for this. We are also exploring the possibility of offering PE to pupils in S5/6.

All classes in school will be limited to 10 pupils in order to maintain required the balance between capacity and social distancing requirements.

Our proposed stage 2 model;

	Soft start arrival		Period 1		Period 2		Period 3		Period 4		Lunch		Period 5		Maximum Percentage attending school that day
	08:30	09:00	09:00	09:50	10:00	10:50	11:00	11:50	12:00	12:50	12:50	13:30	13:30	15:10	
Monday	S1		S1 - Curricular Area time										Col A (S4-6)		51%
			S5/6 PE Rotation (Block A/B/C)												
Tuesday	S2		S2 - Curricular Area time										Col B (S4-6)		57%
			S1 PE Rotation (Block A/B)												
Wednesday	S3		S3 - Curricular Area time										Col C (S4-6)		57%
			S2 PE Rotation (Block A/B)												
Thursday	S4		S4 - LIT				S4 - NUM						Col D (S4-6)		55%
			S3 PE Rotation (Block A/B)												
Friday			Additional S4-6 Bookable slot				Additional S4-6 Bookable slot						Col E (S5/6)		45%

Stage 3 – model for reduced social distancing e.g. 1m.

BGE (S1-3)
Pupils will attend on 3 days per week. in 9 classes of 20 pupils. Day 1+2 will be spent in curricular area classes. All 8 curricular areas will be visited each week. Day 3 will be spent in PE, but the rota adjusted to see pupils attend for a longer period of time. This will be achieved by increasing class size from 10 to 20 pupils. Due to the increase in staffing required, our ability to offer online digital lessons as part of the blended model will be reduced.

Senior phase (S4-6)
Pupils will continue to attend school up to five days a week based on curriculum choices. Time in school each day will be half as long as pupils in BGE phase, but due to the increase in class size, we will be able to accommodate more pupils in specific classrooms i.e. practical rooms.

Additionally, because pupils in S4 undertake 6 classes, not five, they will have an additional slot to allow time for this. We are also exploring the possibility of offering PE to pupils in S5/6.

All classes in school will be limited to 20 pupils in order to maintain required balance between capacity and social distancing requirements.

Numbers of pupils attending are intentionally lower on a Thursday as this is where the bulk of staff non-contact time would be positioned and on a Friday because senior phase pupils may be required to attend school over lunch period.

Our proposed stage 3 model;

	Soft start arrival		Period 1		Period 2		Period 3		Period 4		Lunch		Period 5		Maximum Percentage attending school that day
	08:30	09:00	09:00	09:50	10:00	10:50	11:00	11:50	12:00	12:50	12:50	13:30	13:30	15:10	
Monday	S1		S1 - Curricular Area time										Col A (S4-6)		75%
			S5/6 PE												
	S2		S2 - Curricualar Area time												
Tuesday	S2		S2 - Curricualar Area time										Col B (S4-6)		83%
			S1 PE Rotation												
	S3		S3 - Curricular Area time												
Wednesday	S3		S3 - Curricular Area time										Col C (S4-6)		83%
			S2 PE Rotation												
	S1		S1 - Curricular Area time												
Thursday	S4		S4 - LIT				S4 - NUM						Col D (S4-6)		65%
			S3 PE Rotation												
Friday			Additional S4-6 Bookable slot				Additional S4-6 Bookable slot						Col E (S5/6)		45%

Stage four – Full return (Planning still to be undertaken)

Stage four would be a full return to normal school working representing all pupils back in school, following their normal timetable.

Justification of the plan

Our plan allows for seamless transition from school closure to any of the stages. We can move from complete close, to stage 2, to stage 3 seamlessly with 24 hours' notice with no timetable rewrites. We can respond to a local closure, or increase/decrease in lockdown restrictions. Pupils are still working in IDL based curricular areas meaning we can also respond with 48 hours to a complete reopen (from a timetable point of view).

If, as is being reported in the media, the social distancing measurement is reduced to 1m, we can skip stage 2 altogether on 11th August. Our six-day induction will give us time to adjust the school rooms/layouts. In short, I believe we have produced a solution that satisfies the Scottish Governments requirements i.e. not only delivers 33% attendance as a minimum, but achieves 50% as well on 4 out of five days, averaging 53%.

Additionally, our model at stage 2 facilitates a rich blended offer involving both in-school learning and in-home learning. Staff have become more proficient at working with digital solutions to deliver high quality digital learning. Following our recent roll out of our new timetable, staff have reported that over 80% of pupils in the senior phase are engaging with online learning without prompting.

The simplicity and consistency of our model at every stage, ranging from school closure to stage three, means that for all pupils our ability to offer a mixture of both in-school and in-home learning with minimum disruption or wholesale change to our delivery model.

Costing of the Plan

The Scottish Government has stated that we will have a blended learning model of education whilst social distancing continues. To ensure we have a model that is fully blended (i.e. where the learning in school complements the learning that takes place at home) we must protect time for teachers to plan, prepare, correct and feedback to pupils online as well as plan, prepare and deliver lessons in school. Teaching smaller class sizes is obviously more expensive in terms of staff time (as 3 hours is required to teach three sets of ten pupils, rather than 1 hour for thirty pupils). This means that the amount of time in school has a disproportionately large impact on teaching time for online delivery. We must, therefore, be careful to ensure the online delivery is able to supplement work done in school. This is important as there will be limited opportunity in school for pupils to complete work and share with staff due to possible spread of COVID-19.

NB

It should be noted that this recovery plan makes certain assumptions based on current Government advice and known staffing levels based on current health and wellbeing. This is of course is all subject to change, however, it is believed this plan provides a huge amount of flexibility and will allow Harlaw Academy to adapt and overcome any changes delivered over the summer holiday period.

Attendance & Registration

As part of the Scottish Government recommendations to facilitate the Track and Trace system, we are obliged to maintain detailed attendance and visitor records to facilitate identification of dates/times for all individuals who have been on site.

Pupils

SEEMiS register completed by class teacher before 09.00am and 2.00pm. This will facilitate the Scottish Government requirements for AM & PM registration. Contact with parents will be made in the normal fashions for pupils not attending when expected.

Staff

Staff to follow already established absence process i.e. phone call to the school office before 8.00am. We would ask for all members of staff to record the time as they enter and leave the building via the staff sign in/out book held in the school office.

Out of class record

Young people's movement around our school building will be restricted and recorded by teachers. This will minimise social groups and possible transmission of infection. For almost all learners the only time a young person should be out of class is to use the toilet facilities.

Safeguarding

As we move from learning at home to a blended model we will require slightly different approaches to our safeguarding arrangements. We will review our PSE curriculum and delivery to target young people at key stages including P7 to S1 Transition, PSE virtual classrooms will also address emerging patterns as they become evident. All year groups require an increased focus on Health & Wellbeing as part of the curriculum delivery. This will be developed to ensure learners are given the opportunity to build resilience, develop mental and emotional strength and make use of physical activity to support this where possible.   We will be using our PE and PSE teachers to lead in these areas in addition the curricular offer provided by the Health & Wellbeing curricular area.

As part of our safeguarding agenda we will develop a whole school Mental Health Strategy and a School Nurture Strategy to support our learners and staff to manage their health & wellbeing.

Promoting Positive Relationships Policy

Whilst in school our Promoting Positive Behaviour Policy will continue and classroom expectations regarding behaviour will remain high.

Expectations around following social distancing rules will be strictly enforced on public health grounds and we would engage with parents as required where a pupil appears unable to understand these requirements when coming to school. No young person should be unsupervised, the exception to this is using toilet facilities during the lesson.

Individual support

Individual support will be available for those young people who require targeted provision. All targeted support provision must be in line with the planned learning and be differentiated to the needs of the individual. Robust evaluation processes must be in place to measure the impact of the targeted support. We will work to ensure a process of mainstreaming is adopted as much as possible to support pupils in class, but where required, extraction to the SfL hub may be required through consultation with parents.

Overview of the school week

In-school learning will be led by teachers between 8.30am and 3.10pm. During this time, teachers will only be available during non-contact periods to lead our online based In-home learning although time will be required to be set aside to plan our adapted Blended Learning curriculum.

Curriculum Rationale

The curriculum has been designed to provide equity of learning and teaching through a blended learning approach whilst recognising the safety requirements of social distancing and effective hygiene. The BGE phase will be educated in home rooms to minimise movement around the school with teachers moving to teach them. In the Senior phase we aim to ensure that pupils can continue with their subject choices, albeit in smaller teaching groups.

We will be adopting a "flipped" learning approach with face to face time in school being used to support the health and wellbeing of pupils and as an opportunity to set up tasks and activities which will be further developed by the digital learning delivery. We will be adopting a maximalist approach to the total number of pupils and staff working within the constraints of social distancing and the room capacity available.

To ensure we have a model that is fully blended (i.e. where learning in school complements learning taking place at home) we must protect time for teachers to plan, prepare, correct and provide feedback to pupils online as well as plan, prepare and deliver lessons in school.

Teaching smaller class sizes is significantly more expensive in terms of staff time. In ordinary times one teacher would deliver a lesson to as many as 30 pupils at a time. If classrooms can only safely accommodate 9 or 10 pupils at a time, three members of staff (and 3 classrooms) will be needed to deliver a lesson to the same group. This means that the amount of time young people spend in school has a disproportionately large impact on the time teachers have left for online delivery.

The individual circumstances of teachers will also have an impact on the numbers available for face to face teaching in school e.g. those shielding or those without alternative arrangements to look after their own children

In-Home learning.

In-home learning will continue in order to supplement the in-school learning in each of the curricular areas (BGE or course choice (senior phase)). All pupils will also complete an induction, which will give school staff the opportunity to ensure young people fully comprehend the changes to their curriculum.

PE Curriculum

PE is considered to be an integral part of maintaining a healthy positive mind-set. As such, we intend to ensure every pupil in S1-4 attends PE in addition to their other studies. We are currently exploring our ability to extend this offer to pupils in S5-6 as well but this will be staffing/resource dependant.

Senior phase re-coursing/SQA appeals

Following the publication of SQA examination results there is always a degree of re-coursing. We have planned this into our phased induction process in August. As always, young people will be offered course choice advice based on their prior attainment, SQA course entry qualifications and career pathway.

It is anticipated that there may be a significant number of pupils requesting appeals/re-coursing so we have built in substantial time to be able to manage this important process safely and sympathetically.

School transport

Only two pupils in Harlaw Academy receive assisted transport to school. We do not have a school bus service. All pupils who attend either live within walkable distance or attend following parental placement request. As such, parents are responsible for ensuring pupils are able to attend school. Further information is required from First Transport in order to support the pupils mentioned above who routinely use public transport to attend school.

Resources for learning and teaching

The normal distribution of faculty per capita will be suspended this year. We propose to use a bid system to specifically target our resources to the needs of our learners, for example, textbooks and worksheets will be for single use. All young people are required to bring a school bag with their own equipment to continue their learning each day, this will include pens, pencils etc. We will also be providing young people with items at their induction day to assist with digital learning and in school learning, for example jotters and other school-based resources. These will be retained by the young person. Individualised feedback will be provided online.

We will need to focus on how we can use future resources effectively to continue the delivery of lessons, as well as the impact that they will have on the attainment for our pupils. Other resources may be required to enhance the delivery of specific subject areas and we must be mindful that these cannot be shared by pupils under current circumstances. The target must be to identify and utilise resources that will allow learning to continue both in school and at home. We also must be mindful that when requesting resources through the bid system no pupil is disadvantaged and can access the proposed resource. Bids will be submitted through a bespoke form and specific timescales and deadlines will be allocated.

We are currently exploring the financial feasibility of providing each pupil in the senior phase with a Chromebook to support both In-school and In-home learning.

Transitions P7 – S1

We are acutely aware that for this group of students the transition to Harlaw Academy will be unique and plans will reflect the need to support this group to settle in and thrive. Following lockdown, planned transition activities moved online. A significant process has been undertaken to support our new intake and this includes a welcome presentation, a frequently asked questions, a digital tour of the school, an introduction from all teachers and, going forward, a series of online experiences involving HT, DHTs, PTs Pupil support and PTs Curriculum

Uniform

In accordance to Government Guidance and The Local Phase Delivery Plan, it is recommended that all staff and pupils wear clean clothes every day and long hair should be tied back. The safety and security of our young people is of paramount importance therefore we request that every child attends school wearing a clean uniform. This will consist of black trousers/skirt with a white shirt/polo shirt. Items such as ties and blazers should not be worn.

All teachers and wider staff are required to wear clean clothes every day and tie long hair back.

We recognise that these can be challenging times financially and we are looking to support ALL families that may not be able to provide full school uniform at this time. We would recommend parents/carers buy either a plain white school shirt or blouse from local supermarkets until we are more certain about the future. If ANY family thinks purchasing the required uniform would be difficult they should contact the school. This will be dealt with confidentially and we will be able to support them.

QI 2.3 Learning, Teaching & Assessment				RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? *What evidence will we have?*	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Young people are increasingly engaged in online learning.	*Google Activity Reports will show an increase in the number of young people accessing google classrooms. School Engagement Spreadsheet will show an increase in the % of pupils marked as "high" across subjects.*	• Issue Advice Note to pupils and parents on how to access google classrooms and the monitoring procedures in place. • Include the tracking of pupil engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement. • Check the devices pupils are using. Reissue surveys and contact families individually. Issue accordingly.	May 2020 Fortnightly Ongoing		
Increased pupil confidence in the use of all tools within google classroom – posting assignments, using google meet safely and effectively.	Pupils attend and engage in Google Meets. Pupil Surveys show pupils are experiencing more interactive teaching and explanations. This will show a shift from baseline survey (May 2020).	• Establish Pupil Focus Groups across year groups to gain an understanding of the challenges they are facing using online learning. • Create user friendly video guides for pupils on the use of tools within google classroom.	June 2020 Ongoing/reactive		
Increased staff confidence in the use of tools to support clear explanations and instructions.	Feedback from staff (surveys, focus groups, PR&D, FMs, ESMTs) will exemplify new approaches.	• Identify training needs on a weekly basis. • Weekly drop-in sessions for staff on digital learning. • Faculty and staff meetings – exemplify approaches which allow for greater explanation and engagement with pupils	Weekly/reactive		
Increased parental confidence in supporting their child with home learning.	Collated parental surveys will show improved confidence in helping their child structure and plan the day, access resources etc.	• Collate results of parental survey. Issue FAQs document addressing key areas of concern. • Capture parental feedback through Parent Council, focus groups and surveys.	June 2020 Monthly		
Achieve continuity in the learning experience for all pupils on return to school.	Overtake a detailed checklist of actions associated with a phased return.	• Phased Return Plan based on the advice provided by the national Education Recovery Groups. • Continue to develop digital learning resources as these will be required in any blended learning phased return.	June 2020		

Increased staff confidence in providing feedback (digitally) to pupils. Pupils understand their progress and next steps in learning.	Staff, pupil and parent surveys report an increase in feedback provided and understanding of progress/next steps in learning.	• Young people are provided with clear success criteria. They use this to plan and complete learning activities and as a useful check of their understanding. This will support independent learning and skills within a blended learning environment. • Train staff in the use of verbal feedback tools such as Read & Write. • Agree a strategy with the whole school community on approaches to communicating progress with parents and pupils – adapt reporting and parents meeting calendar/approaches.	August 2020 June 2020 Agree when we know the details of any phased return and what this looks like		
New Senior Phase pupils will have a bank of assessment evidence to allow staff to reach a professional judgement on their progress and estimate grades (2021)	Assignments held within google classrooms. Faculty Tracking information. Notes from Faculty moderation meetings.	• Start Senior Phase Courses on 1st June 2020 • All staff to gather assessment evidence from the very start of each course for each pupil. • Assessment and moderation calendar built into faculty quality improvement procedures. • Adapt any plans based on information from the SQA and national Education Recovery Groups on the exam arrangements for 2021.	May 2020 May 2020-May2021 August 2020?		
Support learners who may not have achieved the exam results they had hoped for in the 2019-20 SQA certification.	Appeals processed. Positive destination and leaver data. Re coursing complete and any changes made.	• Review course choice (as required) based on August 2020 examination results. • React to NESCOL's confirmed position, this may involve re coursing for pupils and sourcing alternative options. • Process appeals and any associated documentation and release of staff.	August 2020 August 2020		

Action Plan 3
3.1 Ensuring Wellbeing, Equality and inclusion

3.1 Ensuring Wellbeing, Equality and inclusion					RAG
Improvement Outcomes What do we hope to achieve?	**Measures of Success** How will we know this has been achieved? *What evidence will we have?*	**Actions Required** What do we need to do?	**Timescales**	**Resources** Who and what is required? (including cost/fund)	
Ensure our school community has a shared understanding of wellbeing needs	Staff and learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing. Almost all pupils will be supported to focus on specific targets for improvement in relation to wellbeing. All planned H&WB will reflect learners' wellbeing needs.	• Pupils will reflect on their own wellbeing using the wellbeing indicators. Pupils will be supported to set achievable targets to improve their wellbeing. School staff to consider the impact of lockdown when supporting pupils to achieve HWB targets. • SLT will highlight the Wellbeing Indicators regularly in assembly. • Pupil Voice opportunities will also have a focus on Wellbeing	Ongoing		
Relationships across the school community are strong and supportive	Social connections and interactions are positive Learners and staff request support if and when required	• Plan time for readjustment to in school learning • Plan regular 'check ins' with learners, staff and parents • Ensure communications are clear, concise and regular	From June		
All pupils access a responsive health and wellbeing curriculum	Post Covid-19 need is reflected in the H&W programmes delivered to pupils Trend data suggests that the curriculum is meeting the needs of pupils	• Review current programmes and resources to support the health & wellbeing curriculum • Scope how best to build space into the curriculum to enable a focus on wellbeing and give time to process recent events. • Consider the development of city wide resources to support delivery of a course/ exploration to help pupils make sense of things.	Ongoing		
Increase t**he** number of pupils with mental health needs being effectively supported	Identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	• Staff should Engage with professional Learning to ensure that all staff are able to recognise and proactively respond to mental health needs at different levels (LIAM, Emotion Coaching, ELSA etc.) • Develop clear systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans • Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs and consider how this will look	Ongoing		

Improve the effectiveness of supports for pupils with a range of additional support needs	95% of pupils with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	• Consider roles and remits of staff (including Guidance) in supporting wellbeing to promote greater consistency • Fully consider the ongoing and improved use of digital to support pupils, families and staff	From June		
Increased staff confidence in ability to identify and respond to child protection and non-engagement concerns in a digital environment. Maintain level of safety felt by pupils .	80% of sample group of staff report greater levels of confidence 95% of non-attendance are dealt with as per agreed procedure 92% or higher response from pupils when asked if they feel safe	• Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding • Share and implement non- attendance procedure and link to pupils Missing in Education protocol • Consider development of 360 safe	Following completion of ACC guidance		
Citywide school compliance with H&S issues	Data provided by internal/external audits	• Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices	Ongoing		