

Westpark Primary School



Standards, Quality, Improvement & Recovery Plan



'Dream, Believe, Achieve'

<https://westpark.aberdeen.sch.uk/wp/>

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PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP
CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • 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 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2019 - 2020</p> <p>Priority 1 – Improvement in attainment, particularly in literacy and numeracy/high quality T&L: sharing of good practice, self-evaluation, shared minimum T&L expectations and targeting support need.</p> <p>Priority 2 – Closing the attainment gap between the most and least disadvantaged young people: targeting support</p> <p>Priority 3 – Improvement in children and young people’s health and wellbeing: Developing H&WB curriculum and resources</p> <p>Priority 4 - Improvement in employability skills and sustained, positive school-leaver destinations for all young people: curriculum development and partnerships</p>	<p>School Improvement Priorities 2020-2021</p> <p>Priority 1 – Improvement in young people’s outcomes through an empowered school/system</p> <p>Priority 2 – Improvement in attainment, particularly in literacy and numeracy through high quality T&L</p> <p>Priority 3 – Closing the attainment gap between the most and least disadvantaged young people</p> <p>Priority 4 – Improvement in children and young people’s health and wellbeing</p>
<p>Context of the school:</p> <p>Attainment has been largely stable over the previous 3 years, with some variation from year to year indicating a need for improvement in shared understanding of attainment standards through moderation. A significant drop in data following P5 is evident across the curriculum, which indicates a weakness in the core skill foundation. Preceding and current developments to target this are expected to support an improvement in subsequent years. Most staff regularly demonstrate the features of highly effective teaching and learning in their practice, impacting positively on learner engagement and pupil outcomes.</p> <p>Development work and quality assurance processes (including tracking and planning meetings and monitoring) have ensured a shared and effective approach for identifying additional support needs and for planning to meet those needs across the school. A suite of interventions are in place utilising an effective combination of individual and small group support along with collegiate discussion and sharing of good practice to support individual learners to reach agreed and regularly reviewed targets. Work will continue to develop parent and pupil involvement in this process.</p> <p>H&WB survey data continues to show a rise in whole-school SHANARRI measures. Work will continue into developing individual assessment of this, with H&WB resources in place (i.e. KitBag) to support learners to identify steps they can take to improve these.</p> <p>All learners have experienced the opportunity to lead their learning through inter-disciplinary learning and to realise and share their own learning goals, in relation to the development of life skills and the world of work. The development of partnerships with parents, community resources and further learning institutions has enhanced these opportunities.</p>	

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As we return to school buildings there will be significant focus on ensuring the wellbeing of staff, children 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; developing SHANARRI assessment and supportive resources.
4. Planning extended use of the physical buildings

3

1. Auditing and exploring effective collaboration and partnership across the school community.
2. Developing role of feedback within highly effective T&L practices.
2b. Self-evaluation & collegiate working for effective, targeted learning support.
3. Generating and utilising robust data (moderation) to target support

**Action Plan 1
Return Plan**

School Recovery Plan : Managing School Buildings Guidance for Head Teachers

Section 1 - Key principles

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for schools in order to realise equity and constancy wherever possible. The approaches agreed in the LDPP has 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 children and young people
- 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

What will this mean for Early Learning and Childcare?

Attendance at nursery will be either a morning or afternoon session from Monday to Friday every week.

Children will enter the Early Learning and Childcare setting directly and not through another part of the school. Other school staff will not use the nursery door. The organisation of drop off and pick up will be carefully coordinated to maintain social distancing when parents are bringing children to the school. Parents will be given staggered arrival times, with different arrival and collection times for each group, and will be asked to line up at socially distanced markings at the nursery door; parents are not permitted to enter the nursery. A member of the nursery team will meet the parents and children to sign the children in and send the children into the cloakroom where they will be supported by another member of nursery staff. This will be repeated in reverse at collection times. In the event of late arrival parents should contact the school office, who will arrange a suitable drop-off time after all other children are in school and the playground is clear.

It is acknowledged that maintaining social distancing with children aged 5 and under is extremely difficult. National guidance allows for ELC children to be organised into groups of up to 30 children, who will be supported by a fixed group of adults. At Westpark that equates to one morning group and one afternoon group. Staff will support either the morning or afternoon group, to limit the risk of transmission between groups. The membership of the groups (including the adults) will remain the same at all times until restrictions on social distancing in schools are lifted. Whilst members of each group will not be required to remain distances from each other, staff will need to ensure that they maintain a distance of at least 2m from children and each other as much as possible. If a child requires close support, such as for toileting, comfort or medical, then the staff will wear appropriate PPE (apron,

mask, gloves). The use of outdoor space will continue to play a key part in how we deliver ELC. Groups will have free-flowing access to the nursery garden throughout their session; although staffing may mean the outdoors are closed when the children enter nursery. Groups may also access the wider playground and trips in the wider community may be organised over the term, following careful risk management.

Children new to Westpark Nursery will be given a visit date in the nursery garden at the end of the school day, attending with parents. One parent will be invited to accompany the children as they start nursery but will need to stay in the garden area, as parents are currently not allowed in the school building. During the visit and over the first few days in nursery they will be able to complete essential paperwork and ask nursery staff any questions they have. If the weather is very bad the start date may be postponed, in discussion with parents.

What will this mean for primary schools?

All year groups/classes will have an induction period at the start of the session before all returning to school full time on August 17th.

Whilst the requirement to socially distance children has been lifted, school staff must keep at least 2metres distance from each other and children at all times. Teachers may provide brief close support with children in a well ventilated environment; some teachers may choose to wear masks at this time. Westpark Primary School is made up of closed classrooms and each class is to be considered as a closed group. There will be no mixing of classes/groups in the course of the school day and staff will work closely with only one group over the course of one day as much as possible.

Children will enter the building by the door closest to their classroom, which allows them to reach their classroom without needing to pass any other class/group in corridors. Children will use disinfection gel on entering school. Movement through the school will be limited and most children will spend their time in one classroom. There will be no PE in the gym hall, or assembly, but use will be made of the outside areas for learning and Physical Education.

Some learners will benefit from support for learning with the support for learning teacher.

Breakfast club and the planned afterschool club will be available for our families as soon as the guidelines from government allow this, and the appropriate risk assessments have been completed.

Avoiding physical / social contact within the playground

Westpark fortunately has a very large playground, so there is no issue about numbers of children using it at any time, whilst maintaining social distancing. Groups/classes of children will be allocated a zone (see picture below). However, parents are requested to stay out of the playground during the school day. Children can arrive independently for the start of the school day, at 8:50am, and either wait with their parents at the gate nearest to the entrance door they are allocated until they see their teacher or go directly to their entrance door and line up socially distanced from other classes (marks on the playground to support this). No use of fixed outdoor equipment, the climbing trails, will be permitted at this time. A limited supply of playground equipment (which allows for social distancing) that can be easily sanitised after each play session may be made available for break times. Appropriate risk assessments will be made for this.

Staggered breaks will reduce the number of children accessing shared spaces at one time to ensure the safe supervision of social distancing. It is hoped that all children will come to school equipped to play outside in all weathers, but in extremely bad weather alternatives will be considered.

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). This is a challenge in several classrooms of the school, all those along the bottom corridor, the mezzanine classroom and 2 classrooms on the top corridor, because of restrictions to window opening and a lack of through draft. The facilities team are investigating possible fixes for this, including providing mechanical air extraction, if the classrooms become too stuffy.

To limit time that the children must be in the classroom, they will spend more time outdoors, with weather appropriate clothing, keeping at least two metres from others, when weather permits this. Effective outdoor learning can be delivered across many subject areas and the 3-18 learner journey. The large playground at Westpark allows for the creation of informal outdoor classrooms set within the natural environment. Care will be taken to ensure that outdoor contexts for learning are fully accessible.

Management of symptomatic building occupants

If a child or young person attends the setting with symptoms of a cough and/or high temperature, they should go home immediately. If the parent has already gone, or a child starts to display symptoms during the school day, the child will be brought to the quarantine room and procedures followed for contacting parents and maintaining isolation. While a child is waiting to be collected by their parent or carer, they will be isolated in a private well-ventilated room/area and asked to avoid touching surfaces. Isolation rooms will be cleaned after use in keeping with national guidance.

Following such an incident the manager will contact Facilities and ensure appropriate cleaning takes place, following current 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 before the start of every day, paying special attention to door handles, table/counter tops, bannisters, and other areas touched regularly by staff and children, with additional cleaning during the day.

Particular consideration will be required when children and young people will require access to safe spaces to ensure that an appropriate cleaning routine is in place between uses. Cleaning arrangements will be considered on a school by school basis as part of the risk assessment process.

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; i.e. the computer suite and the reading room. Gym hall changing rooms will only be used to access the PE hall, should a class use the space as a break-out room (not for PE). Pupils will be asked to bring their own filled water bottle to school and fountains will **not** be used for refilling or drinking from. Pupils can refill water bottles at the sinks in their classrooms.

Sanitising wipes and spray will be provided to school staff to clean telephones, laptops/desktop computers, work stations (desks) 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. Learners may also be required to wipe down devices and other items if multiuse.

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 quiet room is to be the isolation/quarantine room and may require appropriate cleaning throughout the day, in case of use.

The medical room is in continuous use for the provision of first aid and administration of medication, and as such will be a focus for continuous cleaning throughout the day by facilities/janitorial staff. School staff will be provided with cleaning kit and appropriate PPE for cleaning after each use. Bags and lidded bin will also be provided in this area.

Use of Learning Resources

School staff will be trained in the use of and provided with sanitising wipes and appropriate PPE to undertake cleaning of resources, toys and any 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 classes and shared areas 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 accessible, with books available to individual pupils for their sole personal use, but returned/used books must be out into quarantine for 72 hours. The library spaces will be used as an additional support space for vulnerable children.

Resources will be available for individual children as much as possible; children will be encouraged to supply their own stationary (pens, pencils, etc) but sets will be made available to distribute to children without. Children will be provided with a tote tray to store resources that they will be discouraged from taking home to limit risk of transmission.

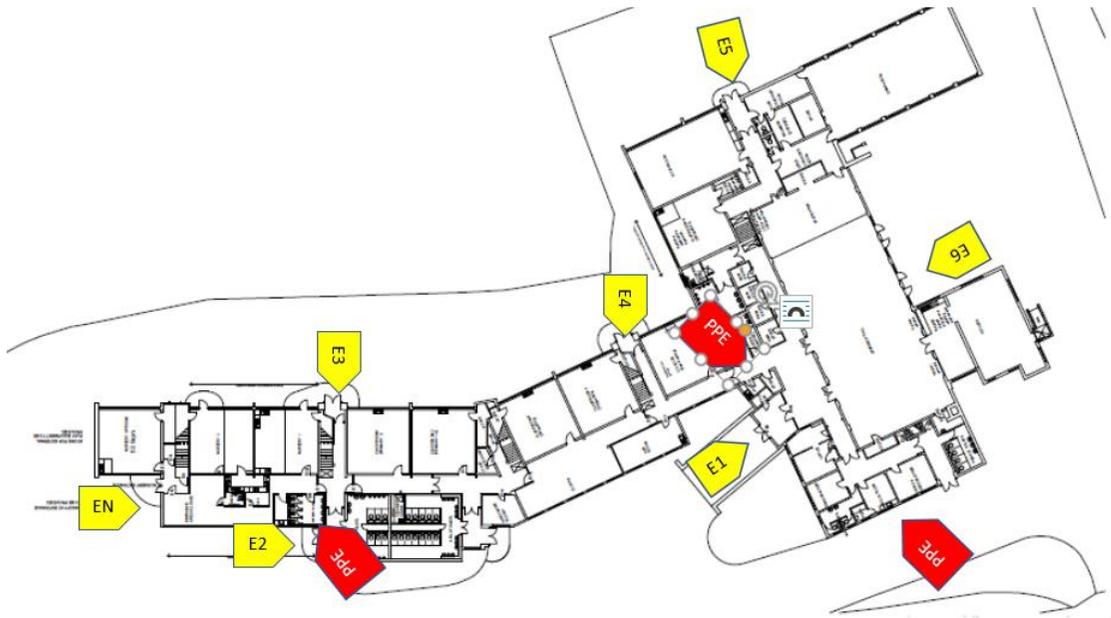
Where more than one group has access to an area, such as ELC, parallel sets of resources will be created and moved into/out of the area between am/pm sessions.

Staff will take responsibility for cleaning of shared resources at the end of each day; toys in dishwashers, small items and ICT with anti-viral wipes.

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 at every access point to the school and where there is no immediate access to soap and water; in the PE and Main Halls and quarantine room. Stocks of soap will be checked, and replenished, before the start of every day by facilities staff.

Hand sanitiser and posters describing correct use will be available at each usable entrance point to the building. Stocks will be checked every day. The entrances are the main school entrance (E1), Nursery door (EN), 1 emergency exit in front playground (E1) and three emergency exits in rear playground (E2, E3, E4). Stocks will be kept in Janitor's cupboard, the medical room and the quarantine room and managed by Mr Watson (HT).



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

Children, young people and staff will be reminded to cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Waste bins with bag liners are available in every classroom and shared area. 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. Stocks of tissues will be kept in the school office and managed by the administrator.

Access to Toilets

Pupils' access to toilets will be carefully managed in order to maintain social distancing within the toilet areas. This will be managed by the class teachers or support assistants with responsibility for the cohort. Staggering break times will assist with this. Children will be encouraged, individually, to go to the toilet on school arrival and at the start and end of breaks. This should effectively limit the number of pupils accessing a toilet at any one time. There will be a strong emphasis on hand washing after visiting the toilet; signs in all toilets will encourage correct washing of hands. School staff will wait outside and encourage the correct washing of hands as children go to the toilet at break times.

If children need to go to the toilet in the course of the day they will be encouraged to be quick, to maintain social distancing and to wash hands before leaving the toilet. They will be also be asked to wash their hands on returning to the classroom.

Staff toilets are limited at Westpark School. Staff toilets will be limited to single user only, using the light as an indicator to show when the toilet area is occupied; light on, someone is in. This guidance is indicated on signs on the doors. One staff toilet is female only, the other is shared, to accommodate the much larger female workforce. The disabled toilet has a dual purpose for changing children who are soiled and as the accessible toilet for children with additional support needs.

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

There is currently no social distancing requirement between pupils so classes are full, but children will have close contact with children in their class only. Each class will work predominantly in their own classroom and in the outdoor area. Class membership is static.

The library, SfL room and spare classroom will be used for nurture, SfL and the Barnardo's Northern Star worker. The playground and wildlife garden will be utilised to enhance learning and promote health and wellbeing; reducing the risk of transmission. Classes will be timetabled to use specific zones throughout the week. The climbing trails will be out of bounds but the landscaped area will remain open for use. Limited, easily cleaned resources will be used outside. Cleaning products and PPE will be supplied to ensure decontamination after each use. Children will be encouraged to bring their own outdoor clothing but the school can supply a good range for those who do not have.

In ELC the morning and afternoon groups are considered as separate groups. Each group will be able to free-flow from indoors to outdoors during their sessions. 3 staff members will be allocated to each group, and they will not have close contact with children in the other group. They may however support staff in the other groups if help is needed with toileting or snack. All groups of children will need to share the same toilets, with clear cleaning routines between sessions. There is a strict cleaning and hygiene protocol between morning and afternoon sessions, and separate play/development resources will be used to limit cleaning between sessions.

Induction Period

All children had the opportunity to benefit from an induction visit during week beginning 10th August, to learn the new hygiene measure, school movement rules/patterns and distancing with staff.

Shared Areas

The only 'no-go' areas are the stage, where the spare furniture from around the school is stored, the school office which is only open to the 2 office staff, the ICT suite and the reading room. Signs on the doors and stairs to the stage will remind children and staff that the stage area is not to be entered. The COVID 19 school handbook will share this information with staff, parents and children, and staff will induct children into the rules for limiting movement around school in the settling in period. Staff spaces, the staffrooms and kitchen, is subject to social distancing and hygiene arrangements; fabric chairs and furniture removed, surfaces cleared and cupboards taped closed. Staff are aware via the risk assessment communication that they should bring their own dishes and cutlery, and for the hygiene and storage arrangements for food and food preparation.

The quiet room has been identified as the isolation space for quarantining any pupils or staff who develop symptoms, whilst they wait to return home. The Isolation space will be well ventilated at all times and will not be used for any other purpose, as they will require to be intensively cleaned after being used by any symptomatic individuals. The school's first aid room will be used for the provision of first-aid and administration of medicine and will not serve as an isolation space.

The sharing of resources between children and young people during a learning activity will be avoided as much as possible in order to limit the potential for transmission. Personal belongings will be stored in tote-trays at the end of any 'in school' learning. Samples of learning resources will be arranged for children who do not bring their own. Learning spaces have been cleared of most shared resources, including difficult to clean resources and books.

How will we decrease interaction?

Movement in corridors is usually walking on the left. This will be reinforced during induction and with posters on doors and walls. Children and staff will understand that movement around the school is to be as limited and purposeful as possible.

Groups of will arrive and enter at different doors, so they do not need to cross to get to their classrooms. Classes will start to arrive at 8:30 (nursery). Only nursery and Primary 1 parents are allowed in the playground at the moment.



<p>Arrive Nursery from 8:30 Nursery parents will receive individual times for arrival and collection School 8:50am Hometime School 3:30pm</p>	<p>Entrance doors School doors will be labelled with the one of the school aims.</p> <ul style="list-style-type: none"> • Nursery Door: nursery only • Independence Door: Rms 6, 7 & 8 (by staff room/gym hall) • Mastery Door: Rms 3,4 & 9 (corner by ICT suite) • Kindness Door: Rms 1, 2 & 11 (by bike shelter) • Belonging Door: Rm 10, 13, 14 (by nursery fence)
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These plans are to be agreed between the Head Teacher and the school Quality Improvement Manager and shared with parents.

When dropping and collecting children, parents who choose to wait until their children go into school are requested to observe social distancing at the school gates (stars sprayed on the ground). Parents and carers will refrain from entering school playground to further reduce numbers and risk of community transmission. Parents and carers will make use of locations nearby, parking at Byron Square for example, that can be used to support a Park and Stride approach to limit traffic near site. Entry to the school car park(s) is strictly by arrangement only. School reception area will not be accessible to parents and carers during Phases 1-3 of the return with all enquires made either by phone, e-mail, Google or Microsoft Teams.

Playgrounds will only be accessed by children and only an emergency will trigger a need for anyone else on site so that carefully calculated capacities can be maintained. Access to the building will be strictly controlled.

Groups of primary children will be taught by as limited a number of staff as is practical. As well as at the gates, socially distanced spacing marks will be laid at school entrances for lining up after breaks.

Dining arrangements

All children will be asked to bring a packed lunch and the provision of free school meal vouchers will continue, until week ending 14th August. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.

Packed lunches will be provided to children who request one from the 17th August.

A full school dinner service will resume from 24th August.

NB Primary 1 pupils will leave school at 12 noon until 28th August, so will not need packed lunches. A dinner will be arranged for them on the 28th August so they can experience using the servery and dining hall. Unfortunately this is not open to parents as in normal times.

Lunches are arranged into 2 staggered sittings, either 12:00noon or 12:30pm.

Break 1 10.00-10.20	Break 2 10.20-10.40	Lunch 1 Hall 12.00-12.30 Outside 12.30-1.00	Lunch 2 Outside 12.00-12.30 Hall 12.30-1.00
P7 (R11) P5/6 (R9) P1 (R4) P3/4 (R3) P4 (R8)	P6/7 (R10) P3 (R7) P1/2 (R1) P2 (R2) P5 (R6)	P7 (R11) P5/6 (R9) P1 (R4) P3/4 (R3) P4 (R8)	P6/7 (R10) P3 (R7) P1/2 (R1) P2 (R2) P5 (R6)

All pupils must remain on site for lunch in order to limit their contact with others out with the school. These arrangements will be reviewed as restrictions are reviewed.

Early Years dining will be within the setting area to ensure that children can remain within the space. It is expected that due to the reduced numbers of children attending, the organisation of space will accommodate a rolling snack. The social distance practice within the kitchens will limit access to one member of staff.

Evacuation procedures

Evacuation processes for each class/shared area remain unchanged. Children will need to be encouraged to be as mindful of social distancing as possible when evacuating as multiple classes will be on the stairs and in corridors together. However, risk of transmission is limited by the short period of time in close contact. Muster points are spaced out enough to allow for social distancing between classes/groups. The Fire Evacuation Plan shows current arrangements and is shared with all staff and visitors to the school. Children in support groups (childcare, SFL, Nurture and Barnardo's) will evacuate to the muster point of their home class.

Orientation

The Senior Leadership Team will brief staff on movement patterns and revised school layouts to ensure that all staff are aware of new arrangements and any restrictions. A map will be displayed and signage used as appropriate to act as an aide memoir. All children will be advised of arrangements prior to their return, through the COVID-19 handbook, tours and Google Meets, with health and safety a key focus when groups first join 'in-school' learning in August.

Travelling to school / School transport

Children will be encouraged to avoid travelling to school on either public or school transport with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car, parents will be asked to park at sites away from the school for "Park and Stride", to keep the roads around the school as free of traffic and safe as possible. Suggested sites include the car-park at Byron Square, from where children and parents can safely walk to the school.

Children and parents who take public transport to school will be encouraged to wear appropriate face coverings.

Bike racks are in use and staff will be in the playground to assist children with securing them.

Currently no children at Westpark have school transport, however, transport providers for any children who may require school-transport will be required to adhere to Transport Scotland's Guidance for Transport Operators. Children will be advised to follow safer travel guidance, which would include the wearing of face coverings, where deemed appropriate, except for very young children or those with particular personal conditions.

In situations where children 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 children.

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

Signage is displayed at school visitor entrances to explain that visitors are generally not permitted, providing 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. This will also be included in the COVID-19 school handbook shared via the school website and groupcall.

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 Trace Strategy. Mrs Zebedee will sign all visitors in and gather the necessary information, socially distanced. Visitors must place identification on the windowsill and step back, allowing them to be checked at a safe distance.

Teachers will manage the arrangement of appointments with parents, ensuring management are aware. The school administrator will make appointments for parents with school management on request and communicate mutually convenient dates and times back to parents.

Action Plan 2

QI 2.3 Learning, Teaching & Assessment

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? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Learners are ready to learn and feel supported to do so	Engagement in learning activities will be positive Positive interaction with all school members	<ul style="list-style-type: none"> Increase focus on Health & Wellbeing throughout planning and delivery Develop program of work/curriculum that support self-awareness, target setting & resilience building 	August – October 2020	Staff meeting/CDM and sharing good practice time.	R R
Learners are receiving an equitable offer across the authority in Literacy and Numeracy	All schools working to the same plan Evidence of learner engagement Support materials being accessed by staff across the authority	<ul style="list-style-type: none"> Create an agreed plan for each level for writing and numeracy Develop support videos for learners, staff and parents Update professional learning materials to take account of the plan. Provide guidance for staff in engaging in moderation. 	June 2020 Ongoing Ongoing June ongoing	Time to share as guidance comes from ACC	A R R R
Increased learner confidence in the use of all tools within google classroom – accessing/posting assignments, using GC safely and effectively.	Learners and parents access GC at home. Learner assessment/feedback shows learners are developing use of GC tools.	<ul style="list-style-type: none"> Establish a Learner Focus Group to gain an understanding of the challenges they are facing using online learning. Create user friendly video guides for learners on the use of tools within google classroom. Continue to support use of Google Suite through classwork, posting termly targets and weekly homework. 	June 2020 September 2020	Staff meeting and CDM time	G A R
Increased whole 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.	<ul style="list-style-type: none"> Identify training needs as they emerge. Authority drop-in sessions/training suite for staff on digital learning. Develop working party to audit staff/pupil confidence and safe practice; develop whole-school guidance (including 360 safe) 	August 20 – June 21	Meeting time Additional time out of class for working party	R A R
Increased parental confidence in supporting their child with home learning.	Collated parental surveys will show improved confidence in helping their child access resources etc.	<ul style="list-style-type: none"> Collate results of parental survey (ACC). Issue FAQs document addressing key areas of concern (ACC). Work with parent council to engage parents in at home access of GC and identify and address challenges. 	June 2020 Monthly	Parent Council Meeting time	A R
Achieve continuity in the learning experience for all learners on return to school.	Take a detailed checklist of actions associated with a phased return.	<ul style="list-style-type: none"> 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 August 20 – June 21	Staff meeting/CDM time Working party time	A A
Increased staff confidence in providing feedback (incl. digitally) to learners. Learners understand their progress and next steps in learning.	Staff, learner and parent surveys report an increase in feedback provided and understanding of progress/next steps in learning.	<ul style="list-style-type: none"> Learners 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. 	August 20 – June 21	Meeting/Collegiate/CDM time QA work Parent Voice meeting time	A R R A

	Evidence of SCs and LIs consistently used across learning, informing feedback and next steps	<ul style="list-style-type: none"> • Agree a strategy with the whole school community on approaches to communicate progress with parents and learners – adapt reporting and parents meeting calendar/approaches. • Opportunities for collegiate working, professional dialogue and sharing good practices in CDM calendar 			
Improvement in young people's outcomes through an empowered school/system	Audit and explore effective collaboration and partnership across the community with a view to improve child led teaching and learning practices	<ul style="list-style-type: none"> • Pupil Council using hgiOURs to audit understanding collaboration and practices that support this – next steps to be identified • Parent Voice to lead on parent audit of the above • School staff to do self-evaluation and training in role and types of effective collaboration to develop next steps • Opportunities for collegiate working, professional dialogue and sharing good practices in CDM calendar 	September 20 – June 21	Pupil Council time SMT lead Parent voice meeting time (lead?) CDM Collegiate meeting schedule	R R R A
Closing the attainment gap between the most and least disadvantaged young people	Generating and utilising robust data (moderation) to target support	<ul style="list-style-type: none"> • Moderation work utilising Ed Scotland resources for reading, talking and listening and numeracy • Development work on using assessment data to track progress and predict attainment outcomes • Develop data informed IEPs 	October 2020 – June 2021	Staff meeting/CDM time	R A A

Action Plan 3

3.1 Ensuring Wellbeing, Equality and inclusion

3.1 Ensuring Wellbeing, Equality and inclusion					
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	RAG
What do we hope to achieve?	How will we know this has been achieved? <i>What evidence will we have?</i>	What do we need to do?		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.	<ul style="list-style-type: none"> 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. SMT will highlight the Wellbeing Indicators regularly in assembly. Pupil Voice opportunities will also have a focus on Wellbeing 	August 20 – December 21	Class time Meeting time Assembly time	A A R
Relationships across the school community are strong and supportive	Social connections and interactions are positive Learners and staff request support if and when required	<ul style="list-style-type: none"> Plan time for readjustment to in school learning Plan regular 'check ins' with learners, staff and parents Ensure communications are clear, concise and regular 	August 20 – June 21	SMT and Admin time	A
All children and young people access a responsive health and wellbeing curriculum	Post Covid-19 need is reflected in the H&W program delivered to children and young people Trend data suggests that the curriculum is meeting the needs of children and young people	<ul style="list-style-type: none"> Review current H&WB program/curriculum and plan shared approach going forward Build space into the curriculum to enable a focus on wellbeing and give time to process recent events; while ensuring breadth of curriculum offer. Kit Bag utilised for children to lead own evaluation of wellbeing and collectively developing ways to improve for self/others 	Ongoing	Meeting/CDM/sharing time Planning time PSA support (timetabled)	A A A
Increase the number of children and young people with mental health and range of ASN needs being effectively supported	Identified mental health/ASN needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> 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, shared systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans (ASN calendar) Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs 	August 20 – June 21	CDM PR&D targets Planning and feedback time ASN/MAM meets	A A A
Increased staff confidence in ability to identify and respond to child protection and non-engagement concerns	80% of sample group of staff report greater levels of confidence	<ul style="list-style-type: none"> Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding Share and implement non- attendance procedure and link to children Missing in Education protocol Consider development of 360 safe (working party) 	Following completion of ACC guidance	Inset day time CDM time over year Pupil voice time Working party time	G G R R

Maintain level of safety felt by children (including ICT)	<p>95% of non-attendance are dealt with as per agreed procedure</p> <p>92% or higher response from children when asked if they feel safe</p>	<ul style="list-style-type: none"> Survey pupils (individual/school wide) 			
Citywide school compliance with H&S issues	Data provided by internal/external audits	<ul style="list-style-type: none"> Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices 	Ongoing	SMT time Meeting time (inset and ongoing)	A