

Aberdeen City Council

Standards, Quality, Recovery & Improvement Plan

School	Loirston
Head Teacher	Shirley Campbell-Morgan (Acting)



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> <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 • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people • Establish effective approaches to self-evaluation and strategic planning to support improvements across the school and nursery 	<p>School Improvement Priorities 2020-2021</p> <ul style="list-style-type: none"> • Health and Wellbeing of School Community • Closing the gap in Literacy and Numeracy for all Learners
<p>Loirston Primary School is a co-educational, non-denominational Primary School which serves the Cove area in the south of Aberdeen City. The school is part of the Lochside ASG. Most of our learners live within the community across SIMD deciles 8-10 and as consequence uptake of free school meals and school clothing grants is low. Attendance at school is very good at 95% or above for almost all learners.</p> <p>The school opened in 1981 and is a ground level building, on an open plan design. It has three units designated as Red, Blue and Yellow for ease of identification. Classes move from unit to unit throughout their primary career as accommodation and class composition determines. The primary department caters for children aged from 4½ years to 12 years in seven stages.</p> <p>There are two Nursery sessions (morning and afternoon). The morning session has 60 places and the afternoon session 40 places.</p> <p>We have approximately 350 learners with 14 mainstream classes.</p> <p>The Senior Management Team consists of the Head Teacher supported by two Depute Head Teachers, each of whom has responsibilities for specific school stages as well as whole school responsibilities.</p>	

We are currently fully staffed across all primary stages. A small additional support needs team provides interventions to support the learning needs of identified learners.

All teaching staff have opportunities to lead whole school developments through our Leaders of Learning Network Groups. Our learners continue to be actively involved in whole school developments through our pupil participation groupings.

Pupil Support Assistants within our school play a key role in supporting the learning and teaching process.

The Nursery is staffed by an experienced Senior Early Years Practitioner supported by both full time and part-time Early Years Practitioners.

The School Administrator manages the office and is the first point of contact when you enter the school. She has 1 part-time assistant.

The school is also very well supported by our shared Janitor, catering and cleaning staff teams and school crossing patroller.

The school benefits from the support of instructors/ youth and community workers who bring a wide range of skills, knowledge and experiences to our curriculum.

Our Parent Council provides active support for and scrutiny of the work of the school. A separate Parent Council Fund Raising sub-group coordinates a range of events to raise funds to enhance the provision of learning resources for the school.

1

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

4. Planning extended use of the physical buildings

3

Section 1 - Key principles

The Aberdeen City Council 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 have guided the development of Loirston School Return Plan, which will act as the Loirston School Improvement Plan for the coming session.

The School Return 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 our pupils and staff at Loirston School 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
- 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?

The use of outdoor space will play a key part in how we deliver ELC at Loirston School. We will continue to make routine and extended use of the outdoor environment, fully utilising our wildlife garden and large green spaces.

Children will enter the Early Learning and Childcare settings directly from the playground area using fire exit doors where applicable and the nursery entrance for the group that is in the area with no fire exit. These doors will be opened at set times by EYPs and it will be their responsibility to ensure they are closed afterwards. Parents will be asked to drop their children there, ensuring social distancing amongst themselves. Morning entry and exit times will be staggered at 10 minute intervals.

The guidance says that children no longer need to maintain social distance but should have minimal interaction with children in other groups. Children will therefore be arranged in groups, along with the appropriate number of adults to supervise that group. The membership of the groups (including the adults) will remain the same, as far as possible. Whilst members of each group will not be required to remain socially distant from each other, staff will need to ensure that each group of children always maintains a distance from other groups. The groups will be no more than 30 children and the appropriate number of keyworkers. There is no need for social distancing between adults and children within the ELC groups.

What will this mean for primary schools?

Loirston School is comprised of open plan areas. Whilst social distancing is no longer a requirement, staff will need to ensure 2m social distancing between themselves and, as far as possible, from children..

It is proposed that all year groups in primary school return fully on 17th August and in reduced groups for one day with group A attending on 12th, group B on 13th and group C on 14th August. Parents should refer to the email they received during the last day of term. Movement of children, young people and staff between classrooms will be minimised wherever possible.

To minimise contact with others outside their class groups, movement through the school will be limited and pupils will spend their time in the one classroom as far as possible and outdoors. Where possible, children will directly enter and exit through an external classroom fire door to limit interactions with others. At Loirston School pupils will enter and exit via fire doors in approximately 2 out of 3 class areas.

The entry/ exit points are as follows

1A	Red Unit Door
1B	Class Fire Exit Door (red unit)
2A	Red Unit Door
2B	Class Fire Exit Door (red unit)
3A	Blue Unit Door
3B	Class Fire Exit Door (blue unit)
4A	Class Fire Exit Door (blue unit)
4B	Blue Unit Door
5	Class Fire Exit Door (blue unit)
5/6	Class Fire Exit Door (blue unit)
6A	Class Fire Exit Door (yellow unit)
6B	Yellow Unit Door
7A	Class Fire Exit Door (yellow unit)
7B	Yellow Unit Door

At Loirston School we plan to set up a hub for more vulnerable children who are not coping in mainstream. This will be staffed by a minimal number of adults and pupils will attend for relevant blocks of time.

Classroom spaces

The relaxation of physical distancing guidance for children enables us to welcome all children and young people back into school with minimal adaptations to classroom spaces. 2m physical distancing is required between staff and pupils, with PPE mitigations required where this cannot be realised.

Avoiding physical / social contact within the playground

Parents must drop children at the school gate and not enter the school playground, with the exception of Nursery, P1 and P2 pupils whose parents may drop off and pick up at the entrance/ exit doors. Pupils must arrive on time and not too early.

Parents of those groups must ensure 2 metre social distancing from each other. Parents of pupils with additional needs may make separate arrangements and will need to contact the school if they have not already done so.

Parents of pupils outwith these year groups who wish to pick up their children should wait on the grass area behind the school. Teachers of P3 will take their pupils to the grass area beside the playdale where those parents should wait, ensuring social distancing.

Parents must not park at the front of the school.

National guidance advises that-

- Passing briefly in the playground is considered low risk.
- Keeping children within consistent groups is not an all-or-nothing approach - there will be benefits even if this can only be implemented partially (e.g. if some limited mixing of groups is permitted).

To enable social distancing between classes in the playground, classes will have staggered play and lunch breaks..

	Entry	Break	Lunch	Exit
Group 1- P1A, P1B, P3A, P5, P6A	9am	10.30-10.45	11.50-12.30	2.55pm
Group 2- P2A, P2B, P3B, P5/6, P6B,	9am	10.45-11	12.20-1pm	2.55pm
Group 3- P4A, P4B, P7A, P7B	9am	11-11.15	12.50-1.30	2.55pm

No use of fixed outdoor equipment will be permitted at this time. A limited supply of playground equipment (which allows for social distancing) should be sanitised after each play session by staff and risk assessed appropriately.

PSAs will be on hand to remind pupils that classes need to remain within their designated playground areas.

Ventilation in buildings and the use of outdoor space

Staff at Loirston will be asked to ensure good ventilation by keeping windows open. Children and staff will spend more time outdoors, with weather appropriate clothing, keeping socially distant from adults and other classes. This will expand on our outdoor learning programme which was successfully implemented last session. Pupils and staff will not have access to the shared Loose Parts shed and a sign will remind them that it is not in use as well as being kept locked.

Where it is safe to do so, doors and windows should be kept open to increase natural ventilation. This will also help to reduce the need to touch door handles. However internal fire doors should not be permanently held open.

Internal fire doors in corridors will be temporarily held open during busy periods, such as the start and end of the day when large numbers of pupils are moving through them; in these circumstances an identified member of staff will be responsible for ensuring the doors are closed again (and any temporary wedges removed) immediately after the busy periods are over, and immediately in the event of a fire alarm activation.

The school's fire risk assessment will be reviewed to highlight this.

Effective outdoor learning can be delivered across many subject areas and the 3-18 learner journey. Informal outdoor classrooms set within the natural environment will be used as spaces for learning where possible. Care will be taken to ensure that outdoor contexts for learning are fully accessible. We have an excellent wildlife garden and green spaces to accommodate this.

Management of symptomatic building occupants

If a child or young person attends Loirston School with symptoms of cough, high temperature and/or loss of sense of taste or smell, they should go home immediately. If a child / young person is waiting to be collected by their parent or carer, they should be isolated in a cordoned off area of the Community Lounge which will be kept well ventilated and avoid touching any surfaces. Once collected, pupils displaying symptoms can exit via the fire door in the Community Lounge. This will be cleaned after use in keeping with national guidance.

Adults displaying symptoms should leave the building immediately after reporting to management and go home and follow government Guidelines. If waiting to be picked up, the adult should follow the same procedure as above for pupils.

The manager should then contact Facilities and ensure appropriate cleaning takes place. Up to date guidelines will be adhered to.

<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. A rota will be in place with Charleston School.

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. Cleaners will only work in one location.

When children require access to our chill out tent, arrangements will be in place to ensure that an appropriate cleaning routine is in place between uses. Cleaning arrangements will be considered as part of the risk assessment process.

Pupils will be asked to bring their own filled water bottle to school and these can be refilled from class taps. This will be at set times and supervised by an adult. Fountains will be marked out of use.

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. Staff laptops will be limited to one user. Pupils will not be encouraged to use technology in school. Technology activities will be supported as part of the home learning in the blended model and devices will stay at home, reducing infection risk.

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 Medical room, isolation area in the Community Lounge, Nursery and Early Years shared resources and hub areas will require special attention and cleaning because of higher risk of infection or sensory resources being used.

Use of Learning Resources

School staff will be given sanitising wipes 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. These resources will be wiped/cleaned on an ongoing basis by the staff in each room. The sharing of resources is most likely in our Early Years or hub settings.

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 areas to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

Library spaces at Loirston School will be used to enhance our one-way system.

children and young people should be discouraged from bringing resources into school from home where possible. The sharing of resources should be limited where possible, with resources, not easily sanitised, avoided.

Children and young people can access library books and a library quarantine arrangement will be put in place. Returned library and reading books must quarantine for 72 hours.

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.

The promotion of handwashing continues to be critical. All children, young people and staff will wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when:

- entering the building (or returning after lunchtime)
- before eating or handling food
- after blowing the nose
- after sneezing or coughing
- after going to the toilet

Children and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Several posters will be displayed around the school to remind everyone of the need for regular handwashing.

Stocks of soap and sanitiser will be checked by janitor and PPE coordinator and kept in the central community office as well as in the gp rooms in each area.

Hand sanitiser will be available at the front door of Loirston School where staff and other adults enter. Stocks will be checked every day. Hand sanitiser will be available at the front door. Pupils entering the class doors will go straight to the class sink to wash hands. Those entering by unit doors will also go straight to the class sink to wash hands and internal doors will be pinned open so that they can go straight there. Doors should then be closed by staff. Bins will be placed at all handwashing areas for tissues and paper towels.

Children 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. 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.

Access to Toilets

The relaxation of the physical distancing requirements for primary school children enable pupil toilets to be managed more easily. At Loirston School Pupils' access to toilets will be carefully managed in order to maintain some distancing within the toilet areas from other class groups. The maximum number in each toilet area will be limited to 2, there will be signs outside to show 2 people and pupils will be asked to check who is in first. In Early Years PSA/ EYP staff will supervise. This will be managed by keeping a tally of who is at the toilet at one time. Staggering break times will assist with this and staff will supervise at the start and end of breaks. Limits will be placed on the number of pupils accessing a toilet at any one time, depending

on the size of the toilet area. Signs will be displayed so that children are clear of numbers. There will be a strong emphasis on hand washing after visiting the toilet, and hand washing may require to be supervised for younger children.

The staff toilet will be limited to two users only. The outer door can be pinned open so that staff can see if the light is on before entering the inner door. Staff will also have access to the disabled toilets in each unit.

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

How will we increase separation?

Classes will use one way systems to minimise contact with pupils from other classes. Nursery pupils will also be in bubbles and minimise interaction. Pupils in Early Years will share resources within their bubble but these will be separate from other bubbles.

The Support for Learning Base will be used to accommodate vulnerable pupils who are not coping in the main groups. This area has access to the chill out area. Pupils identified for support in the vulnerable hub will spend longer blocks of time in the hub group to minimise too many interactions in one day. Movement between the 2 areas will be kept to a minimum in any one day. A teacher and a PSA will support in the vulnerable hub.. Teachers will be encouraged to use the outdoor spaces at Loirston-playground and wildlife garden as much as possible. The wildlife garden will be timetabled.

The community lounge will have an area set up for the isolation of covid symptom pupils and staff as this has ventilation and a clear exit. The other side of this will be used for furniture storage which is safely stacked.

The sharing of resources between children during a learning activity will be avoided in order to limit the potential for transmission. Pupils will be provided with a tote tray with materials such as pencil, ruler, mini whiteboard, books for in school use. Any resources given for home use will stay at home. Personal belongings will be taken home at the end of any 'in school' learning. Loose parts equipment kept in the purpose-built shed will be marked out of use.

Library areas will be used to enhance a one way system and in other corridors, signage will be displayed to encourage pupils to keep to the left. Signage will be supplied to help children understand the one-way system.

Shared resources that are not easily cleaned will be returned to resource cupboards or stored in class cupboards prior to returning in August and marked not in use.

How will we decrease interaction?

Where necessary a one-way system will be established to ensure social distancing between groups. In the blue and yellow units, the libraries will be used to establish a one way system for pupils leaving the class areas to visit the toilets. In the Red Unit a PSA will supervise the circulation of pupils.

Approaches to implementing one-way systems will be shared with and made clear for staff and pupils. Staff and pupils will be encouraged to comply with agreed expectations around social distancing. The Orientation Days will be used to help children understand the new systems.

Plans will be agreed between the Head Teacher and the school Quality Improvement Manager and shared with parents.

The school will adopt an agreed protocol for drop off and pick up. Parents and carers will not enter the school playground to further reduce numbers. Parents of Nursery and Primary one pupils can drop children at entrance doors and ensure social distancing using markers. Individual arrangements will be made for drop off and pick up of ASN pupils. Any parents who feel it is necessary to accompany their child will need to contact the school so that separate arrangements can be made. Parents and carers will make use of locations nearby that can be used to support a Park and Stride approach to limit traffic near site. Library and surroundings streets will be suggested to parents/ carers.

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.

The playground will only be accessed by children for the purpose of attending in-school learning 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 a limited number of staff.

In some circumstances (including where the 2m rule for adults will be difficult to apply) a risk mitigation approach will be followed in keeping with Scottish Government guidance. In these circumstances, a group or 'bubble' of set members will be established. This will apply for our nursery and Primary 1 and 2 pupil groups as well as some individual pupils who require the additional support of a PSA. For these circumstances risk assessments will be carried out.

Where children attend childcare within school, movement between areas and groups will be risk assessed and managed to limit contact as much as possible.

Dining arrangements

All children will be asked to bring a packed lunch for their first orientation day and store these in their personal area. A water bottle should be brought to school. The provision of free school meal vouchers will continue until week beginning 17th August. Children will be asked to take any uneaten food/waste wrappers etc home with them, to help reduce the risk of infection spread.

Lunch breaks will be 40 minutes. All children will eat lunch in their classrooms supervised by PSAS. Pupils will then go outside for approximately 30 minutes where they will be supervised by PSA staff during this time unless weather does not allow. This reduces groups of children mixing. Lunch breaks will be staggered to allow staff to access the staffroom at this time. This will also enable smaller groups to access the playground at one time reducing the risk of groups interacting. The outside lunch breaks will be staggered in 3 groups starting at 11.50 and ending at 1.30pm. The eating of lunch will start 10 minutes before the half hour outside break and will be supervised by the class teacher.

	Lunch break starts	Outside Play after Lunch	Lunch break ends
Group 1	11.50am	12noon	12.30pm
Group 2	12.20pm	12.30pm	1pm
Group 3	12.50pm	1pm	1.30pm

As far as possible all pupils should 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.

Nursery 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 also need to be considered. Specific risk assessment on kitchens will be required.

Evacuation procedures

Circulation routes and entry/ exit points have been altered and evacuation processes have been amended to reflect this and will be displayed in all class areas Muster points will be spaced further apart to allow for social distancing. The Fire Evacuation Plan will be amended in response to this School Return Plan and shared with all stakeholders.

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. 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 and time will be spent on their first day orientating.

School transport

Children 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 out with the school site wherever possible and parents/carers encouraged to use these points to minimise activity around the school gates. The library and surrounding streets are identified as Park and Stride zones

No pupils at Loirston require school transportation.

Managing Visitors / Managing Reception

External visitors to the Loirston 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 via Groupcall Email, Xpressions and the School Website as well as the Facebook Feed. There will also be a sign at the front door. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance. SLT will manage telephone appointments for parents wishing to speak with teachers.

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.

- The school administrator or admin support staff will be responsible for revising visitor sign in sheets to include contact information.

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 programmes of work that support resilience building and mindfulness opportunities 	Ongoing		
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		
Learners are increasingly engaged in online learning.	Google Activity Reports will show an increase in the number of learners accessing google classrooms. School Engagement Spreadsheet will show an increase in the % of learners marked as “high” across subjects.	<ul style="list-style-type: none"> Issue Advice Note to learners and parents on how to access google classrooms and the monitoring procedures in place. Include the tracking of learner engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement. Check the devices learners are using. Reissue surveys and contact families individually. Issue accordingly. 	May 2020 Fortnightly Ongoing		
Increased learner confidence in the use of all tools within google classroom – posting assignments, using	Learners attend and engage in Google Meets. Learner Surveys show learners are experiencing more	<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. 	June 2020 Ongoing/reactive		

google meet safely and effectively.	interactive teaching and explanations. This will show a shift from baseline survey (May 2020).				
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 on a weekly basis. Weekly drop-in sessions for staff on digital learning. Staff meetings – exemplify approaches which allow for greater explanation and engagement with learners 	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.	<ul style="list-style-type: none"> 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 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		
Increased staff confidence in providing feedback (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. Agree a strategy with the whole school community on approaches to communicating progress with parents and learners – 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		

Action Plan 3

3.1 Ensuring Wellbeing, Equality and inclusion

3.1 Ensuring Wellbeing, Equality and inclusion					
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)	RAG
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 	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	<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 	From June		
All children and young people access a responsive health and wellbeing curriculum	Post Covid-19 need is reflected in the H&W programmes 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 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. 	Ongoing		

<p>Increase the number of children and young people with mental health needs being effectively supported</p>	<p>Identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.</p>	<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 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 	<p>Ongoing</p>		
<p>Improve the effectiveness of supports for children and young people with a range of additional support needs</p>	<p>95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.</p>	<ul style="list-style-type: none"> • 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 children, families and staff 	<p>From June</p>		
<p>Increased staff confidence in ability to identify and respond to child protection and non-engagement concerns in a digital environment.</p> <p>Maintain level of safety felt by children and young people.</p>	<p>80% of sample group of staff report greater levels of confidence</p> <p>95% of non-attendance are dealt with as per agreed procedure</p> <p>92% or higher response from children and young people when asked if they feel safe</p>	<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 	<p>Following completion of ACC guidance</p>		
<p>Citywide school compliance with H&S issues</p>	<p>Data provided by internal/external audits</p>	<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 	<p>Ongoing</p>		

|