

# Ferryhill School

## Standards, Quality, Recovery & Improvement Plan 2020/21



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

<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people’s health &amp; wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</b></p> <ul style="list-style-type: none"> <li>• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</li> <li>• 90% of children and young people will report that they feel mentally well by 2026.</li> <li>• 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.</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> <li>• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</li> <li>• 25% fewer young people (under 18) charged with an offence by 2026.</li> </ul>
<p><b>School Improvement Priorities 2019 – 2020</b></p>	<p><b>School Improvement Priorities 2020-2021</b></p>
<p><b>Context of the school:</b></p> <p>Ferryhill School is a primary school located just south of the Aberdeen City Centre. The school - which is co-educational and non-denominational - provides a warm, inclusive environment for Nursery through to Primary 7. With a school roll of around 375 pupils and 80 nursery children, we are one of the larger primary schools in Aberdeen.</p> <p>Ferryhill Primary School was opened in 1877 with the addition of an Annexe in 1935. Although in outward appearance it remains relatively unchanged what happens within the walls has changed considerably. The school provides a good environment for learning. In addition to the 15 classrooms and 2 nurseries, we have a library, a general-purpose room, gym and utility rooms which are used for various activities and learning opportunities.</p> <p>The school’s outdoor grounds include a separate playground for lower stages (P1-3) and upper stages (P4-7), whilst the lower-stage playground contains a separate nursery play area. With support from the parent council we have been able to enhance our outdoor space with the addition of an activity trail. A recent addition is a beautiful, natural garden where pupils can go for quiet activities. There is also a grass playing field attached to the school, which is used extensively for a variety of activities.</p> <p>There is an excellent social mix in the school with the children coming from local authority housing, rented accommodation and private developments. Culturally, Ferryhill is one of the most diverse schools in Aberdeen and its pupils come from many different nationalities and cultures. Ferryhill itself, has a strong community identity with a definite "village" feel to it despite it being adjacent to the city centre.</p>	

High Level Plan

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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
4. Planning extended use of the physical buildings

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# **School Improvement and Recovery Plan**

## **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 Ferryhill 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 at Ferryhill?**

The ELC guidance was recently published by the Scottish Government on 15<sup>th</sup> June 2020 and as a school team we are working through this guidance. We will make detailed plans as to how this will be implemented in the nursery setting at Ferryhill School. This will be shared in good time, before the new session starts on the 11<sup>th</sup> August 2020.

Where possible, children will start and finish the session outdoors, in the school playing field, this will avoid passing through part of school to get to the Early Learning and Childcare setting. The organisation of drop off and pick up will need to be carefully coordinated to maintain social distancing when parents are on site.

It is acknowledged that maintaining social distancing with children aged 5 and under is extremely difficult. Children will therefore be arranged in small groups, along with the appropriate number of adults to supervise that group. 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 each group of children maintains a distance of at least 2m from other groups at all times.

## What will this mean for Ferryhill School?

Ferryhill School is a Victorian building with a traditional layout. The majority of the learning spaces are closed classrooms. Outside the early stages classes there is a shared learning area which is more open. This means that there is limited flexibility with regards to spaces within the school. Whilst keeping primary aged children 2m apart is very difficult, altering the number of pupils in a class and changing the setup of the classroom will support social distancing.

It is proposed that all year groups in primary school return, but in reduced groups with a regular rota system in place so that parents and children have a consistent routine. Classes will be divided into groups with children attending in blocks of days. We have planned initially for classes to be split into three groups, some of which may be of different sizes so that additional supports and staffing can be allocated to some groups.

Movement through the school will be limited and most children will spend their time in the one classroom. There are limited entrance/exit doors so children coming in and leaving will need to be staggered to maintain 2m distancing.

Local Authorities have been asked to prioritise childcare provision for key workers. It is unlikely that standard breakfast and afterschool provision will be available for all families whilst this expectation is in place. The school dining room has been identified as suitable for this purpose. Depending on demand another space within the building could be repurposed to accommodate this.

## Avoiding physical / social contact within the playground

The size of the playground will be assessed to determine how many children can safely be in a space whilst maintaining social distancing rules. No use of fixed outdoor equipment will be permitted at this time. A limited supply of playground equipment, which allows for social distancing, will be sanitised after each play session and risk assessed appropriately.

We will stagger breaks to reduce the number of children accessing shared spaces at one time to ensure numbers remain within safe limits and consider wet weather alternatives.

## Ventilation in Ferryhill 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). Children, young people and staff will spend more time outdoors, with weather appropriate clothing, keeping at least two metres from others. A timetable for outdoor spaces has been prepared to maximise its' use

Effective outdoor learning can be delivered across many subject areas and the 3-18 learner journey. 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 cough and/or high temperature, they should go home immediately. If a child / young person is waiting to be collected by their parent or carer, they will be isolated in a private well-ventilated room/area and avoid touching surfaces. We have identified our music room for this purpose, given the changed use of buildings. This isolation room will be cleaned after use in keeping with national guidance. The pupil will be taken from the isolation room straight to the main front door when the parent/carer arrives.

The head teacher should then contact Facilities and ensure appropriate cleaning takes place. Please keep up to date with 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**

At Ferryhill School, toilets and washrooms will be cleaned daily by ACC 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 ACC 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.

The annex cloak room will not be used during phase 1-3 of the recovery plan. Other cloakroom areas in corridors will similarly be out of use. Pupils will be asked to bring their own filled water bottle to school and water fountains will be out of use. Other rooms will be identified as out-of-bounds to staff and pupils. At present the library will be out of use as it being use as our only furniture store. There will be restricted access to other resources areas such as the store cupboards, music rooms and other small, poorly ventilated areas. Plans will be shared with all relevant ACC staff to ensure they are highly aware of the daily cleaning needs of the school and SLT will quality assure this process.

Sanitising wipes will be provided to Ferryhill 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. Job share staff in our school have had particular reference drawn to the need for this during risk assessment process.

All pupils will eat lunch within their designated classrooms. All desk top surfaces will be cleaned prior to and post consumption of food – adult staff will supervise this in each class.

Should there be a COVID-19 case, the cleaning regime will be in accordance with strict rules outlined in COVID-19-decontamination-in-non-healthcare-settings, which are reflected in the ACC guidance. Areas for enhanced cleaning at Ferryhill School have been identified as the nurture room, the first aid room and pupil/staff/nursery toilets.

## Use of Learning Resources

All school staff will be provided with a supply of sanitising wipes to undertake cleaning of resources, toys and any other items which may be used by more than one individual and to enable effective sanitation of items between uses. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in-school learning at Ferryhill. Resources which are not being used will be removed from classrooms to aid this process. The school library will be used for the storage of excess furniture and resources. Any personal resources belonging to staff that are not needed at this time will be taken home. Staff will be guided to carefully consider an appropriate provision of resources for in-school learning.

Books and related resources within the library will be put out of use, unless they are to be made available to individual pupils for their sole personal use – to be considered as part of Person-Centred Risk Assessment (PCRA). Named PSA and ELC staff will be provided with daily responsibilities in their respective work areas to ensure resources are cleaned and effectively sanitised between use. This will be recorded on a check list and countersigned by an identified colleague i.e. SEYP in ELC setting, CT in classroom setting. SLT will regularly quality assure checklists.

ELC specific guidance will be added based on the guidance for ELCC settings.

## Hand washing

Health Protection Scotland advise that soap and water should be used for hand washing and this is readily available within the Ferryhill School and Nursery setting. Alcohol based hand gels / sanitiser will be used where there is no access to soap and water. This includes office spaces, gym hall and Room 13. Stocks of soap will be checked and replenished before the start of every day by janitorial staff.

Hand sanitiser will be available at each usable entrance point to the building where there is no immediate access to soap and water in these areas. Stocks will be checked, in conjunction with janitorial staff, and recorded daily by our designated PPE coordinator. This will be undertaken by a designated EYP in the nursery setting.

Children 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. Children and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Posters will be displayed around the school to remind everyone of the need for regular handwashing. Staff will support children to understand the importance of closely following these routines as part of their re-entry to school in August, and younger children will be supervised to support their engagement with these essential hygiene practices.

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. Parents will be asked to provide handy packs of tissues for their child.

All entrance doors to the Ferryhill School building will require hand sanitiser stations. Other areas that will require these are Room 10 and beside the security door at the top of the annex tunnel. If pupils are taken to the school field supervising staff will take a bottle on hand sanitiser with them. Stocks of sanitiser will be stored with the janitorial supplies. These stocks will be managed by the school administrator, supported by our PPE co-ordinator. All rooms being utilised have sufficient and appropriate waste bins for items such as tissues.



## Access to Toilets

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing within the toilet areas. This will be managed by the Senior Leadership Team with the DHT taking a daily lead in the assessment of risk in this area. Staggering break times will assist with this. There will be a strong emphasis on hand washing after visiting the toilet, and hand washing will be supervised for younger children. The maximum number in each toilet area will be limited to two pupils. A timetable for toilet use is being developed. Pupils who require to use a toilet out with the allotted times will be able to access a repurposed staff toilet.

Where possible external toilet doors will be wedged open at all times. This will help to eliminate unnecessary contact with door handles and facilitate adult supervision of handwashing. This will only be done where it does not compromise privacy. An adult will ensure adherence to handwashing procedures.

Signage will be outside each toilet area indicating no more than two people at any time. Handwashing signs will be displayed, and out-of-actions sinks covered to promote social distancing. Urinals will be out-of-use. Floor symbols will be displayed to ensure social distancing whilst waiting.

Exterior staff toilet doors will be wedged open at all times, if there is no compromise to privacy, as this eliminates unnecessary contact with door handles. Signage will be outside each staff toilet area indicating no entry to more than two people at any time. Handwashing signs will be displayed. Floor symbols will be displayed to ensure social distancing whilst waiting. Staggered breaks will reduce pressure of use on the limited number of staff toilets.

In the nursery setting, staff will supervise and monitor use of the nursery toilet area to help maintain social distancing and hand washing.

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

### **How will we increase separation?**

An agreed measurement of 5 sq.m. has been used to determine the maximum capacity of all spaces in Ferryhill School and to help identify which spaces are 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. Classroom doors will be open at all times, to help maintain adequate ventilation in all learning areas. The Ferryhill School staffroom will also be subject to social distancing arrangements, with appropriate changes to the physical layout of the room and a restricted break over the staggered break/lunch periods. Six members of staff can be seated in the staffroom at any one time. Staff should keep their own personal items including jackets in their learning areas. PSAs can continue to use the staffroom coat rack while maintaining 2m social distancing and trying to avoid contact between stored jackets. 12 classrooms have been identified as learning and teaching spaces, along with the gym hall and GP room. All areas will have appropriate furniture to support socially distanced learning experiences. Teacher technology for the gym hall area will need to be sourced prior to the start of the new term. From August, much more use will be made of outdoor space for learning and physical activities. The outdoor spaces will be timetabled to allow for maximum use. There will be no gatherings of pupils in large groups during these times e.g. assemblies.

Pupil groups will be carefully planned and membership of these groups will be static in line with current Scottish Government Guidance. Family groups and siblings have been considered and will attend school on the same rotational basis. This will help restrict the number of different interactions each pupil has. A safe space has been identified in the nurture room. This is a familiar space for our vulnerable pupils with a Person-Centred-Risk-Assessment, for those who will require support. In addition, room 17 and room 18 will be able for use for this purpose. Consideration will be made around the groupings to facilitate safe support for individual pupil need. Reconfiguration of furniture in these spaces will be carefully planned and measured to support safe social distancing. Excess furniture will be stored in the library. The music room has been identified as an isolation space for any pupils or staff who develop symptoms whilst they wait to return home. Isolation spaces 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. If a second isolation space is needed, the 'End Room' in the annex will be used. The existing first aid room will retain its current purpose. The sharing of resources between children and young people during a learning activity will be avoided in order to limit the potential for transmission. All pupils will be provided with their own learning tools which will be kept in their tote trays. These will comprise items such as individual whiteboard & marker, pencil, rubber, sharpener, ruler, pens and pencils, and a range of other age and stage appropriate learning tools. These items will not be shared and will only be used by that pupil. Consideration will be given to resources required by youngsters experiencing additional support and learning needs. Personal belongings taken into the school will typically be expected to comprise a packed lunch box and water bottle. Personal belongings will be taken home at the end of any in-school learning.

A significant range of learning and play resources are being identified for removal from each classroom and infant hall area to ensure social distancing and decrease risk of contamination. These items include books, sand and water trays, painting stations and any soft toys or furnishings. Staff will be fully consulted on the structure of the learning and this will be developed as part of curriculum delivery in August 2020. A maximum of two people can be in the school office at any one time to ensure a 2m separation. No parents will have access to the school building. Information and signage will be available to let parents and visitors know how to contact school staff when necessary.

The photocopier room can only be accessed by one person at a time. The fan must always be left on during the school day. The photocopier must be cleaned with sanitising wipes after each use.

### **School Attendance for August 2020**

#### **Induction Period**

Consideration is being given to an induction period. This would allow all pupils to attend early in the new term following an extended period away from the school building. This would allow pupils to become familiar with the new routines and help support their entry back to school.

Following this a fortnightly model is proposed.

#### **Fortnightly Model**

On average 33% of pupils will attend in 3-day blocks. This means that 100% of the pupils will have been in school over a fortnightly period.

	Monday	Tuesday	Wednesday	Thursday	Friday
% of children in school Week 1	←	Green group (av. 33%)	→	←	Blue Group (av. 33%)
% of children in school Week 2	→	←	Red Group (av. 33%)	→	Digital learning support

This pattern of school attendance means that all identified spaces for learning have been used, while maintaining 2m distancing. With the two P7 bubbles being in the hall, their classrooms have been repurposed for our vulnerable ASN pupils to have a safe space for learning.

The proposed model for teaching and learning provides capacity to teach 3 groups consistently over a two-week period within the constraints of the school building. The school leadership team will continue to pursue options to increase this capacity including the possible use of additional staff, outdoor learning and identification of an additional space in the local area. These options are all staffing dependant and would require appropriately robust Risk Assessments in place to ensure the health and safety of staff and pupils.

## How will we decrease interaction?

Due to some areas not permitting a 2m distance to pass, a one-way system is being identified. For the areas where this is not possible the principle of 'Keep Left' will operate. Signage throughout the school will provide visual reminders. Children and adults will be inducted in this approach at the start of the new term. Guidelines for how we move around the school are being considered to ensure arrangements are sensible, safe and understandable for all. A timetable has been established for staff returning in June in order to comply with our risk assessment and ACC guidelines. All staff have access to the risk assessment. In August, the pupil learning groups will have staggered start and finish times to reduce the number of children together at any one time. These plans will be agreed between the Head Teacher and the school Quality Improvement Manager. After this it will be shared with parents/carers.

	Main Door	Door @ RM5	Upper stage door	Annex door
8.55-2.20	P2R	P2B	P6R, P6S	P7A, P7G
9.05-2.30	P1C	P1M/P	P4K, P4R	P5R, P5C
9.10-2.40	P1P		P3T/G, P3M	

Guidelines for pupil drop off and pick up are being developed. Parents and carers for the older pupils will refrain from entering the school playground to further reduce numbers. A drop off and pick up system for our youngest pupils and vulnerable pupils is being developed which would allow them to enter the playground while maintaining 2m social distancing. Parents and carers will be asked to consider a Park and Stride approach to limit traffic near the school.

As stated, parents of older pupils will not be permitted into the Ferryhill School playground. Parents will say goodbye to their children at the school gate. Pupils will enter the playground and line up on identified spots to help them maintain 2m distancing. Until a routine is established the parents of our younger pupils will bring them into the playground and leave them to find their identified spot to wait on. The parents will then exit the playground adhering to 2m distancing as they do this. All pupils will exit the school as per our normal routine. No parents will have access to the playground at the end of the school day. Staff will ensure the youngest pupils are matched to their parent/ carer before releasing them. Parents who collect their children must wait on the pavement outside the playground. Staff will be deployed to assist both pupils and parents with entry to and from the school premises. Out with these times the playgrounds will only be accessed by children for the purpose of attending in-school learning and in an emergency evacuation. For all pupil breaks a rota will be established to help maintain effective distancing during these times.

Furniture will be laid out to guide effective social distancing with surplus furniture cleaned and stored in the school library. Clear signage will indicate any items of furniture which will not be used where full removal is not possible.

In some circumstances (including where the 2m rule 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 may apply for some very young groups of learners or for some with additional support needs. Initial planning as per current Scottish Government guidance would enable 3 learning groups in each class at Ferryhill School in

## **Dining arrangements**

All children will be asked to bring a packed lunch and the provision of free school meal vouchers, for those that are eligible, will continue. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.

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. All staff are also required to stay on site throughout their lunchbreak.

All pupils will eat their lunch within their classroom. A plan is in place to reduce the lunch break. This would allow staggered lunches and staff breaks, which will be timetabled accordingly. This will help to allow everyone to take their break without a risk to compromising the 2m distancing.

## **Evacuation procedures**

The current Fire Evacuation Plan can be maintained in response to this School Recovery Plan. The only amendment is to the muster point where a larger gap will need to be implemented between groups to maintain the 2m distancing.

As usual, emergency evacuation drills will be planned for all groups of pupils at the start of the new term to remind them of procedures.

## **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, through virtual tours and information booklet, with health and safety a key focus when groups first join 'in school' learning in August. The first day the pupils return in the August term staff will give them orientation tour to help them to become familiar with the new layout for moving round the school and what our shared guidelines are for keeping safe.

## School Transport

Pupils at Ferryhill School will be encouraged to avoid travelling to school on public transport, if practical, with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car, careful consideration should be given to adopt a “Park and Stride” approach to minimise activity around the school gate. A travel plan is to be developed in conjunction with members of the Ferryhill School Parent Council.

Bike racks will be out of use in order to limit contact and to maintain social distancing protocols. For children coming to school on bikes or scooters, these must be left with parents before entering the school grounds. All pupils will be encouraged to walk/cycle to school.

## 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
- 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 the school to speak to teachers about their children.** This will be communicated clearly to all parents. Where parents 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.

Visitors, permitted access, will remain within the reception area of the school and speak with the relevant member of staff while maintaining 2m distancing. If a private conversation is required, the HT office will be used for that purpose.

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.

Office Staff will be responsible for revising visitor sign in sheets to include contact information and ensuring this information is kept safe, in line with GDPR requirements. Parents will be informed of the need to avoid visiting the school and make appointments to speak to staff via email. This information will also be available via Ferryhill School website and twitter feed. Office staff will update parents, as per guidance from HT. Office staff will manage the allocation of appointments for parents speaking to staff.

## Action Plan 2

### QI 2.3 Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment					
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)	RAI
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"> <li>Increase focus on Health &amp; Wellbeing throughout planning and delivery</li> <li>Develop programmes of work that support resilience building and mindfulness opportunities</li> </ul>	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"> <li>Create an agreed plan for each level for writing and numeracy</li> <li>Develop support videos for learners, staff and parents</li> <li>Update professional learning materials to take account of the plan.</li> <li>Provide guidance for staff in engaging in moderation.</li> </ul>	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"> <li>Issue Advice Note to learners and parents on how to access google classrooms and the monitoring procedures in place.</li> <li>Include the tracking of learner engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement.</li> <li>Check the devices learners are using. Reissue surveys and contact families individually. Issue accordingly.</li> </ul>	May 2020  Fortnightly  Ongoing		
Increased learner confidence in the use of all tools within google classroom – posting assignments, using google meet safely and effectively.	Learners attend and engage in Google Meets. Learner Surveys show learners are experiencing more interactive teaching and explanations. This will show a shift from baseline survey (May 2020).	<ul style="list-style-type: none"> <li>Establish a Learner Focus Group to gain an understanding of the challenges they are facing using online learning.</li> <li>Create user friendly video guides for learners on the use of tools within google classroom.</li> </ul>	June 2020  Ongoing/reactive		
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"> <li>Identify training needs on a weekly basis.</li> <li>Weekly drop-in sessions for staff on digital learning.</li> <li>Staff meetings – exemplify approaches which allow for greater explanation and engagement with learners</li> </ul>	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"> <li>Collate results of parental survey. Issue FAQs document addressing key areas of concern.</li> <li>Capture parental feedback through Parent Council, focus groups and surveys.</li> </ul>	June 2020  Monthly		



<p>Achieve continuity in the learning experience for all learners on return to school.</p>	<p>Take a detailed checklist of actions associated with a phased return.</p>	<ul style="list-style-type: none"> <li>• Phased Return Plan based on the advice provided by the national Education Recovery Groups.</li> <li>• Continue to develop digital learning resources as these will be required in any blended learning phased return.</li> </ul>	<p>June 2020</p>		
<p>Increased staff confidence in providing feedback (digitally) to learners. Learners understand their progress and next steps in learning.</p>	<p>Staff, learner and parent surveys report an increase in feedback provided and understanding of progress/next steps in learning.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Train staff in the use of verbal feedback tools such as Read &amp; Write.</li> <li>• Agree a strategy with the whole school community on approaches to communicating progress with parents and learners – adapt reporting and parents meeting calendar/approaches.</li> </ul>	<p>August 2020</p> <p>June 2020</p> <p>Agree when we know the details of any phased return and what this looks like</p>		

### Action Plan 3

#### 3.1 Ensuring Wellbeing, Equality and inclusion

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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)	
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"> <li>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.</li> <li>SMT will highlight the Wellbeing Indicators regularly in assembly.</li> <li>Pupil Voice opportunities will also have a focus on Wellbeing</li> </ul>	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"> <li>Plan time for readjustment to in school learning</li> <li>Plan regular 'check ins' with learners, staff and parents</li> <li>Ensure communications are clear, concise and regular</li> </ul>	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"> <li>Review current programmes and resources to support the health &amp; wellbeing curriculum</li> <li>Scope how best to build space into the curriculum to enable a focus on wellbeing and give time to process recent events.</li> </ul>	Ongoing		
Increase the number of children and young people with mental health needs being effectively supported	Identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> <li>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.)</li> <li>Develop clear systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans</li> <li>Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs and consider how this will look</li> </ul>	Ongoing		
Improve the effectiveness of supports for children and young people with a range of additional support needs	95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> <li>Consider roles and remits of staff (including Guidance) in supporting wellbeing to promote greater consistency</li> <li>Fully consider the ongoing and improved use of digital to support children, families and staff</li> </ul>	From June		

<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"> <li>• Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding</li> <li>• Share and implement non- attendance procedure and link to children Missing in Education protocol</li> <li>• Consider development of 360 safe</li> </ul>	<p>Following completion of ACC guidance</p>		
<p>Citywide school compliance with H&amp;S issues</p>	<p>Data provided by internal/external audits</p>	<ul style="list-style-type: none"> <li>• Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices</li> </ul>	<p>Ongoing</p>		