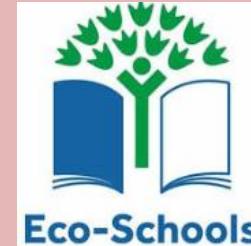


# Crookfur Primary School

## Recovery and Improvement Plan

2020/2021



## **Everyone Attaining, Everyone Achieving, through Excellent Experiences**

In Crookfur Primary School, we pursue excellence in all aspects of our work. As we prepare for a blended model of learning, progressing to full recovery and re-opening of our school, we will continue to embrace the values and principles of our curriculum to enable us to provide the highest quality of educational experiences to support our young people to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We work to ensure we get it right for every child and that all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Our aspirational vision of *Learning, Caring and Working Together To Be All We Can Be* is supported by a number of strategies including the following:

- ✓ Ensuring breadth and balance across the curriculum, appropriate to learners' needs
- ✓ Raising attainment
- ✓ Providing a safe, quality learning environment which stimulates and motivates pupils
- ✓ Supporting pupils through nurturing approaches and active health
- ✓ Effective deployment of staff and resources
- ✓ Working in close partnership with children, parents and carers, colleagues and with our local community
- ✓ Ensuring the development of excellence by fostering high quality leadership at all levels



**Learning, Caring and Working Together To Be All We Can Be**

## **Consultation with stakeholders**

We have worked with senior officers within the Education Department, cluster colleagues, our Parent Council and school staff in order to develop this plan.

Colleagues in the Health and Safety department supported senior leaders to undertake detailed risk assessments to ensure our return to school is as safe as possible for children, staff and all other school users. Trade union representatives were consulted as part of this process.

Our Parent Council has been instrumental in supporting the school to consult with the wider parent forum, sharing their views at regular meetings and discussing key elements of the recovery process. At all stages in planning recovery, the work of the school has been effectively communicated through Parent Council meetings and weekly parent round up newsletters.

We have made children aware of the changes that they should expect in August. Videos have been made and uploaded to their Google Classrooms to help explain some of the changes.

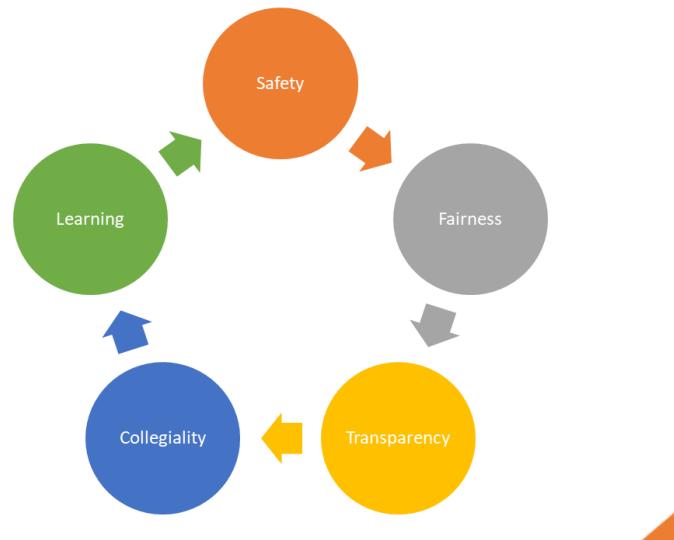
This draft plan has been submitted to the Education Department for further quality assurance and scrutiny.

## Scottish Government Recovery Routemap

Scottish Government COVID-19 Routemap					
	Lockdown	Phase 1	Phase 2	Phase 3	Phase 4
<b>Schools, childcare and other educational settings</b>	<p>Lockdown restrictions:</p> <p>Schools and childcare services closed.</p> <p>Measures in place to support home learning and to provide outreach services to vulnerable children.</p> <p>Critical childcare provision for key workers and vulnerable children provided through hubs, nurseries and childminding services.</p> <p>Universities and colleges closed – remote learning and research.</p>	<p>As with previous phase but with the following changes:</p> <p>School staff return to schools.</p> <p>Increased number of children accessing critical childcare provision.</p> <p>Re-opening of child minding services and fully outdoor nursery provision.</p> <p>Transition support available to pupils starting P1 and S1 where possible.</p>	<p>As with previous phase but with the following changes:</p> <p>On campus university lab research restarted subject to physical distancing.</p>	<p>As with previous phase but with the following changes:</p> <p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning. Public health measures (including physical distancing) in place.</p> <p>Subject to the progress of the scientific evidence, schools are expected to open on this basis on 11 August.</p> <p>All childcare providers reopen subject to public health measures, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.</p> <p>Universities and colleges phased return with blended model of remote learning and limited on campus learning where priority. Public health measures (including physical distancing) in place.</p>	<p>As with previous phase but with the following changes:</p> <p>Schools and childcare provision, operating with any necessary precautions.</p> <p>College and university campuses open – including key student services with any necessary precautions.</p>

## ERC Education Department Local Delivery Phasing Plan

### Principles of recovery



### Four Phase Recovery Plan



## Crookfur Primary Recovery Plan – Phase 2

SAFETY			
Actions	Responsible	Timescale	Monitoring/Evaluation
Complete risk assessment for school building following all Scottish Government guidance	HT and Health and Safety colleagues	By June 20 and ongoing	Review 2 weekly
Apply national guidance on use of PPE in educational setting	All staff	From 10/8/20	
Rigorously follow hand hygiene and “catch it, kill it, bin it” guidance with all staff and pupils.	All school users	Ongoing	
Hand sanitiser and sanitising wipes supplied in all rooms in school	Janitor	Ongoing	Daily checks
Enhanced cleaning schedule implemented throughout the school day with focus on door handles etc. Intensive cleaning at the end of each daily session	Cleaning team – facilities management	From 10/8/20 and ongoing	
No large/mass gatherings e.g. whole school assemblies	HT	From 10/8/20 and ongoing	

BUILDINGS AND OUTDOORS			
Actions	Responsible	Timescale	Monitoring/Evaluation
Only pupils and the parents of P1 and P2 children are permitted to enter school grounds	School staff	12/8/20 and ongoing	
Implement one-way system for entering and exiting school grounds – clear signposting and ground markers	HT	10/8/20	See appendix for plan view
Playground and outdoor spaces allocated to year groups to support physical distancing during breaks	HT and leadership team	12/8/20 and ongoing	
Ensure appropriate pupil supervision at interval and lunch times	HT and leadership team	12/8/20 and ongoing	

STAFFING			
Actions	Responsible	Timescale	Monitoring/Evaluation
Ascertain need for individual risk assessments for staff who are shielding or vulnerable/higher risk	HT	By Jun '20	
Maximise teaching time, utilising all class teachers and leadership team	HT	10/8/20	
Allocate staff remits to include supporting targeted groups of learners, NCCT, keyworker provision and out of school learning	HT	12/8/20 and ongoing	
Design and deliver training for all staff on: Contents of risk assessment Use of PPE	Education Department	10/8/20	
Rebuild staff teams – regular formal meetings and informal check ins; effective pastoral support	HT and all school staff	12/8/20 and ongoing	

PUPIL ATTENDANCE			
Actions	Responsible	Timescale	Monitoring/Evaluation
Key worker and vulnerable children to continue to be provided with child care as required	HT	From 12/8/20	
Number of children who can attend school at one time to be confirmed based upon Scottish Government guidance regarding physical distancing	HT and Senior Leaders	By Jun '20	
Determine attendance patterns of children to ensure consistent small groups.	HT and Senior Leaders	By Jun '20	
Confirm arrangements for Out of School care provision	HT/ OSC Provider (MACS)	By Jun '20	
Risk assessments to be carried out for any children required though additional learning or medical needs	DHT (ASN Coordinator)	By 10/8/20	
Extended transition arrangements to be planned and implemented for children who require additional support.	DHT (ASN Coordinator)	By Jun '20	

## **PUPIL ATTENDANCE – Further information**

### Blended Learning Model

In line with ERC planning, Crookfur's blended learning model in Phase 2 will comprise two days for children learning in school and three days distance learning at home.

In Crookfur Primary we will adopt the following pattern:

Cohort A – Monday and Tuesday in school (distance learning Wednesday, Thursday and Friday)

Cohort B – Thursday and Friday in school (distance learning Monday, Tuesday and Wednesday)

Wednesday will be a transition day with time for teachers' planning, preparation & assessment as well as additional cleaning within the school building.

### Timing of the School Day

In order to safely accommodate half of our children at one time, a number of changes to our school day are required.

We will operate staggered start, break, lunch and closing times. Within each cohort (A or B), children in different classes will follow slightly different timings.

Timings are as follows:

	Cohort A/B Session time 1	Cohort A/B Session time 2
	P2, P4, P6 & Keyworker care provision	P1, P3, P5 & P7
Arrive	8.50am	9.10am
Interval	10.30-10.45am	11.00am-11.15am
Lunch	12.00-12.45pm	1.00-1.45pm
Close	2.50pm	3.10pm

### Lunches

The school will be able to provide hot/cold lunches, though this is likely to be a reduced selection. Menu choices are not yet confirmed. Parents/Carers may wish to supply a packed lunch for their child(ren). During Phase 2, our dining room and multipurpose will be used for lunch service.

### Break

Each class/cohort will play in a designated playground. Use of our MUGA pitch and play trail will be rotated. There will be an adult presence in the playground for supervision. Children should bring a snack for break time and a filled water bottle.

### **Key Worker Provision**

For those families where both parents are Key Workers and have no other alternative childcare, children will be offered access to a blended model of learning:

- Two days teaching and learning with their class teacher (as part of class cohort)
- One day hub (extra-curricular activities)
- Two days digital / distance learning support in the school. This learning will be supervised by a member of school staff.

Leadership and Management	
Priority- To effectively lead change and improvement to supporting school recovery following covid-19 closure	
NIF Priority- Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	QIs- 1.1, 1.2, 1.3, 1.4, 2.3,
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- A culture of self-evaluation and continuous improvement Higher levels of parental engagement in their children's learning and the life of the school A skilled and confident workforce

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Models for learning meet the needs of children and families	Development of Phase 2 and Phase 3 recovery plan  Regular review and evaluation of risk assessments and planned learning models which challenges thinking	HT and SLT  All stakeholders	June/ Aug '20  Termly	Liaison with ERC, Health and Safety Link QIO  ERC Local delivery phasing plan Reserve funding (0.5FTE PT) ERC tracking databases and other assessment evidence BGE Improvement tool ES National improvement hub	
The attainment gap between most and least disadvantaged children is identified and addressed	Increased leadership allocation to attainment team (0.5FTE PT)  Effective scrutiny of data to inform learning and developments	HT  HT & Attainment Team	Aug-Dec '20  Sept '20		
Children set themselves clear targets in learning which enables them to reflect on learning and progress	Undertake programme of learning conversations with children to support them to	PT/ DHT Class teachers	Termly		
Parents, children and staff feel well informed about and are confident in the work of the school.	Effective consultation with parents, children and staff about changing school models through Parent Council, focus discussion groups, questionnaires etc  Effective communication using round ups, school website, e-mail, blogs and Twitter	SLT  All staff	Termly  Aug '20 and ongoing		
There is a positive ethos and culture within the school which is focused on the needs of staff, partners and learners.	There is clear and effective communication between all staff and partners which balances digital and face to face  Intensive support for NQTs through increased mentoring and peer support  Ongoing commitment to House System	HT  NQT Regent  All staff and children	Aug '20 and ongoing  Aug '20 and ongoing  Aug '20 and ongoing		

Learning Provision	
Priority- To provide excellent learning experiences for all children	
NIF Priority- Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people	QIs- 1.2, 2.2, 2.3, 2.5, 3.2,
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- Improved literacy and numeracy attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
A recovery curriculum is developed which supports re-establishment of routines and social interactions within school setting	Planning and timetabling to focus on literacy, numeracy and health and wellbeing for children within school time  Broader curricular provision offered through distance learning e.g. Google Classroom	All teaching staff  All teaching staff	Aug – Oct '20  Aug '20 and ongoing	Collegiate working time agreement – hours for planning, assessment Learning, Teaching and Assessment policy ERC Learning and Teaching Strategy Teaching Backwards – M Burns ES National Improvement hub Support from QIO team and EDO (Assessment & Moderation) HGIOS4 reserve funding – purchase of additional IT and digital devices	
A culture of high expectations and strong focus on improving learning is evident across the school	Launch revised Learning, Teaching and Assessment policy  Teachers engage in professional learning relating to learning, teaching and assessment (school and authority)  Collegiate work to develop, implement and review blended learning pedagogy across all stages	DHTs  All teaching staff  All teaching staff	Sept '20  Sept '20 and ongoing  Aug – Oct '20		
Children experience creative and engaging learning experiences	Professional development activities to support creative assessment approaches  Planning ensures that experiences are progressive and well matched to children's needs and interest  Engage in effective quality assurance processes  Appropriate provision of digital devices in school and at home	All teaching staff  All teaching staff  All teaching staff  HT	Oct '20  Ongoing  Ongoing – see calendar  Aug '20		

Successes & Achievements	
Priority- To promote positive health and wellbeing across the school community	
NIF Priority- Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people	QIs- 2.3, 2.4, 2.5, 3.1
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- An improvement in the attainment of disadvantaged children and young people A positive culture in health and wellbeing in every school and service A culture based on Getting It Right For Every Child

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
We have a climate where children feel safe and secure	Provide high quality professional learning opportunities for all staff on inclusion and nurture	DHT	Sept '20	HealthiER Minds resources and materials Bounce Back Link with Psychological Services Pupil Equity Funding (0.5FTE CT) Active Schools	
The culture and ethos of the school evidences a commitment to embed the principles of Getting It Right For Every Child (GIRFEC) in all aspects of school life	Audit and review approaches to learning and teaching across Health and Wellbeing, particularly in relation to mental, emotional and social wellbeing	DHT and teaching staff	Sept '20		
Children will develop strategies to cope with challenging situations in their lives	Implementation of teaching approaches such as Bounce Back to promote resilience across the school community  Implementation of targeted approaches such as Story Massage and Kit Bags to support identified children	All teaching staff  Support teaching staff	Aug '20 and ongoing  Sept '20 and ongoing		
High levels of engagement of children and families in learning and opportunities for personal achievement	Introduce whole school approach to language of Growth Mindset  Collaborative working with colleagues in Active Schools and ERC Culture and Leisure trust to support provision of active learning experiences	Support teaching staff  HT & identified teaching staff	Sept '20 and ongoing  Aug '20 and ongoing		

Successes and Achievements	
Priority- Develop creativity across learning	
NIF Priority- Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people	QIs- 1.2, 2.2, 2.3, 3.1,

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Learners' experiences are enriched by creative learning environments and approaches to learning and teaching	Teaching staff will undertake professional learning to develop creativity skills across learning  Planned learning experiences demonstrate opportunities for the development of creativity skills	DHT  All teaching staff	Oct '20  Sept '20 and ongoing	Education Scotland Creativity portal Collegiate working time for enhanced planning Forest Schools trained staff Crookfur Family Centre staff ERC Digihub	
Children experience quality progressive experiences outdoors, which promote wellbeing and learning.	Development of policy to support Outdoor Learning High quality staff development sessions based on Forest Schools model  Continue to develop play based learning in the early years of primary school	Identified teaching staff  DHT, PT, Early Years Practitioners, Early Years class teachers	Aug '20  Aug '20 and ongoing		
Learning for sustainability is an integral part of our curriculum and children are confident, active participants in society	Create Learning for Sustainability pupil group. Develop Action Plan to promote Learning for Sustainability	PT	Aug '20 and ongoing		
Pupils, staff and parents have confidence and skill in using digital technologies	Ongoing staff development training around G Suite and Microsoft 365 applications  Adequate provision of digital devices to support learning at school and at home	Digital Leaders (staff) Digital Learning Teacher Leader (ERC)  HT	Aug '20 and ongoing  Sept '20		
All children and staff understand, value and celebrate diversity.	Develop the role of the Diversity Parent Group Devise new cultural calendar Global Festival Celebration Continue the work of the Rights Respecting Schools Group	HT Parent Group PT & Rights Respecting Schools Group			

## Crookfur Primary Recovery Plan – Phase 3

### *Increased Attendance- 50%*

During Phase 3, it is planned that children's time in school will increase from 2 days per week to 5 days every two weeks (equivalent 50% attendance). This will be facilitated using an alternate Wednesday in school for Cohort A then Cohort B.

Accommodation will be provided in children's own classes and will be supported by adapting class teachers' non class contact time. Please see example below:

Class	Day 1				Day 2				Day 3				Day 4				Day 5				
P1A				NCC	NCC								NCC	NCC							
P1B				NCC	NCC								NCC	NCC							
P1C				NCC	NCC								NCC	NCC							
P2A					NCC	NCC									NCC	NCC					
P2B					NCC	NCC									NCC	NCC					
P2C					NCC	NCC									NCC	NCC					
P3A						NCC	NCC										NCC	NCC			
P3B						NCC	NCC										NCC	NCC			
P3/4							NCC	NCC									NCC	NCC			
P4A							NCC	NCC									NCC	NCC			
P4B							NCC	NCC									NCC	NCC			
P5A	NCC	NCC																	NCC	NCC	
P5B	NCC	NCC																	NCC	NCC	
P6A		NCC	NCC																	NCC	NCC
P6B		NCC	NCC																	NCC	NCC
P7A										NCC	NCC	NCC	NCC								
P7B										NCC	NCC	NCC	NCC								

NCCT – CT x 3

Keyworker hub – Leadership team x 2

## Crookfur Primary Recovery Plan – Phase 3

### *Increased Attendance- 60%*

As we progress in Phase 3 to 60% attendance (3 days per week) we have identified that additional accommodation and teaching staff will be required in order to maintain physical distancing. This will require approx. 9 additional learning spaces and 9 members of teaching staff. Modelled as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort	A1 & A2	A1 & A2	NCCT & Key worker provision	B1 & B2	B1 & B2
	B1 (P1-P3)	B2 (P3/4-P7)		A1 (P1-P3)	A2 (P3/4-P7)

Careful planning for cohorts which takes account of siblings is required. It may not be possible to continue to ensure that all siblings attend school on the same days, though this will be achieved as far as possible.

Additional learning spaces have been identified as follows:

Dining Room, multi purpose room, hall (x2), science room, GP room, outdoor classroom. Three further learning spaces will be identified within the local community. Crookfur is working in partnership with ERC in order to identify suitable facilities.

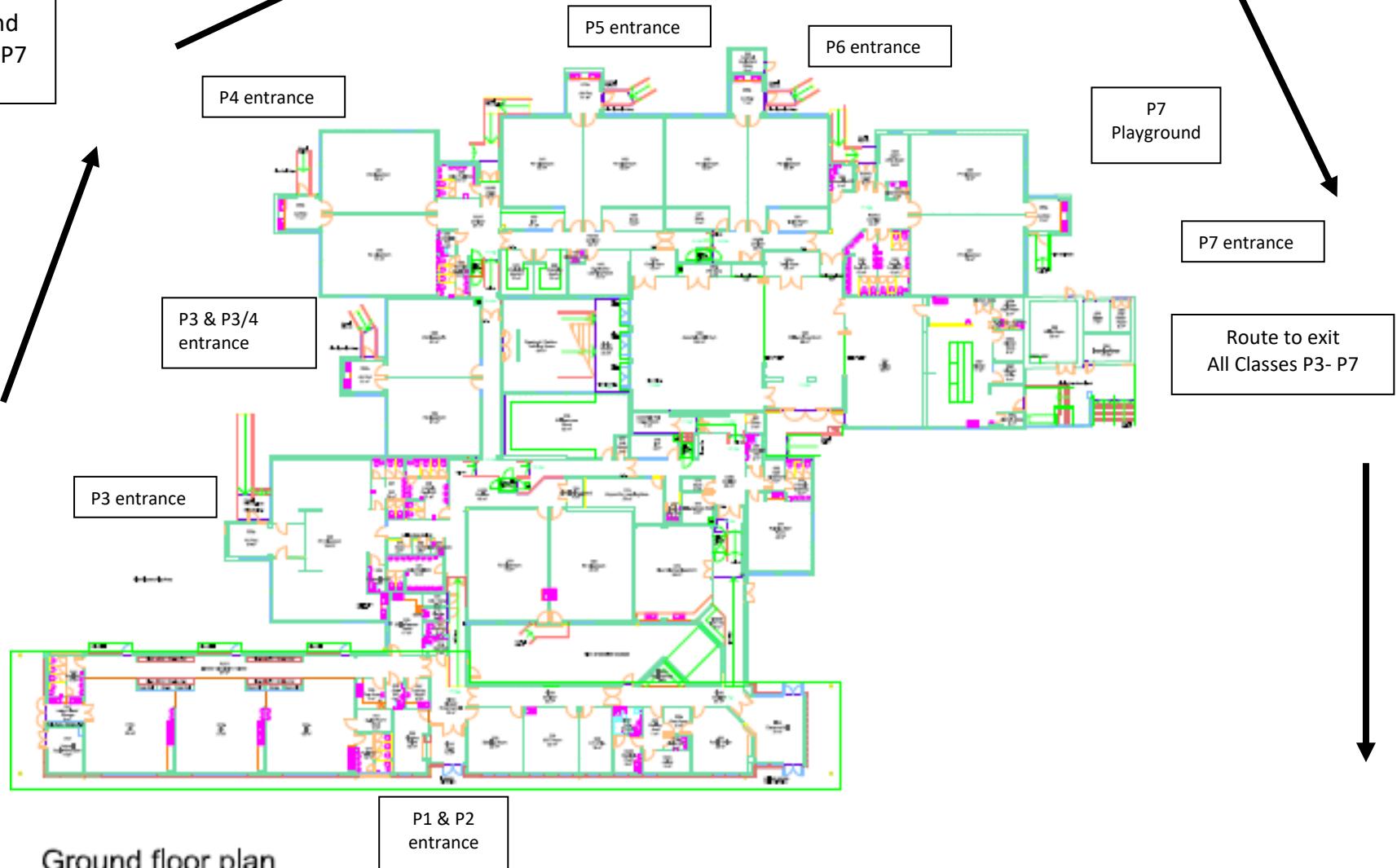
All teaching staff, including the school leadership team will facilitate these classes. Children will still continue to complete learning activities based up on those set by the class teachers.

## Crookfur Primary Recovery Plan – Phase 4

All children will return to school full time. There may still be the requirement to undertake some physical distancing e.g. continue to stagger break and lunch times. Approaches to safety and hygiene will be continued.

## APPENDIX 1

Access via playground  
classroom doors P3-P7



Ground floor plan

# **Crookfur Family Centre**

## **Recovery and Transition Plan**

**2020/2021**

Leadership and Management	
Priority- To successfully implement change and improvement through the introduction of Crookfur Family Centre	
NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	QIs- 1.2, 1.3, 2.6, 2.7
NIF Drivers- School leadership, School Improvement, Parental Engagement	LIP- Resources which lead to improvements for learners and service users

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
The aspirational vision and values of the Family Centre are relevant and unique to the Crookfur community	Re-visit and refresh vision and values to reflect Family Centre	DHT All stakeholders	TBC	HGIOELC Building the Ambition Play Strategy ELC CLPL library Sector leading establishments e.g. Cowgate Neighbourhood and authority colleagues	Views of children, parents and staff Minutes of planning meetings Outcome of consultation work Vision, values and aims Transition documentation
Crookfur Family Centre is equipped to offer the highest standard of provision to children and families	Regular liaison with contractors/ ERC regarding build progress  Undertake visits to established Family Centres to identify best practice e.g. sector leading environments  Ensure that all resources (staffing, work patterns, provisions) are reviewed in light of Family Centre model	HT DHT  Nursery staff  HT/ DHT/ SCDO			
Staff, children and families are informed and involved in the establishment of Crookfur Family Centre	Consultation with children, families and staff about learning environment  Supported transition through social stories, visits and class journal	DHT/ CT SCDO Contractor  Nursery staff			