|  |  |  |  |
| --- | --- | --- | --- |
| **Staffing** | | | |
| **Actions** | **Responsible** | **Timescale** | **Comments** |
| HR exercise to identify availability of staff.  Complete risk assessments for individuals self-isolating for return in August. | HR and HT | WB 25.05.20 | HT to contact staff to determine availability for June and August. Update staffing overview to show staff availability. |
| Maximise teaching time by:   * Increasing teaching time of management * Ensure all staff are fully class committed   Identify any shortfall in staffing for August and liaise with HR as appropriate. | HT | From 01.06.20 | Using all available budget under the school’s devolved management consider current part time and recently retired staff who may wish to increase their hours/return to workforce. |
| Determine which staff will take on particular roles – for example those shielding to support out of school learning. | HT | From 01.06.20 | Update Staff rota for Key worker/vulnerable pupils in school (Mr Masters) |
| Staff return in groups approx. 2 weeks before pupils to enable localised planning and consultation with staff to reflect school circumstances.  Create rota for staff to come in in smaller groups to redesign class/playrooms.   * Staff moving schools to be in first round to enable classrooms to be cleared * Job sharers in on same day to enable joint planning at a safe distance | Mr Masters | From 01.06.20  From 08.06.20 | These dates are dependent on expected SG announcement on 28 May – confirmed.  Date and groups for staff return to be determined by HT.  Consider key staff needed e.g. ensuring there is always a First Aider in school. |
| Consider Business Continuity Plans and availability of staff due to need to isolate, either as a result of being symptomatic or Test and Protect (TTIS). | HT | From 01.06.20 | Share with SLT and school recovery group before disseminating to all staff |
| **Staff Wellbeing and Support** | | | |
| A Mental health and wellbeing support plan in place for staff (including SLT) | Mrs Anderson & Mr Masters | 01.06.20 | Provide a pack of information about local and/or national support groups.  Set up systems so that staff can talk to key members of staff if they need to |
| Support for leaders | HT | Ongoing | Remind leaders including Head teachers, that there is support available for them: |
| Think about supporting the following, maybe form to address any areas of concern:  [depressed](https://www.educationsupport.org.uk/helping-you/depressed)  [overwhelmed](https://www.educationsupport.org.uk/helping-you/overwhelmed)  [stressed/anxious](https://www.educationsupport.org.uk/helping-you/stressed-or-anxious)  or had:  financial difficulties  personal issues e.g. bereavement | Mrs Anderson & Mr Masters | 01.06.20 | To use staff questionnaire and staff voice to ascertain a baseline for current levels of understanding of Mental Health and Wellbeing.  Signpost staff to relevant support  <https://www.educationsupport.org.uk/>  Bereavement charity |
| Review tasks staff are being asked to complete in the immediacy of returning | Senior Leadership Team | Ongoing | Are all tasks necessary?  Review what tasks can be undertaken by those staff who are unable to come in to work to relieve the pressure on others. |
| Keep channels of communication open including regular contact with staff who are unable to return to work immediately | Senior Leadership Team stage Teams meetings | Ongoing | Designate key staff to ensure communication is clear.  Involve all staff in any decisions ensuring they feel valued and part of the team  Continue staff Teams meetings to support staff to feel connected |
| Opportunities to build staff team | Social committee | Ongoing | Continue challenges for staff  Opportunities for social events/ team building activities. |
| Use Scottish Mental Health First Aiders to support staff | Mrs Anderson & Mr Masters | Ongoing | Research online Mental Health First aid training  Work with staff to decide who undertakes the training  Communicate with the school community who are the Scottish Mental Health First Aiders |
| **Leadership Team** | | | |
| **Actions** | **Responsible** | **Timescale** | **Comments** |
| School Improvement plan – created for next session taking into account main areas for improvement and focus next session   * HWB ( including nurture and relationships) * Literacy and Numeracy * Digital literacy | HT | WB 08.06.20 | Share with Senior Leadership Team, staff and parents to get feedback before completing final draft. |
| Working Time Agreement for next session taking into account new ways of working | HT with EIS union representative | WB 08.06.20 | Representative to negotiate with staff and liaise with HT |
| Transition video/presentations to share with each stage for next session with information about new class and teacher | Mrs Murphy with class teachers | WB 25.06.20 | Share with families in June in preparation for August. |
| Closure video assembly for children | Mr Masters & all staff | WB 08.06.20 | Assembly to be put online week beginning 22/06/20 |
| Timetables created for PE outdoors and Outdoor Learning days for each ½ class group. | Mr Masters | WB 08.06.20 | Look at resources that will support non-contact PE sessions (support from Active Schools to be requested) |
| **Pupil Attendance** | | | |
| **Actions** | **Responsible** | **Timescale** | **Comments** |
| Key worker and vulnerable children continue to be provided with childcare (in Eaglesham PS & NC). | HT | WB 08.06.20 | Key worker and vulnerable children should attend school as normal, but may be grouped with other children for access to face-to-face teaching, e.g. be in the school building but continue learning through remote learning activities with rest of class.  Admission Process will be introduced June 2020 to support with identifying keyworker status (Ed. Dept) |
| Small groups attending as part of P1 transitions in June | HT, nursery staff & new P1 teachers | WB 15.06.20 | Small sessions as part of transition process with support of Eaglesham and feeder nursery staff where available. |
| Small groups attending as part of P7 transitions in June | Mrs Livingstone & P7 teachers | WB 15.06.20 | Small sessions with P7 teachers as leavers’ event. Transition days at High Schools – dates TBC. |
| Small groups/individuals with identified ASN invited to school for transition work. | Mrs Livingstone & Mrs McCallum | WB 15.06.20 | Short sessions in school to familiarise with new layout and share information about teachers for next session. |
| Calculate the number of pupils they can accommodate at any one time based on [SG guidance](https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/):   1. on the basis of the need for 2m physical distancing or 2. on the basis of half class size (with relaxation of 2m physical distancing) 3. increasing hours children and young people have face-to-face learning (continuing with half class sizes) 4. all children and young people attend full time in own setting. | Head Teacher with support from Ed Dept. | From 01.06.20  WB 10.08.20  (Phase 2a)  TBC  (Phase 2b)  TBC  (Phase 3)  TBC  (Phase 4) | School recovery plans should have a number of plans for pupil capacity; starting with the need for 2m physical distancing as a default and phasing to full attendance when it is safe to do so and as advised by the Scottish Government.  For Phase 3 schools should maximise use of space in the building, including gym halls and where necessary make use of community buildings such as sports centres, libraries, community halls, outdoor space and make best and most efficient use of staffing resource. |
| Organise class lists for next session ensuring families are in same group. Split pupils into A & B groups. | Mrs Murphy &  Office staff | WB 25.06.20 | Letters to parents with group details and information about start/finish times before summer holidays however subject to change in line with Scottish Government Guidelines. |
| **Plan A (based on need for 2m physical distancing)**  Not all classrooms are able to accommodate ½ class size – classes split and taught in other spaces by ASN teachers/ NCCT teachers/ senior leadership team.  Group A pupils attend school/nursery Monday & Tuesday (online learning Wednesday-Friday at home)  Group B pupils attend school/nursery Thursday & Friday (online learning Monday-Wednesday at home)  Wednesday – deep clean of school/nursery and staff planning and uploading online learning for the following week. | HT | WB 10.08.20  (Phase 2a) | Use of dining hall/gym hall/Learning Lab/ external space e.g. Montgomery Hall for teaching spaces.  Normal school hours however staggered starts and finishes to accommodate physical distancing guidelines. |
| **Plan B (half class size with relaxation of 2m physical distancing)**  Group A pupils attend school/nursery Monday & Tuesday (online learning Wednesday-Friday at home)  Group B pupils attend school/nursery Thursday & Friday (online learning Monday-Wednesday at home)  Wednesday – deep clean of school/nursery and staff planning and uploading online learning for the following week. | HT | TBC  (Phase 2b) |  |
| **Plan C (increasing hours children and young people have face-to-face learning (continuing with half class sizes)**  Group A pupils attend school/nursery all day Monday & Tuesday, Wednesday 1/2 day (online learning Thursday-Friday at home)  Group B pupils attend school/nursery ½ day Wednesday, all day Thursday & Friday (online learning Monday-Tuesday at home) | HT | TBC  (Phase 3) | Use of dining hall/gym hall/Learning Lab/ external space e.g. Montgomery Hall for teaching spaces. |
| **Plan D (all children and young people attend full time in own setting)**  School day returns to normal operational hours, 9am-3pm.  Nursery open 8am-6pm and children attend sessions allocated in ERC Early Years Admin team letter issued June 2020. | HT | TBC  (Phase 4) | Continue with good hygiene routines.  Some displaced nursery children remain at alternative settings (Busby, Carolside, Cart Mill) until new nursery build is completed. |
| Key worker pupils 2 days in class and 3 days per week in childcare class within Eaglesham. | HT & Education Dept. | WB 10.08.20 | Consider dining hall/gym hall/external space e.g. Montgomery Hall for set up. |
| Look at entry options and the school day to ensure there are not large groups coming in at one time.   * P1 and P2 to enter/exit via infant playground door. * P3 & P5 – entrance by cloakroom/opposite Learning Lab. * P4. P6 & P7 entrance by P4 cloakroom. * Key worker enter via main door. * Staggered start times for different year groups 8.50am (P3/P7) /9am (P2, P4&P5) /9.10am (P1&P6) – TBC once transport information is shared with HT * Staggered finish times for different year groups 2.50pm(P3/P7) /3pm (P2, P4&P5) /3.10pm (P1&P6) –TBC once transport information is shared with HT * Staggered playtimes and lunch times for different year groups | HT | WB 08.06.20 for August 2020 | Drop off zone at main gate with members of staff supporting children to come into school.  Car park closed and access to back of school restricted due to building work.  Require clarification regarding transport being provided by SPT (ERC Education Dept.) |
| Staggered breaks:  10.20-10.35am P7/P5/P3.1 (upper playground) and P1 (infant playground)  10.40-10.55am P6/P4/P3.2 (upper playground) and P2 (infant playground)  Lunch sittings:   * 12.20-12.50 outside P7/P5/P3.1 (upper playground) and P1 (infant playground) 12.50-13.05 inside lunch * 12.40-12.55 inside lunch. 12.55-13.25 outside P6/P4/P3.2 (upper playground) and P2 (infant playground)   Childcare class children:  Follow first breaks/lunch |  |  | P7 main gate section of playground  P6 main gate section of playground  P5 middle section of main playground  P4 middle section of main playground  P3 area outside P4.1 classroom  P2 infant playground  P1 infant playground |
| Ensure Out of School Care provision in place for schools reopening. | HT with Parent Council | WB 08.06.20 | Parent Council to meet with 3 interested providers and decide on preferred provider for Out of School care which will run within the school building. |
| Carry out risk assessments, where necessary, for pupils with ASN to determine control measures and mitigation which will meet the needs of children and staff. | Mrs Livingstone ASN co-ordinator | WB 08.06.20 | This will support, where appropriate, need for PPE. |
| Information for pupils and parents on what pupils can and can’t bring to school /nursery.  School provide basic resources (pencil, eraser, sharpener, ruler, scissors, crayons, whiteboard, dry wipe pen, board rubber) in a book bag for children to use and keep in school. | HT | WB 08.06.20 | No bags coming to school and no toys from home.  Bring snack, packed lunch and water bottles. |
| **Teaching and Learning** | | | |
| **Actions** | **Responsible** | **Timescale** | **Comments** |
| Stage partners (two teachers) jointly plan for class to deliver face-to-face and remote learning. | HT | From 01.06.20 | Schools may consider collaborative pairs / groups who plan and deliver for groups of children.  NCCT on Wednesdays should allow joint planning. |
| Plan for a blended learning approach at all stages. | Class teachers | From 08.06.20  WB 10.08.20 | To ensure continuity and progression in learning class teachers should have a clear overview and ownership of their pupil’s learning experiences. Joint planning may support collaborative approaches to teaching (i.e. if face to face and remote learning is shared). Where time in school is increased, partner can deliver remote or in school learning. |
| Consider a [recovery curriculum](https://www.evidenceforlearning.net/recoverycurriculum/) to re-establish routines, social interaction, etc.  Routines and expectations for pupil return made clear (Pivotal) | All staff  Mr Masters & Mr Murray | Plan 8.6.20  Deliver WB 10.8.20 | Use of Recovery Planning curriculum site.  Use of baseline assessments to identify any gaps in learning. Look at pivotal and create an action plan and set activities for pupils |
| In school learning to focus on Health and Wellbeing, nurture, resilience and re-engagement in learning. | Class Teachers | WB 01.06.20 | How children learn should be considered, in particular the skills required to learn in a blended way. |
| Plan for as much outdoor learning as possible (weather / clothing allowing). | Class Teachers & Nursery staff | WB 10.08.20 | Pupils come to school wearing outdoor clothes on outdoor learning days to avoid need for changing facilities. |
| All learning to focus on literacy, numeracy and Health and Wellbeing. | Class Teachers | WB 10.08.20 | Opportunities to teach the 3 entitlements within a familiar and relevant context may support children and families with remote learning. |
| Consider appropriate pedagogy for both in and out of school learning, maintaining play based learning in Early Years. | All Class Teachers  ELC & Early years in Primary | WB 08.06.20 | PE days – pupils wear outdoor PE kit to school |
| Classrooms and playrooms to be redesigned – 2m physical distancing between pupil chairs.  Remove unnecessary items from classrooms.  Remove soft furnishings, soft toys and toys that are hard to clean. | All staff | WB 08.06.20 | Require skip to get rid of old items.  Storage container to be hired to store furniture which is not required in classes.  Handwashing posters displayed at sink area in classrooms. |
| Welcome Area Displays – these can be produced at home and put up the morning of return or before if feasible.  Senior Leadership Team meet and greet pupils and parents at gates to help support physical distancing.  Markers in the playground for children to line up to enter school physically distanced. | Teaching staff | 11.08.20 | Pupils feel welcomed back to school, therefore reduces anxiety.  Calm and orderly return to school. |
| Plan a support package for families who are vulnerable in order to help them transition back to school. | Mrs Livingstone & ASN staff. | WB 08.06.20 | Telephone calls to families if needed  Individual support plans around the family, working alongside other agencies as appropriate.  Plan and prepare a collection of signposting opportunities to share with families if needed e.g. support via the Families First, Bereavement advice, financial advice etc.  Update the website if applicable.  Ensure policies and procedures are updated in place where necessary. |
| **Pupil support** | | | |
| **Actions** | **Responsible** | **Timescale** | **Comments** |
| ASN information and wellbeing plans ready for new Class Teachers. ASN overview updated for next session | Class teachers & Mrs Livingstone | WB 08.06.20 | Plans shared once staff have information of classes for next session |
| Resources to support learners created and packs made to give teachers next session | Mrs Livingstone & ASN staff | WB 08.06.20 | * Visual timetables * Social stories for pupils * Sensory boxes for classes * Now and next timetables * Time out tent/ card * Multisensory breaks |
| **Mental Health and Wellbeing of Pupils** | | | |
| Identify baseline for pupils Mental Health and Wellbeing.  To use pupil questionnaire and pupil voice to ascertain a baseline for current levels of pupil understanding of Mental Health and Wellbeing.  Staff deployed to support highest needs pupils first. | Teaching/ nursery Staff  Mr Masters & Mrs Anderson | August 2020 | Getting it right for me online activity from:   * Bounce Back – Mr Masters to order updated resource * Emotion Works Recovery Package - to be purchased |
| Provide information to parents regarding the Mental Health & Wellbeing agenda, where they can seek support, guidance and advice if they have concerns about their children.  Parent questionnaire around children’s Mental Health & Wellbeing could be mailed out to parents. | Mr Masters & Mrs Anderson | June 2020 | Develop a Mental Health & Wellbeing section on website to include advice and guidance for families – signposting to support both in school and externally.  Provide workshop/training session for parents who may be concerned about Mental Health & Wellbeing |
| Support and signpost pupils who may be feeling depressed, anxious, suffering bereavement etc.  Seasons for Growth session for staff if applicable. | All staff  Mrs McCallum | Ongoing | Support and signpost pupils who may be feeling depressed, anxious, suffering bereavement etc.  Publish a list of websites and apps including ChildLine, NSPCC, and Mind. (Mr Masters & Mrs Anderson) |
| Specific staff members to undertake Scottish Mental Health First Aid Training – *if training is currently available* | Staff – to be identified | Ongoing | Research online Scottish Mental Health First Aid training  Work with staff to decide who undertakes the training.  Communicate with the school community who Scottish Mental Health First Aiders are. |
| To investigate how external agencies and or charities may be able to support our work around Mental Health & Wellbeing. | Mr Masters & Mrs Anderson | June 2020 | External agencies and charities conduct visits, virtual assemblies, and specialist lessons (all subject to physical distancing guidelines). |
| To further develop provision for pupils with ASN that impact on Mental Health & Wellbeing | Mrs Livingstone | From 08.06.20 | Developing a ‘safe space’ with reduced stimulation, relaxation area within the school (library area/quiet zone/ learning lab)  Further embedding best practice to support pupils with high levels of anxiety. |
| **Resources** | | | |
| **Actions** | **Responsible** | **Timescale** | **Comments** |
| Order resources for starting next session | Office | WB 01.06.20 | * Jotters * Paper and ink * Folders for each pupil for pegs * Whiteboards for each child’s folder and pen |
| Bring your own device to school to increase digital learning opportunities | Mrs Murphy | WB 08.06.20 | Working with Johnathan Hull to enable P6 & 7 to bring own devices in. |
| Look at resources needed for learning at home and consolidation. | Teaching staff | WB 08.06.20 | Reading resources – Oxford Owls, Bug Club, Big Cat. |
| Identify resources to support Health and Wellbeing, nurture and bereavement | Teaching staff & Senior Leadership Team | WB 08.06.20 |  |
| **Safety** | | | |
| **Actions** | **Responsible** | **Timescale** | **Comments** |
| Take actions as required following risk assessments, following [SG guidance.](https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/) | School Leaders  Class teachers  Support staff | By 12.8.20 | Actions will relate to job functions.  Include scenario if child/staff presents with Covid-19 symptoms and actions to take. |
| Apply national guidance on use of [PPE](https://www.gov.scot/publications/coronavirus-covid-19-physical-distancing-in-education-and-childcare-settings/pages/hygiene-measures-including-ppe/) in an education setting. | All staff | From June | Initially it may be necessary to allocate face coverings to build staff confidence. Risk assessments should be used to identify the need for PPE in an education setting. |
| Ensure appropriate pupil supervision is in place at intervals. Consider how to make the playground as active as possible while maintaining physical distancing.  Sectioning outdoor spaces to support the need for social distancing during intervals. | Janitorial staff  Head Teacher  Support Staff | 8.6.20  WB 10.8.20 | Consider how partners such as ERC Leisure Trust can support with active learning. |
| Rigorously follow hand hygiene and ‘catch it, kill it, bin it’ guidance with all staff and pupils; hand sanitisers and wipes to be available in classrooms as required. | All staff | From June |  |
| Social distancing in staff rooms to apply at all times. | All staff | From June |  |
| 1. Cleaning: 2. Ensure all class / playrooms cleaned prior to reopening. 3. School/ nursery to have cleaning throughout school day with focus on door handles, etc., regular clean before commencement of next school day and weekly enhanced cleaning. 4. Pupil desks / tables to be wiped / disinfected at end of each session; wipes to be available in classrooms as required. 5. Care Inspectorate guidance on cleaning of play materials to be rigorously applied. | Facilities Management.  Cleaning staff  Pupils  Cleaning staff  CDOs | Before 8.6.20  Ongoing  Ongoing  Ongoing  From 8.6.20 | Cleaning at changeover times between different groups of pupils. |
| Schools to ensure no mass gatherings in activities such as assemblies or whole staff group meetings. | HT | From 8.6.20 |  |
| School meal menus to be redesigned and delivered to class / play rooms where there is not sufficient dining space available to facilitate social distancing (as SG guidance determines appropriate at the time) with sittings/staggered meal times.  Free school meals for those not attending school will continue to be made available. | HT  Facilities Management. | WB 10.08.20 | Designed on a school-by-school basis through a partnership between senior leaders and Facilities Management. Meal options will be limited and organised to facilitate smooth school operations. Meal provision will flex in agreement with services in Phase 3 to reflect pupil attendance.  Parent Council purchasing plastic picnic tables (6) which can be used for an outside lunch. Cleaning of tables prior to and after lunch required. |
| Arrange school transport for those who need it. | HT  Ed. Dept. | From 12.08.20 | Transport for schools may be difficult due to companies going out of business and the need for social distancing limiting capacity on available transport and operator constraints. May need to ask parents to help.  Consider need for face coverings and social distancing for pupils on buses and trains.  Encourage active travel (walking/cycling) to school where possible and update School Travel plans noting also likely to be limited availability of staff to cover school crossing patrol routes. |
| **Communications** | | | |
| **Actions** | **Responsible** | **Timescale** | **Comments** |
| Update School Website | Senior Leadership Team | From 8.6.20 |  |
| Presentation created for families with key information for next session and what things will look like. | Senior Leadership Team | From 08.06.20 |  |
| Seek co-operation of parents in restricting contact with schools, e.g. making appointments, dropping off and picking children up timeously, etc. | Head Teacher | To be determined by HT |  |
| School Calendar for session 20/21  Set calendar dates for 20/21 to include (where possible):  Meeting schedule  Assessment cycle  CLPL sessions  Parents evenings/meetings  In-service days and any twilight sessions  Consider different ways of doing things e.g. filming performances to be watched online by parents etc. | Senior Leadership Team  Office | WB 08.06.20 |  |