

**COVID-19 Response Plan**

**Phase 1**

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**Foreword**

The escalating COVID-19 outbreak has brought unprecedented challenges to all of us personally and professionally. I would like to commend all colleagues working for Children’s Services for their collective endeavours to support our children, young people and families.

Over the coming weeks we will continue to work together to deliver a revised service that provides continuing support to our most vulnerable children and young people and those whose parents work in critical services.

These are exceptional steps which are changing our ways of working, teaching and learning. This response plan provides support and guidance to take these first steps. As our world changes to cope with COVID-19, we will need to change with it, as will our plans. Learning to Achieve aspired to being a strategy that would influence practice across all parts of our Service, our approach now aims to do the same.

Thank you again for your individual and collective efforts to maintain Service delivery for those who need our help most. I would like to reassure you that we have everyone’s health, welfare and safety at the centre of our planning.

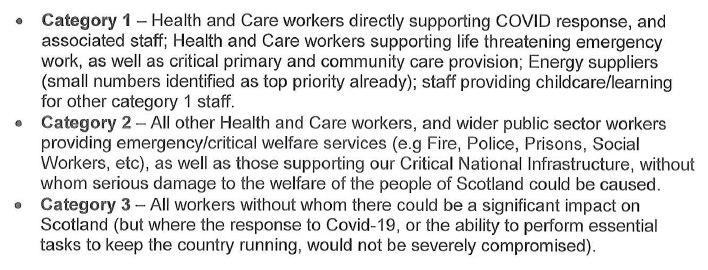
Best wishes

Robert Naylor, Director of Children’s Services

**Critical Provision**

Following the Scottish Government announcements from the First Minister and the Deputy First Minister, Local Authorities have to make contingency plans to support:

* Key workers
* Educational continuity for S4 -6 course work
* Vulnerable Children and Young People

The Scottish Government categorises key workers as follows:

You will be aware that the Deputy First Minister has now confirmed that those who are providing care and education are now Category 1 critical workers.

**Health and Social Care**

This includes, but is not limited to doctors, nurses, midwives, paramedics, social workers, care workers and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the health and social care sector; those working as part of health and social care supply chain, including producers and distributors of medicines and medicinal and personal protective equipment.

**Education and Childcare**

This includes nursery and early years staff, inclusion workers, teaching staff, support for learning staff, social workers and those specialist education professionals who must remain active during the COVID-19 response to deliver this approach.

**Education Support**

This includes janitors, catering and cleaning staff.

In Falkirk, arrangements to provide this support are:

All secondary schools are open to provide:

* course work completion support for S4 -6 pupils
* care for S1- 6 pupils from vulnerable groups and key worker families
* Carrongrange will be the hub to support those pupils with severe and complex needs from Tuesday 24th March. Specific guidance to follow.

Designated Hub schools in each cluster will provide care for nursery – P7 pupils from vulnerable groups and key worker families.

The hub schools are:

|  |
| --- |
| * Deanburn PS |
| * Maddiston PS |
| * St Patrick’s PS |
| * Bantaskin PS |
| * Victoria PS |
| * Bowhouse PS |
| * Kinnaird PS * Timezone/Thistle go to Carrongrange H.S. (Note : from Tuesday 24TH March) |

Parents and carers of those children and young people in care experienced and child protection groups will receive a letter from their child’s base school offering secondary or ELC/ primary support.

Parents and employees of critical provision services apply for a place at their local hub using an online application form they will receive an email confirming registration arrangements.

**This link will be available from the Falkirk Council COVID-19 site as of this afternoon**

This will help us to predict and manage the number of children and young people who will attend and then to deploy staff as necessary.

For ELC/Primary Hubs: On Monday the 23rd, staff already based in each hub school will support the children and young people. Thereafter arrangements will be made to rotate the staff teams working in each hub school.

SLTs, ELC practitioners, teaching and support staff in every school will contribute to hub cover as we need it.

A sample letter and process support for communicating directly with parents of vulnerable children are included overleaf.

**Draft letter to parents – Vulnerable Children**

Dear Parent/Carer

Falkirk Council has been asked by Scottish Government to make arrangements for schooling and support for some children during the national school closure due to COVID-19.

You are receiving this letter as your child is eligible for this support. Falkirk Council has identified *………………………………………….* as the hub school open in your area. No transport is being provided, therefore, it is your responsibility to make your own arrangements to get to the hub.

If you wish to take up the place (s) on offer to you please go directly to the identified hub on Monday 23rd of March at 9.00 a.m.

Lunch will be provided and you will be given further details, as appropriate. Please collect your child from the hub at 3.00p.m.

Please note that children and young people should only attend the hub school if they are fit, well and COVID-19 symptom free.

Yours sincerely,

**Provision of Care/Support for Vulnerable Children – Checklist for Establishments**

The Head Teacher/ school staff should :

* List the names of the children in their school who are identified as ‘vulnerable’. This will include any children where there are child protection concerns and care experienced children. Include any important information about the child, such as allergies or any medication the child requires.

**Please email the list for your school to carol.turnbull@falkirk.gov.uk**

* Send the attached letter to the family to offer a place at a Hub School. The information below should be used to personalise the letter for your school.
* Collate the responses from parents to this offer. This list should be available in the Hub School and can be updated, as required

**For those children who are identified as vulnerable and who do not take up this offer, the school should make arrangements to be in regular contact:**

**Primary/ Nursery – three times per week, by telephone**

**Secondary – Pupil Support Staff will be in regular contact**

Where a school has access to an ‘Education Welfare Officer ’, or similar, they may choose to use this resource to support this work.

**Where there are any further concerns during this period, Social Work colleagues should be informed of this.**

Hubs have been identified on a locality basis. This ensures that secondary, nursery and primary facilities are available in each area :

Bo’ness Academy and Deanburn PS St Mungo’s HS

Braes HS and Maddiston PS Carrongrange HS

Denny HS and St. Patrick’s PS

Falkirk HS and Bantaskin PS

Graeme HS and Victoria PS

Larbert HS and Kinnaird PS

Grangemouth HS and Bowhouse PS

-

**Safe Working Practices**

**Safe Working Criteria: Summary for Headteachers:**

**A quick reminder…**

* Display the posters in this pack around your building and at main entrances (particularly the ‘do not enter’ poster).
* Promote the advice on hand washing to help stop the spread of the virus: soap and water for 20 seconds (or sanitiser (you will be provided with a supply for staff)); when you get home or in to work; when you blow your nose, sneeze or cough and when you eat or handle food.
* Try to use larger rooms where possible, with a reduced number of children and young people in each room (maximum 50% of your normal class size) to ensure ‘social distancing’.
* For Carrongrange High School, we advise using staff/pupil ratio of 1:1 as far as rooms, staffing and needs allow.

**What to do if someone develops symptoms of coronavirus (COVID-19) on site**

* If anyone becomes unwell with a new, continuous cough or a high temperature in an education setting they should be sent home and advised to follow the staying at home guidance.
* If a child is awaiting collection, they should be moved, if possible and if appropriate, to a room where they can be isolated behind a closed door. Settings should be mindful of individual children’s needs – for example it would not be appropriate for younger children to be alone without adult supervision. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.
* If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.
* If they need clinical advice, they (or their teacher, parent or guardian) should go online to NHS 111 (or call 111 if they don’t have internet access). In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.
* If a member of staff has helped someone who was taken unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves. They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.

**Useful links**

* NHS Inform
* <https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19>
* Health Protection Scotland
* <https://www.hps.scot.nhs.uk/a-to-z-of-topics/covid-19/>
* Scottish Government – COVID 19 Information
* <https://www.gov.scot/coronavirus-covid-19/>

**Food Provision**

**Where Will Meals Be Available From?**

Our internal Catering Services and Chartwells will provide a “Grab Bag” cold meal service in ALL of our early years centres, primary and secondary schools.

**Who Will This Be For?**

This provision is aimed at:

* Young people who qualify for FME
* Vulnerable families
* Children of critical workers (NHS, Emergency Services etc)

Note: No-one will be refused a meal.

**When Will “Grab Bags” Be Available?**

Grab bags will be available to uplift (there will be no sit in service) from 12:00 – 13:30 each week day.

**What is Our Free Meal Entitlement Numbers?**

We know that our underlying entitlement figures are:

* + Early Years 700 (est.)
  + Primary P1 – P3 931 (18%)
  + Primary P4 – P7 1,375 (18%)
  + Secondary 1,322 (15%)
  + Special 472 (100%)
  + TOTAL 4,800

Note – As we have some early year’s provision that is already delivering 1140hours this carries an underlying entitlement to free school meals so the figures above are estimated.

**How Many Meals Will Be Provided**

* Without any demand figures estimating this is impossible.
* Catering Services will however for the first few days adopt a “best guess” approach the number of “grab bags” they provide.
* Demand will therefore be reviewed every few days and the supply then adjusted accordingly.

Collection of meals from non-hub primary schools

You will receive a printable sign to direct people to your collection point. This must be as close to serving hatches and fridges as can be managed to help with temperature control.

Please note: secondary pupils will collect their meals from their nearest school, with the exception of Carrongrange HS.

**Guidance for ELCCs and Schools**

**Guidance for Primary Staff** COVID-19 closure, March 2020

*(applicable 23 March 2020 onwards, until reviewed)*

**Background**

* The First Minister announced on Wednesday 18 March that all schools and nurseries would close to pupils at the end of the day on Friday 20 March.
* Following this announcement The Scottish Government released a statement, detailing contingency plans which include:
  + ensuring that all vulnerable pupils (Care Experienced and those on the Child Protection register) will be offered the opportunity to continue to attend school
  + ensuring that provision is made for children of parents who deliver critical services (e.g. NHS staff and Emergency Services) to attend school
* **This will be the position until further advice is received or until a review is required due to staffing levels.**

**Attendance and Absence Procedures for Staff**

* First and foremost, our employees will continue to be paid, therefore, wherever possible, we are expecting that they will volunteer to provide support on a rotational basis. The aim of this is to reduce social contact, which can be achieved if there is a sensible rota in operation. The expectation is that all employees who are not in the categories advised to stay at home (see Advice from NHS on last page) will provide support in some way when required. This is not about everyone in, every day or even for a whole day.
* If you are fit and well, **teaching staff** will be required to attend work as normal, taking into account the advice contained within the recently published [SNCT circular (2020-74)](https://www.snct.org.uk/library/2711/SNCT%2020-74.pdf).
* The routine procedures for reporting absence in each school stands e.g. contact your HT as normal.
* If you are fit and well, **support staff** will be required to attend work as normal but reporting to the Cluster Hub primary and, similarly, routine procedures for reporting absence apply as above.
* When a member of staff is not required to be in school (as per SNCT 2020-74), then they should be providing work for classes and fulfilling other duties as described below.
* Staff who are working from home can come into their workplace, where necessary and still limit their contact, for example to collect/return paperwork.

**Primary Hubs**

* Bo’ness Deanburn P.S.
* Braes Maddiston P.S.
* Denny St Patrick’s P.S.
* Falkirk Bantaskin P.S.
* Graeme Victoria P.S.
* Grangemouth Bowhouse P.S.
* Larbert Kinnaird P.S
* Timezone/Thistle Carrongrange H.S. (Note : from Tuesday 24TH March)

**Maintaining Continuity**

* Work should be posted on the appropriate digital platform for pupils in each class which (for some) will be the main and only source of their learning. This should include submission of tasks with appropriate feedback.
* If staff are working from home or are in isolation (but not ill), they should be posting work for their class and/or liaising with their PT/DHT to set work for their class.
* For parents and pupils with none or limited online access, generic learning packs should be made available.

**Communication with Colleagues**

* All members of staff must follow school communication strategies, whether this be via GLOW, What’s App, Teams or other method.
* PT’s and DHT’s will have a regular meeting on a weekly basis using digital platforms or other means with department staff to discuss contact with vulnerable pupils; improvement planning (as per RACI Gp and whole school improvement priorities) and professional learning.

**Communication with Families**

* ‘How to’ guides for parents (and pupils) to be made available for digital platforms so they know how to assist their child with their learning.

**Pupil Support**

* Key members of staff to have both paper copies and/or electronic contact details for all pupils in their department. Please remember if you are removing any confidential data offsite you must ensure it is stored somewhere secure.
* DHT to collate a list of vulnerable pupils (Care Experienced and Child Protection register) in each year group and collate details for appropriate staff.
* Agreed communication strategy with vulnerable families (i.e. daily, twice a week, weekly, etc.) to be operational (particularly if not attending offered provision).
* Appropriate staff to contact home as per agreement and update notes on SEEMIS which will be monitored by the HT.
* Ensure social work are aware of vulnerable families who will require their support **only if not responding to contact**, attending or if full school closure occurs.
* Child Protection concerns to be passed to Child Protection Coordinator following the normal process.
* Appropriate staff to maintain contact with other professionals as required.
* Existing contracts for the provision of school counselling services should be honoured. Therefore, exploration of how pupils might access this service should be considered.
* Any Falkirk pupil (P1-S6, FME or not) will be entitled to collect a packed lunch from the school catering facility that will be open in ALL schools for the two weeks leading up to Easter. Any pupil can collect this from their nearest school, even if this is not their own school.

**Advice from NHS**

* Recent advice asks employees who are pregnant or over 70 or have underlying health conditions to stay at home.
* The advice from NHS is that these underlying health conditions are the ones that impact:
  + chronic (long-term) respiratory diseases, such as [asthma](https://www.nhs.uk/conditions/asthma/) (that requires an inhaled or tablet steroid treatment, or has led to hospital admission in the past), [chronic obstructive pulmonary disease (COPD)](https://www.nhs.uk/conditions/chronic-obstructive-pulmonary-disease-copd/), emphysema or [bronchitis](https://www.nhs.uk/conditions/bronchitis/)
  + chronic heart disease, such as [heart failure](https://www.nhs.uk/conditions/heart-failure/)
  + [chronic kidney disease](https://www.nhs.uk/conditions/kidney-disease/)
  + chronic liver disease, such as [hepatitis](https://www.nhs.uk/conditions/hepatitis/)
  + chronic neurological conditions, such as [Parkinson's disease](https://www.nhs.uk/conditions/parkinsons-disease/), [motor neurone disease](https://www.nhs.uk/conditions/motor-neurone-disease/), [multiple sclerosis (MS)](https://www.nhs.uk/conditions/multiple-sclerosis/), a learning disability or cerebral palsy
  + [diabetes](https://www.nhs.uk/conditions/diabetes/)
  + problems with your spleen – for example, [sickle cell](https://www.nhs.uk/conditions/sickle-cell-disease/) disease or if you have had your spleen removed
  + a weakened immune system as the result of conditions such as [HIV and AIDS](https://www.nhs.uk/conditions/hiv-and-aids/), or medicines such as [steroid tablets](https://www.nhs.uk/conditions/steroids/) or [chemotherapy](https://www.nhs.uk/conditions/chemotherapy/)
  + being seriously overweight (a BMI of 40 or above).

**Guidance for Secondary Staff:** COVID-19 closure, March 2020

*(applicable 23 March 2020 onwards, until reviewed)*

**Background**

* The First Minister announced on Wednesday 18 March that all schools and nurseries would close to pupils at the end of the day on Friday 20 March.
* The SQA and Scottish government released a joint statement, detailing contingency plans which included schools remaining partially open only to allow senior pupils to complete and submit required SQA coursework.
* On Thursday 19 March the Depute First Minister confirmed that the 2020 SQA diet was cancelled and that pupils will instead receive certification based on coursework completion, prior attainment and teacher estimate grades.
* Secondary schools across the Local Authority will take the following measures from Monday 23 March:
  + Vulnerable pupils (S1-6) (Care Experienced and those on the Child Protection register) should be offered the opportunity to continue to attend school (this offer of support to be relayed by appropriate members of staff).
  + Pupils in S1-3 should **not** attend. The only exception to this is provision which will be made for children whose parents have been identified as key workers (eg., NHS staff, Emergency Services and other critical services) **and who are unable to make alternative arrangements for supervision**.
  + **Pupils in S4-6 who have outstanding coursework to complete (and who are fit, well and COVID-19 symptom free) should attend.** They should only attend classes for subjects that require completion of coursework and then leave the school premises. Schools should provide them with plans which will detail the arrangements and support they will receive to enable completion of coursework. Upon completion of all required coursework they will stop attending.
* This will be the position until further advice is received or until a review is required due to staffing levels.

**Attendance and Absence Procedures for Staff**

* First and foremost, our employees will continue to be paid, therefore, wherever possible, we are expecting that they will volunteer to provide support on a rotational basis. The aim of this is to reduce social contact, which can be achieved if there is a sensible rota in operation. The expectation is that all employees who are not in the categories advised to stay at home (see Advice from NHS on last page) will provide support in some way when required. This is not about everyone in, every day or even for a whole day.
* Teaching staff will be required to work as normal, taking into account the advice contained within the recently published [SNCT circular (2020-74)](https://www.snct.org.uk/library/2711/SNCT%2020-74.pdf).
* The routine procedures for reporting absence in each school stands.
* All support staff will be required to work as normal and, similarly, routine procedures for reporting absence apply.
* Schools will adjust timetables accordingly to provide priority cover for SQA classes and any BGE pupils in school. When a member of staff is not required to be in school (as per SNCT 2020-74), then they should be providing work for classes and fulfilling other duties as described.
* Staff who are working from home can come into their workplace, where necessary and still limit their contact, for example to collect/return paperwork.

**Maintaining Continuity**

* Work should be posted on the appropriate digital platform for ALL pupils in ALL year groups which (for some) will be the main and only source of their learning. This should include submission of tasks with appropriate feedback. Generic ‘learning packs’ should be available for those that do not have access to ICT.
* If staff are working from home or are in isolation (but not ill), they should be posting work for classes and/or liaising with their PT to set work for classes or undertaking other tasks, which may include appropriate evidence gathering.
* Where individual class pages/teams do not exist (according to the digital platform), faculties should work towards ensuring that there are generic year group pages/teams available (eg., S1 Humanities, etc).
* Faculties should work towards creating opportunities for pupils to access specific online tutorial/masterclasses across the week.
* It is essential that we ensure we have the best possible evidence for pupils in the Senior Phase (which can/will include a range of different sources) and that the evidence is robust if it were needed for exceptional circumstances. It is essential that this is easily accessible so that PTs know where to find it if necessary. This will not only include evidence for NQs but also for literacy, numeracy and other awards. Class teachers should work closely with PTs to ensure there is an ongoing evidence creating and gathering strategy for as long as this plan is effective.

**Communication with Colleagues**

* All members of staff must follow school and departmental communication strategies, whether this be via GLOW, WhatsApp, Teams or other method.
* It is essential for faculties (including pupil support/pastoral) to have a regular meeting on a weekly basis (using digital platforms if necessary) and include items such as online delivery of L&T; SQA priorities; contact with vulnerable pupils; and where capacity and time permits, improvement planning (or specific development tasks as directed by PT) and professional learning.
* Remote access to OTB is possible, following completion of the appropriate paperwork and appropriate online data protection training via OLLE.

**Communication with Families**

* ‘How to’ guides for parents (and pupils) to be made available for digital platforms so they know how to assist their child with their learning.

**Pupil Support Teams/Year Teams/Guidance Staff/ASN Staff**

* Key members of staff to have both paper copies and/or electronic contact details for all pupils in their caseload. Staff must comply with data protection regulations ensuring that these are stored securely in a safe place (not left unattended in a vehicle).
* Pastoral DHT to collate a list of vulnerable pupils (Care Experienced and Child Protection register) in each year group and collate details for appropriate staff.
* Agreed communication strategy with these families (ie., daily, twice a week, weekly, etc) to be operational (particularly if not attending).
* Appropriate staff to contact home as per agreement and update notes on OTB/SEEMIS.
* Ensure social work are aware of vulnerable families who will require their support **only if not responding to contact**, attending or if full school closure occurs.
* Child Protection concerns to be passed to Child Protection Coordinator following the normal process.
* Appropriate staff to maintain contact with other professionals as required.
* Sanitary products/packs to be offered to these pupils.
* Existing contracts for the provision of school counselling services should be honoured. Therefore, exploration of how pupils might access this service should be considered.
* Any Falkirk pupil (P1-S6, FME or not) will be entitled to collect a packed lunch from the school catering facility that will be open in ALL schools for the two weeks leading up to Easter. Any pupil can collect this from their nearest school, even if this is not their own school.

**Advice from NHS**

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* The advice from NHS is that these underlying health conditions are the ones that impact:
  + chronic (long-term) respiratory diseases, such as [asthma](https://www.nhs.uk/conditions/asthma/) (that requires an inhaled or tablet steroid treatment, or has led to hospital admission in the past), [chronic obstructive pulmonary disease (COPD)](https://www.nhs.uk/conditions/chronic-obstructive-pulmonary-disease-copd/), emphysema or [bronchitis](https://www.nhs.uk/conditions/bronchitis/)
  + chronic heart disease, such as [heart failure](https://www.nhs.uk/conditions/heart-failure/)
  + [chronic kidney disease](https://www.nhs.uk/conditions/kidney-disease/)
  + chronic liver disease, such as [hepatitis](https://www.nhs.uk/conditions/hepatitis/)
  + chronic neurological conditions, such as [Parkinson's disease](https://www.nhs.uk/conditions/parkinsons-disease/), [motor neurone disease](https://www.nhs.uk/conditions/motor-neurone-disease/), [multiple sclerosis (MS)](https://www.nhs.uk/conditions/multiple-sclerosis/), a learning disability or cerebral palsy
  + [diabetes](https://www.nhs.uk/conditions/diabetes/)
  + problems with your spleen – for example, [sickle cell](https://www.nhs.uk/conditions/sickle-cell-disease/) disease or if you have had your spleen removed
  + a weakened immune system as the result of conditions such as [HIV and AIDS](https://www.nhs.uk/conditions/hiv-and-aids/), or medicines such as [steroid tablets](https://www.nhs.uk/conditions/steroids/) or [chemotherapy](https://www.nhs.uk/conditions/chemotherapy/)
  + being seriously overweight (a BMI of 40 or above).

**Guidance for ELC Heads of Centre:** COVID-19 closure, March 2020

*(Applicable 23 March 2020 onwards and to be reviewed as appropriate)*

**Background**

* The First Minister announced on Wednesday 18 March that all schools, nurseries, ASN and ASD provisions would close to pupils at the end of the day on Friday 20 March.
* Following this announcement Scottish Government released a statement, detailing contingency plans which include ensuring that:
  + all vulnerable children (such as Care Experienced and those on the Child Protection register) will be invited to have continued support offered at a hub primary/ELC setting.
  + provision is made for children of parents who deliver critical services (e.g. NHS staff and Emergency Services).

**Attendance and Absence Procedures for Staff**

* If fit, well and COVID-19 symptom-free, you and your staff, including ELC Assistants and SfLAs, are required to attend an identified place of work. You should report to the Cluster Hub primary/ELC.
* In the event of absence, you should report this in the usual way to your line manager and your staff should report this to you, in line with normal procedures.
* **Please note, you could be asked to report to a different establishment over the course of the week(s).**

**Maintaining learning continuity - SUSAN**

**Communication with Colleagues**

* You should establish a communication protocol with all staff and you should make arrangements to advise staff of the requirements of this. For example, via GLOW, What’s App, Teams or other method.
* You should set-up a rota for remote communication with individual members of staff across the week to discuss matters related to: contact with vulnerable children and families; professional learning; and, any other matter relating to service improvement.

**Support for Vulnerable Children and Families**

* You have been asked to make an offer to children and families where there are known vulnerabilities. These children will be offered a placement in the hub school/ELC.
* As part of the commitment to these children, it is important that you devise a communication strategy. It is anticipated that parents will be contacted at least weekly, particularly if they have been given a placement and are not attending.
* It is important that chronologies are kept up-to-date. These should be routinely monitored for significance by you/your PEYO in line with normal practice.
* In line with usual practice, Social Work Services are to be made aware of vulnerable families who will require support due to their lack of contact with you/placement.
* You remain the Child Protection Co-ordinator for children who ordinarily attend your setting.
* Arrangement to maintain contact with other professionals should be planned/maximised as far as is reasonably possible as required.

**Specific Tasks for SLT**

|  |  |  |
| --- | --- | --- |
| Headteacher | Depute Headteacher | Principal Teachers |
| * Pastoral support and advice to all staff, parents and pupils. | * Pastoral support and advice to department staff, parents and pupils. | * Pastoral support and advice to all department staff. |
| * Contact all staff daily for support and to update on current situation | * Contact with HT daily | * Contact with HT daily |
| * Weekly meeting with SLT | * Weekly meeting with department | * Weekly meeting with department |
| * Liaise with Falkirk Council | * Daily uploading of information/activities to Glow for pupil use. | * Daily uploading of information/activities to Glow for pupil use. |
| * Liaise with parents through e-mail and twitter weekly | * Contact vulnerable families 2-3 times per week or liaise with ISW * Contact with Social Work if required | * Contact vulnerable families 2-3 times per week or liaise with ISW * Contact with Social Work if required |
| * Ongoing preparation for return to school/continued absence | * Support for HT | * Upload activities that can be used to support learning e.g. differentiated material |
| * Support for CPD, Glow * Update CPD log as appropriate | * Support for CPD, Glow * Update CPD log as appropriate | * CPD working – online courses e.g. Apple Teacher – this would assist with the rollout of Connected Falkirk, research * Update CPD log as appropriate |
| * Review of SIP, Pupil Reports, Tracking & Monitoring | * Review of SIP, Pupil Reports, Tracking & Monitoring | * Review of SIP, Pupil Reports, Tracking & Monitoring |
| * Provision of professional reading and/or challenge questions | * Provision of professional reading and/or challenge questions |  |
| * Review of self-evaluation using HGIOS | * Review of self-evaluation using HGIOS | * Familiarisation with Benchmarks and current government initiatives |
| * SIP tasks as per RACI Group | * SIP tasks as per RACI Group | * SIP tasks as per RACI Group |
| * Review and Monitor activities of teaching staff. | * Review and Monitor activities of non-teaching staff. |  |

**Suggested Tasks for Teaching, ELC and Support Staff**

|  |  |  |
| --- | --- | --- |
| Support Staff | Office Staff | Teaching & EY’s Staff  (including non-class committed teaching staff) |
| Check e-mails/What’s app regularly throughout the day if possible | Check e-mails/What’s app regularly throughout the day if possible | Check e-mails regularly throughout the day |
| Online courses | Online courses | Daily uploading of information/activities to Digital Platforms  Available for online interactions with children between 10 am and 12 pm  Non-class committed staff should upload activities that can be used to support learning e.g. differentiated material |
| Preparation of resources as directed | Preparation of documents as directed | Professional Learning activities – online courses, research, Apple Teacher accreditation  Professional Reading  Update CPD Manager as appropriate |
|  |  | Update tracking/assessment records |
|  |  | Pupil Reports completed |
|  |  | SIP RACI Gp Action Plan and evaluations |
|  |  | Self-evaluation/Challenge questions feedback |

**Pupil Home-Learning Plan**

All children should receive a working at home jotter and/or workbook to record work completed. Reading books and Textbooks should not be sent home.

|  |  |  |
| --- | --- | --- |
| Early Level | First Level | Second Level |
| Digital Teams  Class Teachers can set assignments/tasks through online platforms on a regular basis. | Digital Teams  Class Teachers can set assignments/tasks through online on a regular basis. | Digital Teams  Class Teachers can set assignments/tasks through online on a regular basis.  Encourage children to keep a Learning Log |
| Sumdog  Children can log on at home and complete levels as appropriate. | Sumdog  Children can log on at home and complete levels as appropriate. | Sumdog  Children can log on at home and complete levels as appropriate. |
| Reading  Reading together with siblings or other family members  Borrowbox  Reading – e.g. Oxford Owls | Reading  Assignments set for read to write tasks such as visualisation, summaries, character studies and predictions | Reading  Assignments set for read to write tasks such as visualisation, summaries, character studies and predictions  Include activities for reading for information, inference, and questions to relate learning to topic work. |
| Workbook (if appropriate)  Revision of sounds, letters and numbers  Handwriting practice | Workbook (if appropriate)  Literacy tasks such as spelling, grammar and numeracy tasks set through Glow  Handwriting practice | Workbook (if appropriate)  Literacy tasks such as spelling, grammar and numeracy tasks set through Glow  Handwriting practice |
| IDL  Tasks set for other curricular areas on digital platforms | IDL  Tasks set for other curricular areas on Glow | IDL  Tasks set for other curricular areas on Glow |
| Websites – see sheet | Websites – see sheet | Websites – see sheet |
|  |  |  |

Remember to date and title tasks recorded in jotters and workbooks.

**Home Learning: Support for Parents**

As a result of the announced school closures we have been planning how children will work from home. The information I am providing today will help you support your child in their learning over what might be a prolonged closure.

All children have been provided with a Glow log-in and password. Glow can be accessed from any device that has access to the internet. Younger pupils may need some help.

Pupils will be able to log-in to Glow and access information in 2 ways; e-mail and Microsoft Teams. These are the methods that staff will use to distribute activities and keep in contact.

Staff will e-mail activities on a daily basis and will be available for online communication with pupils between 10-12, Monday to Friday, during term time.

It is important that we provide daily activities/tasks that can completed at home in isolation and without the need for resources. To this end we will suggest...

* Web links to curricular activities such as Sumdog, BBC Bitesize, Oxfordowl etc. (see website information)
* Reading, writing and spelling challenges
* Maths challenges and revision.
* Topic research
* Reviews of games/movies/TV programmes
* Some Health and Wellbeing challenges

As all children may not have access to ICT there will be a mix of activities.

We would also recommend reading an age appropriate book, writing an imaginative story, reviewing a product/movie/book (and this could be a video or written report) or playing a board game.

Children could also make up a quiz on a topic they have been covering in school or use construction materials like Lego or K’Nex to build something topic related.

We will give a jotter for each pupil to record their work. Textbooks and reading books will not be distributed.

Some classes may use Microsoft Teams and this will allow a degree of online discussion with the teacher and class. Each teacher will arrange a daily time for this to take place.

**Can I urge you not to use this forum for personal matters, to ask for individual reports or to request specific work for your child. Please note I have directed staff not to respond to such requests.**

As a family you will have a lot of different priorities over the coming weeks. Please do not feel pressure to complete all tasks set. For all of us our main priority is to keep our children safe and well. The tasks are there to support families at this time and should not be a burden. Wishing you all the best.

For parents and carers of children in sever and complex settings, Winsor Park and the Inclusion and Wellbeing Service, specialist guidance and advice has already been distributed directly from these schools.

**Websites**

Pupils can access lots of learning activities through GLOW. All pupils have their log in and password. Please let us know if you do not have these.

Glow [**https://glow.rmunify.com**](https://glow.rmunify.com)

For support using Glow with your child, please visit: <https://glowconnect.org.uk>

**Other Websites**

[www.sumdog.com](http://www.sumdog.com) (use pupil’s own log in)

[www.topmarks.co.uk/maths-games/](http://www.topmarks.co.uk/maths-games/)

[www.mathplayground.com](http://www.mathplayground.com)

<https://www.matific.com/gb/en-gb/home/>

Matific – Similar to SumDog, using online games to revise numeracy concepts. Free access during COVID-19.

**Literacy**

<https://www.scottishbooktrust.com/authors-live-on-demand>

<https://www.oxfordowl.co.uk/for-home/>

<http://www.familylearning.org.uk/phonics_games.html>

<https://www.jumpstart.com/parents/activities/reading-activities>

<https://www.phonicsplay.co.uk/index.htm>

Phonics play – Literacy games and activities for across the school

Borrowbox – available by logging into glow

**Other websites:**

<https://www.educationcity.com/>

Education City – Has some free resources for literacy and numeracy

<https://www.doorwayonline.org.uk/>

Doorway Online – Literacy and Numeracy tasks – particularly for Early and 1st Level

<http://ictgames.com/>

ICT Games – Literacy and numeracy games for across the years, works on tablets/iPads

<https://www.bbc.co.uk/teach/live-lessons/bbc-teach-live-lessons-for-primary-schools/zmc9jhv>

<https://www.duolingo.com/>

DuoLingo – Language learning website that is totally free with fun reading, speaking and writing activities.

<https://www.studyladder.co.uk/>

StudyLadder – Free during school hours

<https://www.bbc.co.uk/cbeebies>

Cbeebies – A mix of games and puzzles – good for Early and 1st Level – some have a learning and revision element

<https://www.bbc.co.uk/bitesize/primary>

Bitesize – Learning for all of the curriculum all across the school years

<https://kahoot.com/>

Kahoot – Website with thousands of quizzes on various subjects

**UK and Overseas Excursion Guidance**

**Advice regarding residential trips between now and end of June**

**UK based trips to outdoor centres**

Inform your provider that the trip will not be going ahead. If you already have a booking for next year with the same provider ask if you can transfer monies paid to that booking. We are exploring the process for how funds can be accessed to refund costs to parents for this year’s trip prior to money being collected for the future trip - further information will be issued when this has been resolved.

If you don’t have a future booking with your provider you could consider changing the dates of your trip. However it is uncertain when the current situation will be resolved so it is important to check that if it is still not possible to travel on the rearranged date that this could be moved again.

If you are unable to change dates or transfer funds to next year’s trip you should ask your provider what their cancellation policy is and what costs will be refunded.

**All other UK based trips**

Contact all providers involved in your trip (transport, accommodation, theatres etc.) confirm that the trip will not be going ahead, ask what their cancellation policy is and what you are entitled to as a refund.

**For all UK trips:**

In the event that your provider is not providing a full refund it may be possible to make a claim through Falkirk Council insurance for anything not covered. Contact [insurance@falkirk.gov.uk](mailto:insurance@falkirk.gov.uk)

If either of the stages above are unsuccessful Children’s Services will work with you on a case by case basis to explore alternative support. In these circumstances your first point of contact will be [jane.jackson@falkirk.gov.uk](mailto:jane.jackson@falkirk.gov.uk) 01324508740.

**Overseas Visits**

Overseas Visits between now and the end of June will not be taking place. The process for obtaining refunds is complex.

Working on the principle that we will try to get back the maximum refund possible from tour operators we need to delay our formal cancellation with them.

The current advice on the FCO website is such that tour companies will not be able to honour the trips that they have contracted to provide for you – therefore they should be liable for all costs. We need to base our decisions on the frequently changing FCO advice. **Therefore at this time we are advising that no trips are formally cancelled**. Individual trips will be reviewed depending on the date of departure.

Trip leaders should keep in regular contact with their tour operators to establish viability of the trip from the tour operator’s perspective. Please copy [jane.jackson@falkirk.gov.uk](mailto:jane.jackson@falkirk.gov.uk) in to these communications.

Using the most up to date FCO advice and trigger points for partial refunds we will work with you individually to decide on the best time for formal cancellation.

**Corporate HR Guidance**

**COVID-19 – Guidance for Managers in relation to Self-Isolating Employees**

**Self Isolation Periods**

As you are aware, the Government’s guidance is that that individuals should self isolate if they:

* Display symptoms of COVID -19

If an individual has developed a new continuous cough and/or a fever/high temperature in the last **7 days**, they are advised to stay at home for 7 days from the start of their symptoms.

* Live in Same Household with Someone Displaying Symptoms of COVID-19

If an individual lives with someone who has symptoms, they need to stay at home for **14 days** from the start of those symptoms even if they don’t have symptoms themselves. If they subsequently develop symptoms within the 14 days, they need to stay at home for 7 days from the day their symptoms began. They should do this even if it takes them over the 14-day isolation period.

**Recording Self-Isolation Periods**

It is important to ensure that self isolation periods are recorded on MyView to allow you to monitor when your employees may be available for work. This is particularly important in areas of critical service delivery. Guidance on updating MyView is available [Coronavirus advice - How to update absences in MyView | Falkirk Council](https://www.falkirk.gov.uk/employees/coronavirus/myview.aspx)

This absence should be recorded under one of the following categories as appropriate:

* + Self-isolating – Unable WFH
  + Self-isolating – WFH
  + Sick/Infected – Unable WFH
  + Symptomatic – WFH

The recorded end date should reflect the anticipated end date of the employee’s self isolation and should be updated if their circumstances change.

**Reviewing Self-Isolation**

You should continually monitor who in your team is self-isolating and when they become available for work. This will allow you to plan for their return to work and allocate work accordingly.

You will be able to monitor this by accessing your team leave calendar in MyView and as follows:

* On your Dashboard homepage, select the “**My People”** tab
* The Team Selector screen will appear
* **Do not select an employee at this stage**
* Click on the **My Team Absence** option found at the left hand side of the screen
* The **Time Management Team Selection** screen will appear
* Select **any employee** by clicking in the circle field which appears before the employees name
* Click on the purple **Next** button found in the bottom right hand corner of the screen
* The events calendar will appear for the selected employee
* Click on the purple View Team Calendar button
* The team calendar will appear
* Select the **COVID-19** button only to allow you to see those whose absence is linked to this and self isolating.

**Useful Links:**

Health and Wellbeing Advice

* NHS Inform

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19>

* Health Protection Scotland

<https://www.hps.scot.nhs.uk/a-to-z-of-topics/covid-19/>

* Scottish Government – COVID 19 Information

<https://www.gov.scot/coronavirus-covid-19/>

Online support for digital learning

There is a Twitter account for central support for learning online:

* For those on Twitter, use:   @ConnectedFalk
* For those not on Twitter, use: <https://twitter.com/connectedfalk>
* Help guides for using, for example Microsoft Teams, Glow etc. can be found on Glow Connect using this link:  <https://glowconnect.org.uk/help-with-glow/>