



# **Falkirk Council**

## *Children's Services*

### **COVID-19 Response Plan**

#### **Stage 3**

**30.04.2020**

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# Foreword

Since schools closed to pupils on the 20<sup>th</sup> March, a significant amount of positive work has been undertaken by Children’s Services and partners to help support continuity in children and young people’s learning. Our innovative approach to supporting digital learning and our cohesive and planned approach supporting children and young people at home and in hubs has been acknowledged by colleagues in national organisations.

Our education and support staff have shown extraordinary dedication and professionalism in flexibly meeting the needs of children and young people. The knowledge of our communities has been invaluable in responding to the coronavirus outbreak and planning our way through it will continue to be vital in the coming weeks and months.

Falkirk’s workforce continues to move forward with commitment, positivity and care. We have reached out to partner services and volunteers to provide the best support we can for those families accessing our Hub provisions and for those families who do not. We have shown how adaptable, creative, flexible and solution focused we are and demonstrated resilience and determination in the most extraordinary of contexts.

We continue to face unprecedented circumstances and cannot predict with any certainty when our ELCs and schools will re-open. The Stage 3 COVID-19 Response Plan sets out the preparations we have made for Term 4 and updates guidance in line with national changes and announcements. In particular, our work will be influenced and supported by that of the Deputy First Minister’s C-19 Education Recovery Group and the ten associated work streams.

For almost all our children and young people, Term 4 will remain a learning at home experience. This plan sets out the very positive work already underway that is helping us to move forward as a Service and to increase our expectations of both the quality and equity of home learning experiences.

With appreciation,

**Robert Naylor, Director of Children’s Services**



LIFE SKILLS			
There's a lot of learning that happens throughout the school day. Put an adult in your sitting to help you. There's a lot more you can do to help your child learn.			
<b>COMMUNICATION</b> <ul style="list-style-type: none"><li>• Listen to others</li><li>• Use words to describe things</li><li>• Use words to describe feelings</li><li>• Use words to describe actions</li><li>• Use words to describe objects</li><li>• Use words to describe people</li><li>• Use words to describe places</li><li>• Use words to describe events</li><li>• Use words to describe problems</li><li>• Use words to describe solutions</li><li>• Use words to describe feelings</li><li>• Use words to describe actions</li><li>• Use words to describe objects</li><li>• Use words to describe people</li><li>• Use words to describe places</li><li>• Use words to describe events</li><li>• Use words to describe problems</li><li>• Use words to describe solutions</li></ul>	<b>COOPERATION</b> <ul style="list-style-type: none"><li>• Work with others</li><li>• Share resources</li><li>• Take turns</li><li>• Follow rules</li><li>• Listen to others</li><li>• Use words to describe feelings</li><li>• Use words to describe actions</li><li>• Use words to describe objects</li><li>• Use words to describe people</li><li>• Use words to describe places</li><li>• Use words to describe events</li><li>• Use words to describe problems</li><li>• Use words to describe solutions</li></ul>	<b>PROBLEM SOLVING</b> <ul style="list-style-type: none"><li>• Identify the problem</li><li>• Think of solutions</li><li>• Try a solution</li><li>• Evaluate the solution</li><li>• Use words to describe feelings</li><li>• Use words to describe actions</li><li>• Use words to describe objects</li><li>• Use words to describe people</li><li>• Use words to describe places</li><li>• Use words to describe events</li><li>• Use words to describe problems</li><li>• Use words to describe solutions</li></ul>	<b>PERSONALITY</b> <ul style="list-style-type: none"><li>• Know your own strengths</li><li>• Know your own weaknesses</li><li>• Use words to describe feelings</li><li>• Use words to describe actions</li><li>• Use words to describe objects</li><li>• Use words to describe people</li><li>• Use words to describe places</li><li>• Use words to describe events</li><li>• Use words to describe problems</li><li>• Use words to describe solutions</li></ul>



# Critical Childcare Provision

## ELC Centres and Hubs

Critical Childcare provision continued during the Easter holiday period including the public holidays. This cover was provided by teaching and support staff volunteers as well as 52-week ELC centre staff. Hubs were supported by staff from Falkirk Community Trust (Active Schools, Youth Music Initiative).

Secondary pupils reported to the local ELC Primary Hub; this continued, with the exception of Carrongrange, until Wednesday 29<sup>th</sup> April. Thereafter, secondary provisions reopened for Critical Childcare and support for vulnerable pupils.

Moving forward, ELCC staff have moved to working a three-weekly rota. ELCC staff will support the provision for the three Under 3s provisions. ELC teams from school nursery classes will support the Hub ELC provisions, again on a four-weekly rota. This will be in place from Monday 20<sup>th</sup> April. If necessary, ELCC staff can also support the ELC and Primary hubs and vice versa if there are staff cover issues.

Hub numbers have stabilised again after a rise week beginning 20.04.20. More key workers are being called back in to work and shift patterns are changing, therefore, some families who had been allocated Hub places initially but not needed them are now attending. Likewise, liaison between linked social work colleagues and Hub Coordinators has identified more children within our vulnerable categories who started after the Easter break.

We will continue to monitor Hub numbers on a daily basis. We are acutely aware of how fragile the balance is between a confident workforce who feel safe, secure and supported to one which feels anxious and nervous regards social distancing and safe working practices.

### **COVID -19 Mail Box**

This service has been an effective way of managing enquiries and communicating with parents. Initially enquiries were going to a range of sources e.g. NAMS mailbox, CSComms, MyFalkirk, Contact Centre and Customer First. It has been helpful to have a clear process for dealing with initial enquiries and then escalating any complex queries to one central point. This has ensured consistency of message in our responses and fair and equitable processes in the allocation of Hub places. Since establishing the mail box:

There have been 227 queries overall since the mail box opened  
26 parents/carers turned down Hub Places  
28 parents/ carers deferred the uptake of their place

The deferred places number above will include parents who contacted to turn down places then subsequently got back in touch to say they were required again.

The majority of queries were from parents who weren't allocated a place and were either seeking confirmation of this or were appealing the decision. Other queries included funding for childminding, childcare vouchers, school meal queries (including the Easter Holiday payment) and also parents simply informing us that their child(ren) would not be attending on X day that week.

### **Beyond initial contact and first response from the Customer and Business Support/Communications team:**

- Further queries or appeals for places from 103 families have been escalated.
- All received a same day acknowledgement on receipt of their query.
- A maximum time of three days has been sustained for further investigations into eligibility for places.
- 37 families have been allocated places

## Social Work Continuity of Service Provision - Children

### Locality Provision

Our Social Work, Children and Families locality service is currently operating from a central location to allow a coordinated approach to service delivery during a time of reduced staffing and service. We continue to offer an intake and initial response service which is based on an assessment of risk and need. Under the current circumstances, priority is being given to children and their families with the greatest need or highest level of risk.

All children and families telephone calls are being centrally triaged through call handlers based at Sealock House and the public and professionals can contact the service through the main council contact centre line (01324) 506070 then press option 3. There are duty managers and a senior social worker present in Sealock House daily to ensure that all calls are triaged and dealt with in an appropriate and timeous manner.

### Child Protection Services

Keeping children safe and providing a child protection service remain our priority and we continue to timeously respond to any referrals of concern about children. We are working in partnership with key stakeholders including education, health and the police to share information and jointly assess risk to children. We are investigating child concerns without delay and providing intervention and family support to those assessed to be at highest risk and/or the most in need. We are referring to the recent supplementary national child protection guidance to inform our delivery of child protection services.

We continue to deliver critical front-line services to the most vulnerable children including those Looked After and children on the Child Protection Register. Home visits are taking place regularly and each visit is assessed in advance in terms of the level of risk and vulnerability of the child and the level of potential risk to the child, family and staff member associated with the corona virus. PPE is provided to front line practitioners who are delivering these essential face to face services.

### Child Care and Child Protection Planning

Our statutory duty to agree children's plans continues. Multi agency conferences and reviews are being prioritised for the most vulnerable and at risk children and young people. Initial Child Protection Case Conferences (CPCC's) and Pre-Birth CPCC'S continue to take place to ensure robust risk management and risk reduction plans are in place for unborn babies and children at risk of significant harm within the community. Looked After reviews are taking place when children are assessed to be on the edges of care, where their current care placement may be at risk of disruption or when the child or young person is living within secure accommodation. These meetings are being supported by the use of technology including conference calls and video conferences. Nine or ten conferences/reviews have taken place each week, and while teleconferences do take longer, experience now suggests we can extend this crucial care planning function to undertake additional child protection and looked after reviews.

Child Protection numbers remain high, with 133 children currently on the Child Protection Register. Child protection core group meetings are continuing to take place within normal expected timescales of 15 days for initial core groups and 6 weekly thereafter. These meetings are also being supported by technology and are mainly being facilitated through conference calls currently. In addition we have 407 looked after children, 9 children on the CARM register (high risk young people) and others subject to continuing care or aftercare.

Children's Hearings, as legal forums, continue to take place and these are being prioritised and supported by technology, so the hearings that are taking place are virtual rather than face to face meetings. Revised timescales for Hearings have been introduced by the Coronavirus (Scotland) Act 2020.

## **Participation and Children's Rights**

Children's right to be heard and included continue despite the current crisis. We are promoting parents, children and young people's participation in assessments and multi-agency planning and review forums through face to face contact, telephone calls, seeking written views and video calling to ensure their voices are heard and they are able to meaningfully contribute to assessments, planning and decision making. Our Children's Rights Service, provided jointly by Quarriers and Who Cares? continues to work and support this work and uphold children's rights.

Our Champions Board continue their work remotely. As many are care leavers and living on their own, a daily programme has been put in place using new technology to maintain contact and keep the momentum of the work going as well as to provide practical assistance where required.

In addition to visiting children and families, we are using more creative ways of communicating and engaging with children and their families including the use of technology for video calling where appropriate to keep in touch and offer intervention and support to families at this difficult time. We are also sign posting families to community-based support services when advice or practical assistance is required.

## **Foster Care**

Our 67 foster carers are currently caring for almost 100 children. In addition we have a number of children placed with external providers. We are asking foster carers to operate as any other family during this period, acknowledging the additional pressures of traumatised children being at home, and restricted in contact with their families. New placements continue to be made, if required, and our foster carers are 'stepping up' utilising imaginative means to ensure that children and young people are supported to maintain contact with family and friends using remote methods. Several foster families are self-isolating. At least weekly contact with fostering households is being maintained with regular news letters, information and assistance provided as well as on-line training.

Fostering recruitment and assessment is impacted by the pandemic but is continuing as far as is possible. Several remote registration panels have been held, and a similar process is in place for kinship carer registrations. Numbers of kinship placements have increased over recent weeks.

## **Disability**

Many particularly vulnerable families with children with a disability are facing challenges. Essential home support provision is limited by the pandemic, residential schools are struggling with staffing and though eligible for childcare provision, many families are unable to take this up due to their child's underlying conditions. A range of information and supports are now in place, including social stories and on line aids and, for a small number of children, emergency support is being provided at our Camelon base. Over Easter, this is also providing key worker childcare for a small number of children with additional needs.

## **Residential Services**

The two children's houses continue to operate, with staff being supported to access PPE and follow up to date advice on how to keep themselves and the young people in their care safe. As the virus continues to impact on staffing, contingencies are being developed to ensure this vital service provision continues. Our children who are looked after by external residential care providers continue to be monitored by the service and remain safe.

## **Leaving Care Support**

Our Through Care and After care provision continues to be delivered, remotely where possible by our staff working from home and where required by staff continuing to undertake home visits. The young people in supported accommodation both in Garry Place and in independent tenancies continue to be well supported by our partners.

## **Social Work Continuity of Service Provision - Justice**

To reduce footfall within our building to protect both service users and our staff the following has been implemented at Falkirk Justice Services. All measures have been scrutinised by Sara Lacey, CSWO and are subject to ongoing review.

- Forth Valley Programmes Team and group work – suspended – phone contact implemented.
- Low / medium risk service users and those with underlying health conditions – moved to phone contact where possible.
- Unpaid Work – suspended – our supervisors are providing community support and utilising our vans to support food banks, etc.
- High risk / Registered Sex Offenders/ Drug Treatment Testing Orders – service users continue to be seen at the office by appointment. Alternative arrangements are in place when people present with symptoms of coronavirus.
- Caledonian Women's and Children's Service are maintaining phone contact and providing a range of supports to the women on their caseload during this period.

All service users have been issued with a letter to advise them of changes to service delivery during these challenging times.

We continue to adjust and monitor our service delivery dependent on the emerging situation locally with our staff resources as well as other services / providers (e.g. Alcohol and Drug Partnership, NHS, Children's & Adults Social Work Services), and take account of national guidance that is to be issued. We will also be party to the Council's business continuity planning during this time.

The plans across Forth Valley Justice Services are similar and in line with the plans being implemented by Justice Services across Scotland. The majority of our partner agencies including NHS, CADS/DTTO, Cyrenians, etc. have all adopted a similar position with their service delivery.

Public protection and risk management decisions remain at the heart of everything we do however we must also ensure we are compliant with social distancing to protect our staff, service users and the wider public.

## Moving Learning Forward

We move in to the summer term, still in COVID-19 lock down and with no idea of when this may be lifted. We have worked effectively together to provide Critical Childcare and build new routines for keeping in touch with our families. Our success in creating stability, structure and safety in our Hubs lets us think more now about distance learning and how we manage this to be as inclusive and connected to all of our children and young people as we can be. This communication provides some headlines of the operational supports for next week and collective work to come.

### Distance Learning

Great efforts have already been made by our teams to connect with children, young people and families. Creativity and originality have come to the fore along with a palpable warmth. Families have shown their desire to share their experiences and how well they have used the support you have provided. As we move forward, keeping connected and together as a Service will be even more important as will managing the anxieties of staff, families and children while we remain in Lock down. To sustain the current momentum, provide support and resource we have themed the 5 weeks from 20<sup>th</sup> April onwards:

Week beginning	Theme	Theme Specific	FC Resources/ Support
20 <sup>th</sup> April	Literacy	Literacy Progression Pathway FC Literacy Strategy FC Libraries FVWLric Literacy Academy  Lead Officers: <ul style="list-style-type: none"> <li>• Carol Turnbull, Team Manager (FVWLric Literacy)</li> <li>• Yvonne Manning, Principal Librarian</li> <li>• Yvonne McBlain, CSO</li> <li>• Louise Amos, Jude Davies Specific learning Differences Teachers</li> </ul>	<a href="#">Connected Falkirk</a>  <a href="#">Service and School Improvement Support Directory</a>  <a href="#">SSI School Improvement Framework Hub</a>  Borrow Box: <a href="http://tinyurl.com/BorrowBoxSupport">http://tinyurl.com/BorrowBoxSupport</a>  <a href="#">Forth Valley and West Lothian Regional Improvement Collaborative</a>
27 <sup>th</sup> April	STEM	@RAiSE-Falkirk #FalkirkSTEMpire Builders online CPD @EdScot Sciences FVWLRIC STEM <a href="https://education.gov.scot/improvement/learning-resources/Raise">https://education.gov.scot/improvement/learning-resources/Raise</a> @SeanBattySTV Mini Met Team Lead officers: <ul style="list-style-type: none"> <li>• Leigh Watson, Team Manager, FVWLric STEM Lead</li> <li>• Susan Thomson, Team Manager, FVWLric Numeracy</li> <li>• Barbara Hanning, Laura McCafferty, FC RAiSE Officers:</li> <li>• Mairi Thomson, ED Scot/ FVWLRIC</li> </ul>	<a href="#">Connected Falkirk</a>  <a href="#">Service and School Improvement Support Directory</a>  <a href="#">SSI School Improvement Framework Hub</a>  <a href="#">Falkirk HWB blog</a>  <a href="#">GIRFEC practitioner pages</a>  @CSComms @FalkirkHWB on twitter



4 <sup>th</sup> May	Health and Wellbeing	Health and Wellbeing Progression Pathway: <a href="#">here</a> Lead Officers: <ul style="list-style-type: none"> <li>• Gill Campbell, CSO, FVWLric HWB Lead</li> <li>• Carol Turnbull, Team Manager, GIRFEC</li> <li>• Jude Breslin, Children’s Commission</li> </ul>
11 <sup>th</sup> May	Early Learning	Lead Officers: <ul style="list-style-type: none"> <li>• Lisa McCabe, Team Manager</li> <li>• Karen Thomson, ELC Coordinator, 1140 Project Manager</li> <li>• Gemma Paterson lead pedagogue</li> </ul>
18 <sup>th</sup> May	Numeracy	FC Numeracy Progression Pathway FC Numeracy Strategy FC Numeracy Pressure Points FVWLric Numeracy Academy Lead Officers: <ul style="list-style-type: none"> <li>• Susan Thomson , Team Manager</li> <li>• Kimberly Robinson, Data Coach</li> </ul>
25 <sup>th</sup> May	Review and planning forward	
<p><b>Making every day special</b></p> <ul style="list-style-type: none"> <li>• Our Mission Mondays - What’s ahead this week?</li> <li>• Take it Outdoors Tuesdays - What can we learn outdoors?</li> <li>• Wellbeing Wednesdays - what will help us be safe and well?</li> <li>• Thumbs Up Thursdays - What have we achieved and enjoyed most so far this week?</li> <li>• Fab Learning Fridays - How can we share our learning with others?</li> </ul>		
<p><b>Interdisciplinary Learning</b> Storyline: Jack and the Beanstalk Art, Music, Drama, Physical Activity, Social Studies, Social Studies, Religious and Moral Education</p>		

The Service and School Improvement team are coordinating their work with these themes. The Connected Falkirk and School Improvement Framework and Service and School Improvement Team Directory online platforms are now all linked will be the source for resources, activities and guidance. We have also worked with our FVWLRIC staff and Education Scotland colleagues to link and coordinate their support to our themed weeks for all sectors.

To encourage school teams and families to share their learning, we are using tagging to collate each week’s learning and feedback into the system. Teams are being asked to use the following #tags:

The #tag for the themed week – ie. #LiteracyAtHome

Depending on the day:

- #OurMissionMonday
- #TakeItOutdoorsTuesday
- #WellbeingWednesday
- #ThumbsUpThursday
- #FabLearningFriday

For all Tweets: #JoinInFalkirk

The planned approach to the use of @CSCCommsFalkirk Twitter to promote the learning theme has already proven very successful. We have encouraged our Parent Forum group to link with us in supporting families by retweeting and tagging. Recent feedback from this group has influenced our schedule for the next few weeks.

From week beginning 27 April, weekly Twitter schedules for the forthcoming week for CSCComms will be agreed by Thursday morning. This is to allow schedules to be included in the communications briefing to schools and ELCs on Thursday evening and to support maximum contact across all settings with the themes and content.

The weekly schedule will be improved further from week beginning 4 May to include:

- Mid-afternoon and weekend tweets referencing the Child Protection Committee information.
- Weekend tweets to include the ParentClub information for parents.
- Sunday pm tweet to introduce the theme for the following week.

An example of the communication schedule from @CSCCommsFalkirk for the STEM Theme week is shown below.

WB: 27.04.20 STEM	Parents (11am)	Staff (4pm)	Evening (7pm)
Monday	<p>Each day we will post a STEM (Science, Technology, Engineering and Maths) challenge for Primary children and linked to Jack and the Beanstalk. Challenge 1 is below. Tweet us with your work #STEMathome</p> <p><a href="https://drive.google.com/drive/folders/17zX2J-fNYIm0_Rd2rdRx1FssOO02FOOn">https://drive.google.com/drive/folders/17zX2J-fNYIm0_Rd2rdRx1FssOO02FOOn</a></p>	<p>Hello from your @RAiSE_Falkirk team. We are Barbara Hanning and Laura McCafferty and are here to support Falkirk practitioners with any work in STEM (Science, Technology, Engineering, Maths). See our tweets here this week for STEM support. @twf_scotland #RAISEScot</p>	<p>Being a parent is really tough right now. But ParentClub.scot has lots of ideas to help keep kids active when stuck indoors. @parentclubscot @FalkirkParents1</p>
Tuesday	<p>On #TakeltOutdoorsTuesday encourage your children to become Nature Detectives! Now spring has arrived it's a great time to get out and identify the different trees in your local area. For some great resources to help visit</p> <p><a href="https://www.stem.org.uk/resources/community/resource/82556/nature-detectives-resources">https://www.stem.org.uk/resources/community/resource/82556/nature-detectives-resources</a></p> <p>Tweet your pics of good detective work #STEMAtHome #JoinInFalkirk</p> <p>Baking is a great way to combine supervised learning with tasks you need to do anyway. STEM challenge 2 involves baking for the giants table. Tweet us with your work #STEMathome</p> <p><a href="https://drive.google.com/drive/f">https://drive.google.com/drive/f</a></p>	<p>We @RAiSE Falkirk have STEM resources for practitioners. Send us an email through glow and we will let you at them. Add the RM People Directory app to your glow launch pad and search for us. Barbara Hanning (Falkirk High), Laura McCafferty (St Margaret's Primary). #RAISEScot</p> <p>There are some great ideas to help support our young people enjoy #STEMAtHome on #TakeltOutdoorsTuesday <a href="#">here</a></p>	<p>Does keeping calm and carrying on seem like a big ask at the moment? We're with you! If you'd like some tips for trying to stay calm, have a look at @Parentclubscot'snewspage on coping with being a parent bit.ly/3e3P7Zp #ParentClubCovid19 @FalkirkParents1</p>

	<a href="#">olders/1CA9wsmXtvRKGP9nlzCwicBsjCbBys5Nq</a>		
Wednesday	<p>Building and creating are vital skills for coordination, problem solving and creativity. Build anywhere with any materials and to any size. STEM challenge 3 is below.</p> <p>Tweet us with your work #STEMath <a href="https://drive.google.com/drive/folders/1V2hkndXOJBHikX3ztW7Z2sh6j-0U">https://drive.google.com/drive/folders/1V2hkndXOJBHikX3ztW7Z2sh6j-0U</a></p> <p>We're thinking about relaxation today. What helps you to switch off and relax. Help others by tweeting suggestions using #WellbeingWednesday. Remember to tag your school or nursery too. @FalkirkParents1 #JoinInFalkirk #MakingFalkirkProud</p>	<p>We @RAISEFalkirk have a new blog. Have a look below for #FalkirkSTEMpire success stories, access to STEM resources and more.</p> <p>@twf_scotland #RAISEScot <a href="https://blogs.glowscotland.org.uk/fa/stemfalkirk/">https://blogs.glowscotland.org.uk/fa/stemfalkirk/</a></p>	<p>7pm</p> <p>Look familiar? Sometimes it doesn't take much for parents to lose their patience! If your wee ones are winding you up, try turning around, shutting your eyes, and counting to 5. More tips to keep everyone calm <a href="http://parentclub.scot">parentclub.scot</a> #ParentClubCovid19 @FalkirkParents1</p>
Thursday	<p>Exciting STEM doesn't have to be expensive. Today's task will get you doing some 'magic' chemical reactions with household products. STEM challenge 4 is below.</p> <p>Tweet us with your work #STEMathome <a href="https://drive.google.com/drive/folders/1kiQtL8-2u7h65eLoAaSteLcbqEuaZcOv">https://drive.google.com/drive/folders/1kiQtL8-2u7h65eLoAaSteLcbqEuaZcOv</a></p>	<p>Falkirk practitioners recently completed STEM surveys. You told us what you needed and here is our response. Follow us @RAISE_Falkirk for more info. <a href="https://blogs.glowscotland.org.uk/fa/stemfalkirk/clpl/">https://blogs.glowscotland.org.uk/fa/stemfalkirk/clpl/</a> @twf_scotland #RAISEScot</p>	<p>We know things are HARD right now. Don't be hard on yourself, we are all in the same boat. Just being there for family is all that really matters at the moment. For help, tips, ideas and advice go to <a href="http://ParentClub.scot/coronavirus">ParentClub.scot/coronavirus</a> #ParentClub #HereForYou @FalkirkParents1</p> <p>We can #STEMatHome as we #clapforourcarers tonight at 8pm. What objects can you use to make the sound travel? Thanks to everyone who is #MakingFalkirkProud @FalkirkParents1</p>
Friday	<p>Today we challenge you to be engineers/inventors/superheroes to save Jack from meeting a sticky end. STEM challenge 5 is below. Tweet us with your work #STEMathome <a href="https://drive.google.com/drive/folders/1dFMWwg-dHonwcBRrXbvFEqzuqlr7oHll">https://drive.google.com/drive/folders/1dFMWwg-dHonwcBRrXbvFEqzuqlr7oHll</a></p>	<p>If you are currently planning for the next session @RAISE_Falkirk will be hosting a series of Teams STEM support meetings over the coming weeks. Ask us questions, gain support with resources or CLPL. Keep an eye out for dates and times @RAISE_Falkirk. @twf_scotland #RAISEScot</p>	<p>Thanks to everyone for joining-in with #STEMatHome this week. Hope you take the weekend to focus on your wellbeing. Great to get outdoors safely for exercise and fresh air. More ideas at <a href="http://ParentClub.Scot">ParentClub.Scot</a> #WeekendWellbeing #MakingFalkirkProud @ParentClubScot @FalkirkParents1</p>

## Connected Falkirk

As part of providing ongoing support to education establishments across Falkirk, the Service and School Improvement Team support site at <https://blogs.glowscotland.org.uk/fa/CurriculumSupport/> has been redeveloped. This includes clickable links signposting to the well-established team sites providing support as before but now also highlighting support for distance learning in each area. So whether it's Health and Wellbeing, Literacy, STEM, Numeracy, IDL, PEF, Early Learning, etc. you'll find quick access to support.



In addition there is a new downloadable ready-to-be-printed document with sources of specific career-long professional learning specifically for distance learning on this site.

There is now a Falkirk-wide Microsoft Teams space called “**Connected Falkirk – Staff**” for all Falkirk staff in Children’s Services (teaching and non-teaching staff) which provides a means for staff to get support in use of Glow and digital learning.

The link below shows how to get Microsoft Teams on a mobile device which means staff only have to sign in once:

<https://blogs.glowscotland.org.uk/fa/mobiledevices/2020/03/26/access-microsoft-teams-in-glow-on-mobile-device/>

Once in Microsoft Teams, every member of staff in Falkirk Council Children’s Services will find they are already a member of Connected Falkirk so it will show up in their list of Teams.

Connected Falkirk also provides support for staff about being connected and using digital technology for learning and teaching. This site also includes how-to guides for the use of digital devices and Glow, including Microsoft Teams and OneNote Class Notebook, as well as tips for dealing with technical hiccups, how to set up and manage video meets, how to manage settings to control notifications in Microsoft Teams, and more. Connected Falkirk, can be found at <https://blogs.glowscotland.org.uk/fa/mobiledevices/>

There is a new Twitter account @ConnectedFalk [www.twitter.com/ConnectedFalk](http://www.twitter.com/ConnectedFalk)  
This signposts new resources and guidance.

In addition to the Connected Falkirk digital platform, a Connected Falkirk Training Team has been recruited as part of the Council of the Future transformation programme. The team will be responsible for, alongside the Project Manager and our service provider, the creation and delivery of our professional learning programme and the roll-out of Connected Falkirk with staff, young people and their families.

The Team consists of:

- Kerry Abercrombie
- Andy Auld
- Gavin Morrison
- Mari-Jane Paterson

Over the coming weeks, the Team will also be supporting staff with digital learning and teaching, creating content and professional learning opportunities to support staff, pupils and their families.

## Guidance for Teaching Staff

### Background

This guidance provides an update to the initial advice issued on 23 March 2020 regarding school closures and is intended to act as a support on how to 'move learning forward', incorporating the recent guidance published by the Scottish Government on [learning during term 4](#).

- All staff should continue to do their very best to ensure pupils are supported in their learning via a range of online platforms and, where necessary, through more conventional means.
- All staff should continue to co-operate in undertaking agreed and managed current School subject/faculty/whole Improvement Plan priorities with the addition of a Recovery Action Plan moving forward.

### Guiding Principle

*"In addition to supporting wellbeing, a key goal during this period will be to maintain engagement in learning, with approaches that are appropriate to children and young people in different age groups; in different home circumstances; and with different levels of digital connectivity."* Scottish Government

It is recognised that all education colleagues have undertaken an enormous change in pedagogy and delivery, flexibly and rapidly. Learning during the COVID-19 closure will be a blend of both digital activities and more traditional activities (non-digital). Adjustments to the balance of normal pupil-contact time is recommended for digital learning contexts. Therefore, the amalgam of all learning should not exceed a maximum of 4.5 hours per day for either pupils or staff.

Schools are best placed to make local decisions that best fit and support their own community. This guidance is designed to support these ongoing approaches.

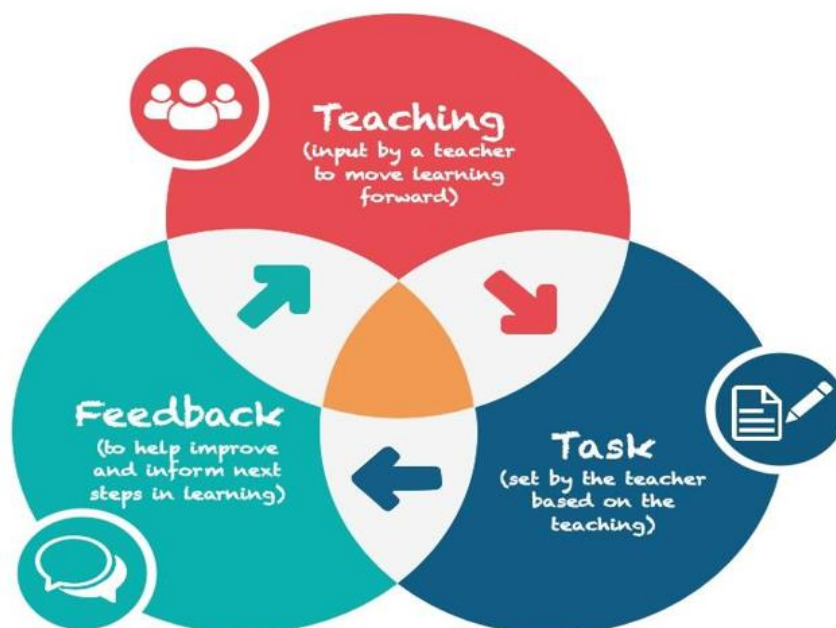
## Secondary Staff

### Maintaining Continuity

Secondary Schools will 'move learning on' (particularly for Senior Phase pupils), between Monday 27 April – Monday 25 May, depending on their local circumstances. This will allow pupils to move into groups/classes associated with their most recent curriculum review/course choice process (subject to the normal exceptions in relation to capacity of classes/subjects and prior attainment). These groups/classes will be subject to review following the publication of SQA exam results. Pupils may not always be allocated to specific classes at this stage and they may not be taught by the particular teacher that they will have when we resume normal operations.

### Moving Learning Forward

- Work should continue to be posted on the appropriate digital platform for ALL pupils in ALL year groups building on the experience and expertise of staff developed over the last few weeks.
- Many faculties will increasingly be working towards creating opportunities for pupils to access specific online tutorial/masterclasses/direct teaching opportunities across the week.
- Schools and faculties will vary their approach in allocating staff to groups/classes. Some may allocate a 'lead teacher' for each subject/level (who will direct the learning) and a 'support team' (who will ensure that appropriate tasks are marked with feedback to inform next steps being provided to pupils) whereas some will assign specific teachers to specific groups/classes.



As schools continue to develop their expertise in providing virtual learning experiences, it may be helpful to consider enriching the range and repertoire of activities and the way in which digital feedback can be provided, as exemplified in the table below

Teaching	Task	Feedback
<p>Voice recorded podcasts</p> <p>Presentations with teacher voice over</p> <p>Use of departmental/school YouTube channels</p> <p>Teachers online at specific points to 'check-in' and host Q&amp;A sessions or 'webinars' via Google Meet, Teams, etc.</p> <p>Flipped learning videos</p>	<p>Ensuring there are a variety of tasks, incorporating 'write, say, make, do' approaches</p> <p>Quizlets</p> <p>Google Doc or Form assignments</p> <p>Tasks incorporated into presentations, with solutions uploaded following submission</p>	<p>Teacher feedback via appropriate online platform</p> <p>Quizzes that provide summative feedback</p> <p>Audio feedback or podcast style to address whole class/subject issues</p>

## Primary Staff:

### Maintaining Continuity

- Consideration should be given across the ELC and primary estate as to the best way to provide continuity and security for our learners.
- Class teachers will continue to support and work with the children in their class for the remainder of Term 4.
- Schools should make arrangements for identifying staffing structures for the new session as early as possible and will be supported in this by Staffing and Recruitment and wider support teams.
- Stage to stage transition arrangements will be put in place once there is clarity on staffing and the Recovery Plan.
- N->P1 and P7->S1 transition activities should be planned in consultation with partners and implemented throughout Term 4.

### Continuing Engagement in Learning

- Schools will continue to engage and support families through regular communication, this includes check-ins with identified children.
- Suggestions/ support for non-academic family activities and advice on coping with Lockdown will continue to be provided by schools and from the Service.
- Class Teachers will continue to engage with pupils providing a range of learning experiences and real life experiences with a particular focus on Health and Wellbeing.
- They will provide a range of age and stage suitable tasks that engage families in learning but crucially support independence. Teachers will be well versed in a range of high quality digital tools that are known by their children and will harness their potential while seeking increased knowledge and understanding of a range of other experiences.
- These learning opportunities will also provide opportunities for feedback and engagement with a wider audience.
- Class teachers will engage appropriately with support for learning colleagues to ensure appropriate supports are in place for ASN.
- Over the course of a week or longer class teachers should look to splitting their time between engagement and interaction with pupils e.g. through Microsoft Teams; providing a range of appropriate signposting and support; setting and allocating tasks for particular children and groups; providing feedback on progress as appropriate; and undertaking development opportunities to enhance their own understanding of the developing pedagogies and available resources.
- As schools will continue to develop their expertise in providing virtual learning experiences, it may be helpful to consider enriching the range and repertoire of activities and the way in which digital feedback can be provided, as exemplified below.

Teaching	Task	Feedback
Use of online resources  Teachers online at specific points to 'check-in' via Teams  Google Classrooms Class Dojo	Ensuring there are a variety of tasks, incorporating 'write, say, make, do' approaches  Participating in the Service and School Improvement themed learning weeks	Teacher feedback via appropriate online platform  Quizzes that provide summative feedback

To support the expectations above, the newly established 'Connected Falkirk' team will ensure that Professional Development opportunities are made available which will allow staff to enhance their skills in providing digital learning for our young people. Additionally, work is underway to provide sessions that have accreditation as part of it, in order to recognise the skills development of our staff.

## Educational Psychology Service

### Information for Parents and Carers

The Educational Psychology Service, in keeping with government advice, will not be undertaking home visits. We are providing our service remotely, and like most services are developing approaches where we can provide an effective service, whilst following the government advice on preventing the virus or Covid-19 spreading.

### Online Guidance

[We have published advice on this Blog for parents and practitioners](#) to encourage learning and wellbeing at home. These pages will be updated regularly.

### Telephone Consultation and Advice

We can be contacted by phone by staff or parents who are keen to seek our advice on promoting learning and development of children, particularly those with additional support needs.

Please call **01324 506600**. You will need to provide

- your name and contact details
- a convenient time to call you back,
- the name of the child, their school and date of birth
- a brief indication of the concern or issue and the advice you have already received from the child's school,
- (and indicate if you have consent from the parent if you are not the parent).

### Information for staff

The EP Service is at the early stages of developing online learning content for our practitioners. Please return to these pages as we increase our offer. We recognise that individuals will be learning at their own pace and having differing amounts of prior knowledge that when considering live training can be more easily adapted to. We are using the [level descriptions](#) to try to assist individuals to pick online courses and learning which is relevant more easily.

Currently we have these courses available. All of them can be accessed from our [Online Learning](#) page:

### Informed Practice

[Understanding Behaviour](#). Duration ~20 minutes.

This is a short introductory module based on the Understanding Behaviour in Context workshop. It provides an overview of reframing behaviour and several relationship based practice approaches to supporting children's behaviour and emotional development.



### **Skilled Practice**

There are multiple [health and wellbeing resources for staff](#) available on this Blog. There are links to reading resources, sources of support and webinars. Navigating this and becoming familiar with what works best to safeguard and respond to wellbeing and mental health is recommended and should take at least one day. If we are to recommend one course in particular it is the [Covid-19 Psychological First Aid](#) module via Tura Learn – the portal used by NES, NHS Education for Scotland

### **The Low Arousal Approach and The Star Analysis** - Duration ~ 50 minutes

This module introduces the low arousal approach to managing challenging behaviour based on the work of Bo Elvin, Clinical Psychologist and the team at Studio III. It looks in detail at the cycle of arousal and focuses on the role of the adult in managing the challenging behaviour without escalating the situation.

The second part of the module introduces the STAR Analysis as an example of a functional analysis framework for making sense of behaviour.

### **Enhanced Practice**

**Compassionate and Connected Communities.** Online learning has been developed for participants of the CCC Course 2019/20. Individuals have been invited directly. If you have not received your invite please contact the course facilitators by email.

**Anxiety Toolkit Course.** Online sessions and content have been developed for participants on the Anxiety Toolkit Project 2019/20. Individuals have been invited directly. If you have not received your invite please contact the course facilitators by email.

### **Expertise**

**Fix it Folder.** This is an Augmentative and Alternative Communication approach to Restorative Conversations. Several short modules of 10-15 min illustrating how to use the Fix-it-Folder Resource, with links to the resource.

Please feel free to provide us with feedback at [educationalpsychologyservice@falkirk.gov.uk](mailto:educationalpsychologyservice@falkirk.gov.uk).

# Evaluation and Assessment

## SQA Certification

SQA released [updated advice](#) on 20 April 2020 explaining how they intend to certificate all qualifications by 4 August 2020 and the subsequent appeals process that will be available. This included updated guidance to schools on the procedures they should adopt for [providing estimates](#) to SQA on pupil performance.

SQA have also updated their [frequently asked questions](#) sections for schools, colleges, employers and parents. Please note that estimates provided by the school will form only one part of the process in determining final awards, it is the SQA who will make the final decision and not the school. Therefore, please do not contact schools regarding estimated grades as they will be unable to discuss this with you.

These are the guidelines which will be followed by all Secondary Schools within Falkirk when determining estimates for pupils.

In addition, Falkirk Council have provided further clarification on the responsibilities of staff in determining these estimates to ensure that they are fair to learners, safe and secure, and also maintain the integrity and credibility of the qualifications system.

### Teachers

When producing an estimate, schools will follow the latest advice which has been issued and will also refer to the SQA document 'Guidance on Producing Estimates' which can be found [here](#).

An estimate grade should be based on the candidate's attainment in all aspects of the course (i.e. all course components) and should reflect the candidate's demonstration of the required skills, knowledge and understanding for the band estimated.

In line with the SQA guidance, this means we should consider the following when producing an estimate grade:

- Professional judgement
- Tracking Reports (i.e. pupil progress throughout the session)
- Classwork (e.g. work which is similar to the course assessment)
- Homework (e.g. work which is similar to the course assessment)
- Performance in class (e.g. quality of responses/work which is similar to the course assessment)

In addition, the following evidence may also be useful to consider when producing an estimate grade:

- Coursework (if completed)
- Preparatory work for coursework (e.g. a draft of coursework)
- Prelim attainment (taking into account the appropriate progression from prelim performance to final)
- SQA performance)
- Class assessments
- Past papers (e.g. past papers completed in class)
- Prior attainment (i.e. a pupil's band in National 5 and/or Higher in the same subject).

Class teachers will be responsible, alongside their Principal Teacher, for determining estimated/predicted grades, bands and rank orders for their pupils.

### Principal Teachers

It is important that Principal Teachers support staff to produce the estimate grades for their classes and may require varying degrees of support depending on their experience of delivering a particular course at that level. Once all teachers have completed their estimate grades, Principal Teachers should quality assure each subject and each level within their faculty individually using the following key questions:

- Are the numbers and percentages of pupils achieving each band (e.g. band 1, band 2, etc.) what you would expect?
- Are the numbers and percentages of pupils achieving each grade (e.g. A, B, etc.) what you would expect?
- Is the progression from the prelim performance to the final SQA performance what you would expect?
- How does this progression compare to the progression between the prelim and final SQA performance for last session?
- How do these numbers and percentages compare to the SQA performance for the last three sessions?
- In terms of Literacy/Numeracy, how does the number and percentage of pupils achieving Level 4, Level 5 and Level 6 Literacy and Numeracy compare to the base cohort for the previous five years?

Following this quality assurance, Principal Teachers should arrange a virtual meeting with the appropriate DHT to discuss further quality assurance processes of estimate grades for each subject and each level once it is complete for your faculty.

Principal Teachers will be responsible, alongside their link DHT, for 'signing off' the estimated/predicted grades, bands and rank orders for their courses.

### **Senior Leadership Teams**

It is important that link Deputes support Principal Teachers to quality assure the estimate grades for their faculty and may require varying degrees of support depending on their experience of quality assuring and their experience and knowledge of subjects across their faculty.

Once all Principal Teachers have completed their quality assurance of estimate grades, the Senior Leadership Team should quality assure each subject and each level in the school individually using the following key questions:

- Are there any major differences in the numbers and percentages of the pupils being presented?
- Are the numbers and percentages of pupils achieving each band (e.g. band 1, band 2, etc.) what you would expect?
- Are the numbers and percentages of pupils achieving each grade (e.g. A, B, etc.) what you would expect?
- How do the estimate grades compare to the progression between the prelim and final SQA performance for the previous sessions?
- How do these numbers and percentages compare to the SQA performance for the last three years?

The Senior Leadership Team should then quality assure other aspects of performance using the following key questions:

- How do the estimate grades for English and Maths compare to the base cohort for the previous five sessions?
- How does the number and percentage of pupils achieving Level 4, Level 5 and Level 6 Literacy and Numeracy compare to the base cohort for the previous five years?
- Looking at individual pupil performances, are there any results which are not as expected?
- How do the collated whole school figures compare to the previous five sessions?

## Curriculum for Excellence – Broad General Education

We would normally be in the midst of final tracking and monitoring discussions and assessments prior to the submission of our professional judgements of children's progress towards achieving expected Curriculum for Excellence levels.

School closed as of the afternoon of the 20<sup>th</sup> March, a significant amount of assessment, tracking and monitoring time has therefore been unavailable to staff. At this time, there is no national advice or guidance around accounting for learning and no announcements regarding expectations for submissions or not.

To be ready, prepared and informed as best we can be, we have commissioned the support of the FVWLric Education Scotland Attainment Advisors to work with us to develop a package of support and guidance that will help our Early Learning and Education workforce to focus on:

- the health and wellbeing of children young people and staff as we recover;
- moving positively and confidently towards being together again;
- prioritising the equity and excellence agenda as the main priority for assessing where children and young people are on their return;
- accounting for their progress/ or not in learning; and
- adapting the curriculum and practice accordingly.

This collaborative approach will help us to align our developing approaches with the ten work streams of the Deputy First Minister's C-19 Education Recovery Group. These are:

1. Learning
2. Preparing for the next academic year
3. Curriculum and assessment
4. Supporting learners from disadvantaged backgrounds
5. Pastoral care for children and young people
6. Workforce support
7. Workforce planning
8. School improvement in a new context
9. Critical childcare
10. Early learning and Childcare

This work will be developed with the Service and School improvement Team Managers to create supportive guidance within which each establishment can work flexibly as best suits their needs and context. In addition, Team Managers are currently talking to headteachers about their approaches to understanding the quality and equity of children's distance learning experiences.

We have provided updated guidance for the use of Pupil Equity Funding as a response to the COVID lockdown, particularly to provide learning at home resources for families, including hardware and internet access if necessary.

## Recruitment

COVID-19 pandemic has already had a significant impact on our existing scheduled plans. Social distancing restrictions and workforce capacity have impacted on our processes for probationer, class teacher and promoted posts. We will continue to experience significant back log issues long after restrictions are lifted.

We know:

- The required postponement and re-scheduling of promoted posts from March – June 2020, due to the implications of self-isolation and school closures during the COVID -19 pandemic, has created a backlog which will need a continuation of internal acting appointments.
- Staffing & Recruitment advised, as of 17 March, that their assistance would be limited to the preparation of application packs due to the low numbers of employees working on essential tasks – they would therefore not have their usual capacity to support promoted post recruitment. Any interim measures for recruitment would therefore need to give consideration to: the management of Talentlink and processing of applications, decisions and communication with candidates alongside the legal/HR processes including ID checks for candidates and how this would be managed in any remote/virtual process.
- Secondary schools were progressing their planned recruitments on an individual school basis. 54% of perm posts have been interviewed. The remaining 46% must be allowed to be progressed with immediate effect as they are all critical for August. Other Local Authorities are currently interviewing by VC and we are in danger of losing teachers.
- Disclosure Scotland have advised there may be some issues around the processing of PVG checks, indicating that they have put a number of temporary measures in place to ensure the country can be properly resourced to tackle COVID-19, **including only processing applications for workers deemed critical to the fight.**

### Preparing for August 2020

The annual recruitment of primary class teachers was postponed on the 23<sup>rd</sup> March. This included the scheduled programme of class observations and panel interviews. This process supports recruitment of our existing probationer cohort and qualified teachers from out with Falkirk Council. A team of HTs and the Probationer Support Team leeted 60 candidates from 165 applications as part of this process

In addition we have to factor in the conditions of service transfers from establishments with surplus staff and

The process for prioritising class teachers is as follows:

- Priority: CoS into existing vacancies
- Recruitment (Perm & Temp all appointed from centralised recruitment exercise)
- voluntary transfers to meet any gaps after CoS exercise

This will provide a cushion in August when we know:

We will require continued acting up posts to support the 8 HT and 5 DHT vacancies across primary and secondary.

- We will need to factor in those colleagues at risk for reaching salary conservation status
- We will require continued acting up posts and some new to support the HT and DHT Vacancies
- Once these post have been recruited, where candidates are internal, a further raft of acting up positions will be created.

- We will, as always, have unexpected maternity leave of absence, promotions out with authority, and retirements etc.
- There may be fewer projected teachers available to report for work in August due **to recruitment delays** and COVID -19.
- The critical staffing shortages/ availability of staff that affected schools last session may be a factor after COVID19.
- We have already taken the Tackling Disadvantage Allowance (TDA) as a saving.

### Revised Promoted Post Recruitment

In normal circumstances, the current policy for recruitment of promoted posts requires the involvement of:

- Staff
- Pupils
- Parents
- Elected members

Across the four-part process of leeting, assessment centre, school visit and short leet interview. This process can span a few weeks, with the time taken from advert to short leet decision being 6 – 8 weeks (note that this is partly due to the timescales dictated by legal requirements). During the week beginning 23 March, at the start of the COVID-19 school closures and crisis management process, this process was not deemed as critical and the decision was made by legal, HR, Democratic Services and Head of Education to postpone the recruitment of three live HT posts.

In order to support the uncompleted recruitment of promoted posts (those which either closed during the COVID-19 crisis, or were due to be advertised during this time) there is a proposal to run a condensed and shortened version of recruitment between August and December 2020.

We want to keep the involvement of stakeholders as best we can. We need a process that keeps the robust structure and quality of the current system but reduces the time scales.

We will need a strong line from SMT and CMT to be clear that this is a response to a critical situation. Officer diaries and venues need to be booked now, in fact as a matter of urgency.

Between August and December, we will have to set dates to coordinate with school teams and officer availability. Parents and elected members are invited to participate, this is our preferred approach but their involvement is not statutory, dates will not be able to change to suit them. It will not always be possible to accommodate the school's ward EM, it may be that a recruitment trained EM attends in their place.

Between April and June, work with our HTs to:

- Update school web sites for posts to be recruited to include a virtual school tour.
- Create banks of unseen and prepared presentation questions, panel questions and staff/ pupil rep discussion questions/ scenarios.

### Plan Summary:

The proposed, condensed model would:

- allow panels to hold a combined assessment centre/short leet interview on one date;
- reduce the commitment in all officers' diaries and would hopefully avoid availability issues;
- reduce the overall length of the recruitment process from advert to offer;
- allow posts to be recruited over a more manageable and efficient timeframe; and

- sustain the involvement of all parties currently involved in the promoted post recruitment process, albeit in a reduced capacity.

We will need to:

- give consideration to the number of applicants leeted – the condensed one-day model would be difficult to sustain with a large numbers of applicants; and
- ask Elected Members to prioritise and attend dates which are agreed at Children’s Services level – the tight timescale and attempt to clear the backlog as part of our COVID-19 response would make these posts absolute priorities. Elected Members, therefore, may be asked to cover posts from out-with their usual localities

We have provided guidance for candidates and panel members for class teacher virtual interviews.

# Planning Forward

## School Improvement and Recovery Planning

### School Improvement Plans

Our expectation is that current SIP priorities will continue into next session. The COVID-19 lockdown as of the 20<sup>th</sup> March has impacted significantly on colleagues being able to evaluate progress and impact of existing priorities.

Recovery Action Plans will be the new addition. These plans will focus on wellbeing, learning teaching and assessment, accounting for where children are at with their learning and adapting plans and the curriculum accordingly.

The Service and School Improvement (SSI) Team Managers will engage with senior leaders about their plans and recovery support needs throughout June and again in September, anticipating the possible reopening of schools. SSI Team Managers are working on some Recovery Action Plan exemplars to support headteachers.

For this session, the Service will not expect a SIP submission in June.

### S and Q reports:

SSI will provide a prefacing text that sets the context of reporting this year. We expect that evaluations reflect successes and achievements to the 20<sup>th</sup> March. It will be helpful to include a section which shares each school team's response and approach to supporting children, families and the school community through COVID 19 Lockdown.

In place of the final evaluations and next steps section, it will be helpful and important to reflect on and celebrate all of the great efforts and achievements during this extraordinary experience and to note what will be lasting and positive learning legacies for school teams.

For this session, the Service will not expect S and Q submission in June.

### Reporting – Pupil Reports

Approaches to reporting are varied across the Service, some schools have moved away from the big end of term report towards more frequent sharing of progress across the school year. As with S and Q Reports, the Service and School Improvement Team will provide a prefacing text for whatever we may agree to send out to parents to ensure consistency of message.

Many school teams set the writing of reports as a task to be completed by staff working remotely. In the absence of any national announcement or expectation of reporting to parents we are gathering information about each school's current approach. When this exercise is completed, it will inform our expectations and support.

This work will be part of our recovery planning process. Whatever is agreed, it is likely to include a brief statement that shares the distance learning focus that has been provided by each school and a reassurance that there will be assessment of learning when children return and an opportunity for parents and carers to discuss progress and achievement as soon as can be arranged.

### Transitions

A major focus for our recovery planning will be support and guidance to help with the key transition stages of nursery in to P1 and P7 to S1.



## Recovery Planning

Recovery planning will require a more extended period of consultation, research and collaboration across the Service. It will need to support:

- The remainder of Term 4;
- The summer holiday period;
- The possible extension of closures;
- The guaranteed continuation of some form of social distancing;
- Supporting the return of staff and children/ pupils; and
- Align with national expectations and guidance

Within the Service and School Improvement Team, Team Managers have key strategic responsibilities, some of these in line with their existing remits, other areas have been aligned to our COVID response and recovery planning needs.

TM 1: GIRFEC, Vulnerable children, recruitment, Literacy and Professional support for Leadership

TM 2: Online learning development, P7 –S1 transition, Broad General Education support for assessment, Service Performance and Reporting

TM 3: Senior phase/ SQA Certification, Performance analysis, and support SLDR RAiSE/ STEM Strategy development

TM 4: Early Learning, 1140 Expansion, Nursery –P1 transition Distance Learning coordination and communication

All Team Managers are working closely with colleagues across the Service, with partners in further and Higher Education and with Education Scotland.

The SSI team are also working through the significant amount of documentation coming from many sources. An important part of all of our work is to manage the bombardment of information and also the requests for it. These documents will be useful reference points for all services as we move forward. The table below provides a selection of the documents currently being looked at.

<ul style="list-style-type: none"><li>• Supporting Vulnerable Children and Young People</li><li>• Denmark Brief Reopening of Schools</li><li>• Additional Support Needs; severe &amp; complex needs; mental wellbeing; children’s rights. <a href="https://wakelet.com/wake/02bbdfa6-77bf-4681-b7ab-9ff2afe9d8c2">https://wakelet.com/wake/02bbdfa6-77bf-4681-b7ab-9ff2afe9d8c2</a></li></ul>
<ul style="list-style-type: none"><li>• Noone Left behind -digital Scotland</li><li>• <a href="#">Your Brain On Social Distancing: Loneliness &amp; Isolation During The COVID-19 Coronavirus</a> (link to YouTube)</li><li>• <a href="https://wakelet.com/wake/b3b0410f-289c-4c3b-a108-bbdbc619557f">https://wakelet.com/wake/b3b0410f-289c-4c3b-a108-bbdbc619557f</a> the Safeguarding &amp; Internet safety Wakelet includes resources to support learning &amp; teaching in relation to keeping safe on-line.</li></ul>
<ul style="list-style-type: none"><li>• Lockdown Lowdown</li><li>• <a href="https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/">https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/</a> 75 digital tools and apps teachers can use to support formative assessment in the classroom</li><li>• Staff Health &amp; Wellbeing Wakelet is now ready to be shared too and this is also included on the NIH page. <a href="https://wakelet.com/wake/7ae44302-d330-413c-b1b1-7ba25b786c7b">https://wakelet.com/wake/7ae44302-d330-413c-b1b1-7ba25b786c7b</a></li></ul>

- Supporting pupils-parents-teachers during Term 4
- <https://www.bps.org.uk/responding-coronavirus> (Psychology paper)
- [https://www.improvementservice.org.uk/\\_data/assets/pdf\\_file/0013/16402/Poverty-inequality-and-COVID19-briefing.pdf](https://www.improvementservice.org.uk/_data/assets/pdf_file/0013/16402/Poverty-inequality-and-COVID19-briefing.pdf) Poverty, Inequality and COVID-19

- COVID-19 and Social Mobility
- SG COVID-19 Framework for Decision making
- <https://www.tes.com/news/teachers-must-lead-schools-response-covid-19>

- <https://education.gov.scot/education-scotland/news-and-events/education-scotland-providing-support-for-parents-and-teachers-during-school-closures/>
- <https://wakelet.com/@digilearnscot>
- <https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/>
- COVID-19 Guidance for non-healthcare settings
- Tackling coronavirus (COVID-19) Contributing to a global effort <http://www.oecd.org/coronavirus/en/>
- [www.camhs-resources.co.uk](http://www.camhs-resources.co.uk)