**Rationale:**

Head Teachers are in the throes of planning pupils’ return to school in the week beginning 11 August. This work is significant and requires a united effort across schools and the centre to investigate the feasibility of plans and find solutions.

Therefore, it would helpful to have a consistent approach to documenting your considerations to date so that barriers are identified and solutions sought from the wider resource that we have available with Children’s Services.

This initial capacity planning exercise does not aim to address all of the planning considerations but, given that this may identify resource implications, sets out the core areas of focus that need considered as a priority.

The exercise has a dual purpose: to assist you in making your own plans; and, to contribute to an authority-wide recovery planning exercise.

**Please complete and return your considerations to** **Jennifer.Faichney@Falkirk.gov.uk** **no later than close of play Thursday, 4 June.**

**Guidance Note:**

* Based on the agreed model of recovery of 50% of the school population attending at any one time, please complete the pro-forma as to your considerations within the sections A-E. This will help identify, for each school, where additional support may be required.
* The process of school-by-school engagement will then follow where high risks factors will be prioritised for action.
* The ‘consider’ column provides prompts to assist in the assessing the risk associated with each of the questions.
* The ‘comments’ column provides space to detail these considerations.
* For each question, please enter the level of risk attached to realising the model:
	+ Red: high risk: significant intervention required
	+ Amber: Moderate risk: intervention required
	+ Green: No risk: No further intervention required
* This exercise does not include ELC classes or ELC centres. Separate guidance is being issued by SG on this sector.

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| **School roll** |  | **50% of school roll** |  |
| 1. **Physical Capacity Assessment**
 |
| **Presumptions:*** 50% of the roll
* 2m physical distancing parameters are applied
* Groups do not mix with other groups
* Sibling groups are in the same rotation within the model
 |
| **Question** | **Consider** | **Comment** | **Red** | **Amber** | **Green** |
| 1. How many learning spaces do you need?
 | How many available classrooms do you have? |  |  |  |  |
| How many other internal spaces do you have that could be used as teaching areas? |  |  |  |  |
| How many groups will be taught outdoors at any one time? |  |  |  |  |
| 1. Have you identified an isolation space?
 | This space would be sole use. It cannot be a thoroughfare or be a multi-purpose space. |  |  |  |  |

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| 1. **Physical Capacity Assessment**
 |
| **Question** | **Consider** | **Comment** | **Red** | **Amber** | **Green** |
| 1. How many spaces do you require for staff use? e.g for breaks/lunch
 | Do staff need separate areas or can on area be used, provided there are cleaning protocols in place.Maximise planning/CLPL as home-working and virtual meetings |  |  |  |  |
| 1. How many toilet blocks do you need for children?
 | How many toilet blocks do you have? Can these blocks be used for specific groups? |  |  |  |  |
| 1. How many toilet blocks do you need for staff use?
 | Groups of staff allocated specific toilets for use.Cleaning protocols/signage requirements. |  |  |  |  |
| 1. How many spaces do you require for the storage excess furniture? Have you identified a space that can accommodate all excess furniture?
 | Try to utilise areas in the school that would not normally be used for pupils and/or pupils have no access e.g. gym hall cupboard. |  |  |  |  |
| 1. A unique space is needed for the provision of childcare? This would be in addition to classroom spaces.
 | Awaiting guidance as to the management of childcare groups. |  |  |  |  |
| 1. **Workforce Capacity Assessment**
 |
| **Question** | **Consider** | **Comment** | **Red** | **Amber** | **Green** |
| **Presumptions:*** All available teaching staff are included in the considerations
 |
| 1. How many teaching staff do you need?
 |  |  |  |  |  |
|  |  |  |  |  |  |
| 1. How many support staff do you need (directly supporting pupils)?
 | Support staff cannot be peripatetic across the day, so 1 person is assigned to one group.Consideration of additional hours for part-time support staff and/or ELC Assistants? |  |  |  |  |
| 1. How many support staff so you need (other)?
 | Reference to clerical staff/janitorial staff |  |  |  |  |
| 1. How many staff do you need to allow for the provision of NCCT?
 | Included in the overall teaching staff number above. |  |  |  |  |

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| 1. **Start/Finish Times & Breaks & Lunch Arrangements**
 |
| **Question** | **Consider** | **Comment** | **Red** | **Amber** | **Green** |
| **Presumptions:*** All pupils receive 5 hours of contact time per day
* There is minimal impact on teaching time of staggered time and finish timings
 |
| 1. What is the daily timetable for each group of children (start-break-lunch-finish)?
 | This is to support staggered start-finish times and avoiding congregation of large groups at break/lunch |  |  |  |  |
| 1. Do you have sufficient entry/exits points to minimise congregation of groups?
 | Should be mitigated by staggered start times |  |  |  |  |
| 1. Do you arrangements in place for the movement of groups within the building?
 |  |  |  |  |  |
| 1. How many areas of the playground/outdoor space to you need to accommodate unique groups of children?
 | Demarcating zones for groups of children – different groups can use a zone but not at the same time. Staggering of breaks will mean fewer zones are needed but more space for each group |  |  |  |  |
| Zoning indoor social spaces are required also |  |  |  |  |

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| **C.Start/Finish Times & Breaks & Lunch Arrangements** |
| **Question** | **Consider** | **Comment** | **Red** | **Amber** | **Green** |
| 1. How many staff do you have need for the supervision of children during breaks and lunch?
 | Additional hours for support staff? ELC Assistants? EYOsConsideration of assigning key adults to groups/zones. |  |  |  |  |

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| 1. **Resources/Management of the Building \*no risk rating is required here – this is to assess quantities required**
 |
| **Question** | **Consider** | **Comment** | **Red** | **Amber** | **Green** |
| 1. How many signs for handwashing?
 | Toilets/above sinks that will be used for handwashing |  |  |  |  |
| 1. How many signs physical distancing/COVID-19 symptoms?
 | Entrances |  |  |  |  |
| 1. How many movement arrows do you need?
 |  |  |  |  |  |
| 1. Sinks for handwashing
 | Are there more learning spaces been created than there are handwashing sinks? What is the shortfall. |  |  |  |  |
| 1. How many entrances/exit points do you have?
 |  |  |  |  |  |
| 1. Additional/Other PPE requirements (please state and estimate quantity)
 |  |  |  |  |  |