

Aberdeen Grammar School

School Recovery Contingency Plan

School Improvement Plan

2020-21



OUR VISION

working together - learning together - achieving together

OUR VALUES

Ambition **G**rowth **S**uccess

Contents Page

Context of the School

National, local and school improvement priorities

Action Plan 1: School Recovery Plan (physical return to the school building)

- **ACC School Recovery documentation applied to Aberdeen Grammar School**
- **Aberdeen Grammar School Recovery Plan**

Action Plan 2: Blended learning (in school and in home learning)

Action Plan 3: Wellbeing

Pupil Equity Fund (PEF) Plan

Communication Schedule

Appendix 1: Advice Notes and Guides

Appendix 2: School Maps

Reference Documents

CONTEXT OF THE SCHOOL

Aberdeen Grammar School's overarching vision of "Working Together, Learning Together and Achieving Together" sums up our ambition to deliver an outstanding education for each and every young person in our care. We are a passionate and dedicated team with a track record in delivering high quality learning and teaching and high attainment.

Our house system is the backbone of our school and is valued by pupils and parents alike. Each pupil belongs to one of three houses (Byron, Keith & Dun, Melvin). Each pupil has a Principal Teacher Pupil Support (PTPS) and a House Head. This allows for clear lines of communication and points of contact for our pupils and parents. The House Teams will continue to play an essential role in maintaining contact with our families as we plan our physical return to school and implement blended learning.

At time of writing (June 2020) we are functioning in a virtual learning environment as our school building is closed due to the COVID 19 pandemic. Central to our improvement planning for 2020-21 is the physical return to our school building and delivering blended learning. Blended learning comprises of in school learning and in home learning. Due to the COVID 19 pandemic and associated safety measures, there will be a phased return to the school building for our pupils and it is essential that we continue to develop our in home learning to complement in school delivery.

In our inspection report <https://education.gov.scot/media/bsohlxrw/aberdeengrammarschoolsif181218.pdf>, the inspectors said "relationships between staff and young people are very positive and young people enjoy being part of the school family." We care very much about supporting our pupils and we will work together to continue to deliver highly effective provision for all young people at Aberdeen Grammar School.

NATIONAL, LOCAL AND SCHOOL IMPROVEMENT PRIORITIES

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> ● Improvement in attainment, particularly in literacy and numeracy ● Closing the attainment gap between the most and least disadvantaged children and young people ● Improvement in children and young people’s health & wellbeing ● Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> ● 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. ● 90% of children and young people will report that they feel mentally well by 2026. ● 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. ● 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. ● Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. ● 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2019 – 2020</p> <ul style="list-style-type: none"> ● Increase accreditation by extending the range of SCQF level 6 qualifications. ● Maintain and improve percentage of young people moving into a positive post school destination. ● Implement new curriculum model with the current S1. ● Continue to ensure high quality learning and teaching is consistent across the school. ● Build a shared understanding of wellbeing and associated interventions at a universal and targeted levels 	<p>School Improvement Priorities 2020-2021</p> <ul style="list-style-type: none"> ● Physical return to the school building ● Blended learning ● Wellbeing

ACTION PLAN 1 SCHOOL BUILDING RECOVERY (PHYSICAL RETURN TO SCHOOL)

Aberdeen City Council School Recovery Planning Documentation

Pupils will begin to attend Aberdeen Grammar School from 11 August 2020. There will be a blend of in school and home learning until we are guided by the Scottish Government that we can re-open fully for all pupils.

The **Local Delivery Phasing Plan** https://www.aberdeencity.gov.uk/sites/default/files/2020-06/LDPP%201.0_2.pdf incorporates the principles and expectations set out in the national operational guidance **Coronavirus (COVID19): reopening schools guidance** <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>. The approaches agreed in the LDPP guided the development of our School Recovery Plan, which will act as the School Improvement Plan for this session.

Before detailing Aberdeen Grammar School's Reopening Plan, we have applied advice from the **Local Delivery Phasing Plan (LDPP)** to Aberdeen Grammar School.

Section 1 - Key Principles

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for schools in order to realise equity and constancy wherever possible. The approaches agreed in the LDPP has guided the development of this individual School Recovery Plan, which will act as the School Improvement Plan for the coming session.

The School Recovery Plan will reflect the key principles as set out in the LDPP and in national guidance:

- Implementation will take full account of scientific and medical advice that it is safe to proceed
- The wellbeing of all pupils and staff will be carefully considered when determining the approach to reopening school buildings
- Risk assessments will be used to support planning and ensure that health and safety legislation and guidance is fully adhered to
- Public health measures will be taken fully into account
- Careful consideration will be given to the balance of in-school and at home remote learning to provide maximum benefit to children and young people
- Planning will build on the experience of delivering Hub and Emergency Childcare provision
- Planning will enable movement up and down the phases of the Route map
- Clear and effective communication with all stakeholders will be paramount

What will this mean for secondary schools?

Aberdeen Grammar School is housed in a Victorian building where, on average, with social distancing rules, each classroom can only accommodate 10 pupils. As a school, we are at full capacity and do not have any excess classroom space under normal circumstances. We are exploring the use of nearby buildings to increase our school capacity, i.e, the number of pupils we can safely accommodate for in school learning.

S1-3 Broad General Education

To limit interaction, S1 pupils will be limited to one classroom space, or 'home room' wherever possible with staff moving between a limited number of classes. Increased use of outdoor space will be made wherever practicable. Rubislaw playing fields will be used as the main venue to deliver the physical education. The curriculum will focus on health and wellbeing, literacy and numeracy.

Some movement may be required to allow for specialism for S2 and S3 pupils. This will be risk assessed, movements will be staggered to avoid interactions and appropriate cleaning will take place.

S4-6 Senior Phase

In the senior phase, young people specialise in a range of specific subjects. In order to access specialist subject teaching, including practical rooms, they will have to move between areas, as required. As with S2 and S3 pupils, this will be carefully risk assessed by schools to avoid interaction and maintain social distancing. Appropriate cleaning will also be required. Consideration may be given to appropriate equipment being provided to enable young people to wipe down their desk/chair/surfaces before leaving the room.

Where practical rooms and equipment are required for SQA purposes, risk assessments will be required to ensure social distancing takes place and appropriate cleaning takes place before being used by another group of young people and staff. Content of courses may be re-ordered to support social distancing where this is thought to be of benefit and will not disadvantage learners. Guidance on considerations for practical Science & Technology has been published by SSERC, and is available here: <https://www.sserc.org.uk/wp-content/uploads/2020/06/Science-Tech-Return-to-School.pdf>

Where capacity allows, schools could increase 'in school' contact for those deemed vulnerable. At time of writing (June 2020), our intention at Aberdeen Grammar School is to provide additional 'in school ' time for young people who may require additional support. This will be dependent on staff availability in August.

Avoiding physical / social contact within the playground

At time of writing (June 2020), we plan for pupils to remain in their class grouping and classroom during any allocated break time. Pupils will be advised to take a snack to school to consume during break time. Canteen facilities will not be in operation. The dining space is being used as an additional classroom as it is one of the few larger spaces available within the school. The use of outdoor space during breaktime is under consideration as part of a fuller risk assessment.

Ventilation in buildings and the use of outdoor space

Staff will be asked to ensure good ventilation by keeping windows open and where possible not closing the doors of small rooms (unless these are fire doors).

Management of symptomatic building occupants

If a young person attends the setting with symptoms of cough and/or high temperature, they should go home immediately. If a young person is waiting to be collected by their parent or carer, they will be isolated in a private well ventilated room/area and advised to avoid touching surfaces. Isolation rooms will be cleaned after use in keeping with national guidance. The Support Services Manager (SSM) will contact Facilities and ensure appropriate cleaning takes place.

The school will consult current guidelines: <https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/>

Section 2 – Hygiene and Health And Safety Practice

Cleaning Routine

Toilets and washrooms will be cleaned daily by cleaning staff to maintain high standards of cleanliness, using methods and cleaning products in keeping with national guidance (COVID-19-decontamination-in-non-healthcare-settings). Additional sanitisation of taps and flush handles will be undertaken by janitorial services on a regular basis during the school day.

All other areas will be cleaned by cleaning staff before the start of every day, paying special attention to door handles, table/counter tops, bannisters, and other areas touched regularly by staff and young people, with additional cleaning during the day.

Particular consideration will be required when young people require access to sensory spaces, to ensure that an appropriate cleaning routine is in place between uses. Cleaning arrangements will be considered on a school by school basis as part of the risk assessment process. For AGS, areas requiring special cleaning include:

- Library (frequent use to support vulnerable learners and may include sensory equipment)
- Design and Technology
- Home Economics
- Business and ICT
- Conference Room - to be used as isolation area for staff and any other designated isolation areas for pupils (tbc)

It may not be possible to ensure adequate cleaning of some facilities / areas of the school, in which case these facilities will be put out of use. Gym hall changing rooms will not be used during phase 1-3 of the recovery plan. Pupils will be asked to bring their own filled water bottle to school. It is not possible to supervise the safe use of water fountains. The 3 water fountains at AGS will be marked as out of use. Parents and pupils will be informed of this and asked to make appropriate arrangements. Supplies of bottled water will be kept for emergency and first aid use.

Sanitising wipes will be provided to school staff to clean telephones, laptops/desktop computers and associated peripherals and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses.

Where there has been a COVID-19 case, the cleaning regime will be in accordance with strict rules outlined in COVID-19-decontamination-in-non-healthcare-settings.

Use of Learning Resources

School staff will be given sanitising wipes to undertake cleaning of resources, and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in school learning. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

Books and related resources within libraries will be put out of use, unless they are to be made available to individual pupils for their sole personal use. Library spaces themselves however may be used for other purposes, for example for providing additional general teaching space. In Aberdeen Grammar School, the library will be used to support vulnerable learners. Paper resources, including books, will be issued from the Library. Pupils will have access to a dedicated Library website which will contain electronic resources and links. The new Library website includes subject specific content, learning and teaching advice and skills development advice <https://sites.google.com/ab-ed.org/ags-library/home>.

A Blended Learning Advice Note (Appendix 1) will be issued to pupils and parents. This will exemplify the resources available to pupils and the safe use of these. There will be no sharing of resources. During the induction week at the start of the new term, pupils will be issued with standard packs (stationery, jotters) and subject specific packs (notes, textbooks). Pupils will be expected to bring these resources to lessons. No resources will be returned to staff during lessons. Tasks will be submitted online.

Equipment used during practical lessons will require special cleaning. The school will follow SSERC guidance on this. From August to October 2020, there will be no practical lessons in the Broad General Education (S1/S2/S3). It is important to focus on fulfilling SQA requirements in the Senior Phase (S4/S5/S6) to support our young people achieve SQA qualifications.

Where computers are used, pupils will clean their own workstations before and after use.

In PE, pupils will clean any equipment before and after use.

Staff will clean any equipment they use before and after use.

Hand Washing

Health Protection Scotland advise that soap and water should be used for hand washing where this is available. Alcohol based hand gels / sanitiser will be used where there is no access to soap and water. Stocks of soap will be checked, and replenished, before the start of every day by facilities staff.

Hand sanitiser will be available at each usable entrance point to the building, unless there is immediate access to soap and water in these areas. Stocks will be checked every day.

Young people and staff will be reminded to wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when entering the building, before eating or handling food, after blowing their nose, sneezing or coughing, and after going to the toilet. Young people and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Several posters have been displayed around the school to remind everyone of the need for regular handwashing.

Young people and staff will be reminded to cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Tissues will be available in each classroom, and pupils should be reminded to use the crook of their elbow if no tissue is immediately available.

Hand sanitizer will be available at each entrance door at Aberdeen Grammar School. A significant number of classrooms do not have sinks and some sinks are not easily accessible on entry. As a result, hand sanitizer will be available at point of entry. Consideration will be given to pupils with skin conditions. Advice will be provided to parents regarding the use of gloves prior to the application of hand sanitizer.

A suitable lockable room has been identified to store cleaning materials including hand sanitisers. The responsibility for the management of hand sanitiser will be given to cleaning staff and/or janitorial staff. Teachers will be responsible for notifying the staff responsible when replenishment of hand sanitiser is required.

Waste bins are located in every classroom and in corridors. Arrangements will be made to empty the bins as per ACC guidance. Cleaning staff will replace bin liners every day.

Access to Toilets

Pupil access to toilets will require careful management by class teachers to maintain social distancing within the toilet areas. Staggering the number of pupils allowed out of class to access the toilets will be necessary. Pupils will be informed by the class teacher of the toilet available for use by their class. This will be marked on the map of the school. Limits will be placed on the number of pupils accessing a toilet at any one time, depending on the size of the toilet area. There will be a strong emphasis on hand washing after visiting the toilet.

Signage will be placed outside each toilet area to indicate numbers allowed at any one time and to reinforce hygiene requirements. Numbers will be limited in each toilet area based on the requirement for 2m social distancing.

There is no requirement for the supervision of hand washing in a secondary setting. Hygiene requirements will be reinforced through signage, pupils and parent guides and induction presentations for pupils.

Hand sanitiser will be provided in every classroom area and pupils encouraged to clean hands on entering and leaving the classroom.

Signage will be placed outside each staff toilet area. This will indicate the number of staff permitted in the toilet area at the one time. This will be reinforced with staff through staff inservice where health and safety protocols will be shared.

Section 3 – Practical Measures To Support Social Distancing In Our School

How will we increase separation?

The agreed metric of 5 sq.m has been used to help determine the maximum capacity of all spaces in school to help determine which spaces may be most suitable for the provision of 'in school' learning. This metric allows for circulation space in addition to the need to adhere to the 2m social distancing rules.

The spaces used for 'in school' learning will be prepared to clarify boundaries. This may include closing off some areas. It will be important to ensure that all staff and pupils are aware of the changes in the use of the building. Staff spaces such as school staffrooms, kitchens and break out spaces will also be subject to social distancing arrangements.

Groups of pupils will be planned and membership of groups will be static. This will help restrict the number of different interactions each pupil has. Please note the earlier information regarding the movement of pupils to allow for subject choice.

Desks have been spaced 2m apart in line with social distancing rules. Any desks not in use will be clearly marked. Due to the fact that any available rooms/spaces are being used as a teaching space, desks will not be removed from classrooms. Rather, they will be marked as not in use.

Isolation spaces have been identified for any pupils or staff who develop symptoms, whilst they wait to return home. Isolation spaces will be well ventilated at all times and will not be used for any other purpose, as they will require to be intensively cleaned after being used by any symptomatic individuals.

The sharing of resources between young people during a learning activity will be avoided in order to limit the potential for transmission. Personal belongings will be taken home at the end of any 'in school' learning.

In advance of starting school in August, all pupils and parents will be provided with a guide detailing the school's approach to social distancing. This will be covered again during the first week in school where pupils in each year group will have an assigned induction day. Each year group will have two full days of face to face teaching in Stage 1 of the Recovery Plan.

At time of writing, the school is working with the Local Authority to source additional building space in order that we can maximise in school time by having access spaces which can accommodate more than 10 pupils. This will allow us to offer each year group two designated days. If this space is not available, it may restrict the in school time the school can offer.

The number of pupils in each S1-S6 subject class will depend on the socially distancing capacity of rooms. S1 classes will operate within bubbles of 10 pupils and will be allocated a home room. The movement of S2 pupils will be restricted - they will stay in the same grouping/room for Humanities and Science, and the same grouping/room for Maths and English. Senior Phase classes will operate according to column choices with movement being restricted where possible. Health and Wellbeing will be located outdoors at Rubislaw playing fields with pupils in S1-S4 organised in house groups.

It will not be possible to arrange family groups on the same days in a secondary setting. This is due to the nature of timetabling a large secondary school.

All classrooms meeting health and safety regulations will be used. In addition, the Dining Hall, Assembly Hall and gym halls are being considered for use. Access to Rosemount Annexe and the French School are being explored. If we can use any of these external buildings, we will review our capacity to deliver in school learning.

Classroom furniture and other items which are surplus to requirement will be kept in classrooms and clearly marked as "not in use". There is limited capacity for storage of surplus items. This is due to spaces such as the dining hall being used as a classroom.

A clear desk policy will be shared with teaching staff and implemented.

The Conference Room has been identified as an isolation area for staff who are presenting symptoms. A room has been identified for pupils to report to should they display symptoms.

Practical classrooms which meet health and safety requirements will be used. Most practical rooms will accommodate 9-10 pupils.

Large spaces will be used to teach larger numbers and keep timetabled classes together with one teacher, where possible.

- Assembly Hall - 52 capacity
- Dining Hall - 28 capacity
- Small gym - 54 capacity but ventilation may be a problem
- Drama Studio - 20 capacity but ventilation may be a problem

Outdoor learning spaces will be used as follows:

- Rubislaw Playing Fields for S1-4 Core PE classes and S4-S6 National Qualification PE classes
- School Garden for Lifeskills classes.
- Playground areas subject to pre-arrangement with teacher/Senior Management Team

Staff will be encouraged to organise their own teaching resources and clear teaching spaces in their classrooms prior to pupils returning. Pupils will be informed that they do not have access to classroom resources such as dictionaries, props, etc. Equipment/props which are out of use will be cordoned off with tape. Photocopying requests will be processed by a Technician to avoid multiple users of the photocopier.

The physical layout of our school has been adapted in line with social distancing protocols.

How will we decrease interaction?

A one-way system has been established to ensure social distancing. This will be shared with staff and pupils in advance of their return in August. The one way system will be clearly signposted.

Start and finish times have been staggered for different year and house groups to reduce the number of children and young people gathering together at one time. Plans will be agreed between the Head Teacher and the school Quality Improvement Manager and shared with parents.

Parents and carers will refrain from entering the school grounds to further reduce numbers. Parents and carers will make use of locations nearby that can be used to support a Park and Stride approach to limit traffic near site. The car parks will be for staff use only. The school reception area will not be accessible to parents and carers during Phases 1-3 of the return with all enquiries made either by phone or email to the school office.

School grounds will only be accessed by young people for the purpose of attending in-school learning and only an emergency will trigger a need for anyone else on site so that carefully calculated capacities can be maintained. Access to the building will be strictly controlled.

The number of interactions will be limited as far as reasonably possible.

Entrances and exits have been identified for each teaching zone within the school. Therefore, pupils entering and exiting classrooms will be instructed on the entry and exit doors to use. Signage will be used to facilitate this.

Dining Arrangements

Pupils will not be in school over lunchtime in Stage 1. Pupils will remain in class during break time under supervision. There will be no canteen facilities available. Pupils will be asked to bring their own snacks and water. The provision of free school meal vouchers will continue. Young people will be asked to take any uneaten food/waste etc home with them, to help reduce the risk of infection spread.

Evacuation Procedures

Circulation routes and entry/ exit points have been altered and evacuation processes have been amended to reflect this. Muster points have been spaced further apart to allow for social distancing.

The Fire Evacuation Plan has been amended in response to this School Recovery Plan and shared with all stakeholders. Muster points have been matched to entry and exit points.

Evacuation arrangements for children with complex needs or disabilities have been reviewed with refreshed Personal Evacuation Plans in place.

Orientation

The Senior Management Team will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. A map will be displayed and signage used as appropriate to act as an aide-memoire. All young people will be advised of arrangements prior to their return, with health and safety a key focus when groups first join 'in school' learning in August.

Managing Visitors/Managing Reception

External visitors to the school building will generally not be permitted. The only exceptions to this will be for:

- Local authority officers required to visit the school to provide essential support to pupils or staff (by pre-arranged appointment only)
- Contractors required to access the main building or grounds to undertake essential planned maintenance or repairs (by pre-arranged appointment only)
- Contractors working on a closed construction site within the school building or grounds, where appropriate measures have been taken to entirely separate the construction site and contractor personnel from the rest of the school, and the work has been approved to go ahead by Corporate Landlord officers
- Any other visitors required to enter the building for emergency purposes, including emergency repairs

Parents will not be permitted to visit school to speak to teachers about their children. This will be communicated clearly to all parents. Where parents require to contact a teacher, they should be asked to make contact initially by email. Parents will be provided with a short user friendly guide containing all key information for the reopening of the school in August.

Signage will be displayed at school visitor entrances to explain that visitors are generally not permitted, and will provide a telephone number for visitors to contact an appropriate member of staff within the building, should they wish to speak with someone or if they have an appointment to attend the school.

If a visitor has an appointment to access the building, they will be asked first to confirm that they are not displaying any COVID-19 symptoms. Those displaying symptoms will not be permitted access.

Where possible visitors permitted access, will remain within the reception area of the school and speak with the relevant member(s) of staff via the Reception desk window / hatch.

The name and contact telephone numbers of all visitors entering the building will be recorded, along with the date and times of their attendance, in order to support the national Test and Protect Strategy.

Visitors will only be allowed in the building by pre-arranged appointment. Parents will be informed of this through school communications and signage will be placed at all entrances. Contact information has been included in the Visitor Sign In sheet. Parents/carers will be informed that they can only visit the school if they have a pre-arranged appointment. Communication with relevant staff will be through Google Meet, mail or telephone, as arranged.

ABERDEEN GRAMMAR SCHOOL'S RE-OPENING PLAN

Induction Stage - 10 -14 August

During the first week of term, all year groups will experience an induction programme. The induction sessions will include information on fire evacuation, using the one-way system in the school and expectations regarding behaviour and adherence to the social distancing guidelines. It is also important that we talk pupils through what a blended learning timetable looks like and how they can make this work effectively in school and at home. We will also provide each pupil with a resource pack to support their learning.

During the first week, Pupil Support staff will meet with senior phase pupils on an individual basis to discuss any possible changes to their timetable arising from their SQA results. For ease of reference we will call this re-coursing.

We are keen to provide in-school support for our vulnerable learners. Support for Learning (SfL) staff will run provision for identified learners in the school library and other identified spaces.

Week 1 – August 10-14

Day	Year Group	Time
MONDAY, 10 August	In-service for Staff S4-S6 re-coursing by appointment	1330-1550 hours
TUESDAY, 11 August	Staff Planning and Preparation S4-S6 re-coursing by appointment	
WEDNESDAY, 12 August	S1 Induction S2 Induction	9 am arrival Morning only
THURSDAY, 13 August	S3 Induction S4 Induction	9 am arrival Morning only
FRIDAY, 14 August	S5 Induction S6 Induction	9 am arrival Morning only
	Induction of new pupils (S2-S6)	Throughout the week

Stage 1

17 August to 18 September (5 weeks)

Following an evaluation of the Induction Stage, we will increase our provision in school. This will be subject to appropriate risk assessments and guidance from Scottish Government and Aberdeen City Council. These arrangements are, therefore, provisional. This five week in-school block will operate as detailed below.

The curriculum for all young people in S1, S2 and S3 will focus on Literacy and Numeracy and Health and Wellbeing. Health and Wellbeing will be delivered as outdoor learning using the Rubislaw Playing Fields.

The curriculum for all young people in S4, S5 and S6 will follow their subject choices. Larger numbers of senior pupils are being accommodated by using the games hall, assembly hall and dining hall. The accommodation is still undergoing health and safety checks. As a result, the numbers detailed below for the

	MORNING	NUMBER	AFTERNOON	TOTAL NUMBER OF PUPILS
MONDAY	S1, S2, S3	570		570* (52%)
TUESDAY	S1, S2, S3	570		570* (52%)
WEDNESDAY	S4, S5, S6	570	S3 HWB	750* (68%)
THURSDAY	S4, S5, S6	570	S2 HWB	750* (68%)
FRIDAY	S4, S5, S6	570	S1 HWB	780* (71%)

* **INCLUDES SUPPORT PROVISION FOR VULNERABLE LEARNERS EACH DAY – APPROX 40 PUPILS**

As demonstrated in the table above, each year group will be in school for 50% of the reconfigured pupil school week. Face to face teaching will take place at these times. In-school provision will take place primarily in the mornings to allow staff to use afternoons to prepare and deliver at-home learning.

Stage 2

21 September to 9 October

Following an evaluation of Stage 1, we will aim to increase our provision in school. This will be subject to appropriate risk assessments and guidance from Scottish Government and Aberdeen City Council. These dates are, therefore, provisional and we will write to parents to confirm if we are planning to move from Stage 1 to Stage 2. In the letter to parents we will detail what Stage 2 will look like in terms of in school contact time and in home learning time. It is difficult to detail this currently as we do not as yet know if we will have access to other buildings in order to increase in class learning time and maintain 2m social distancing requirements. If we are unable to access space in buildings external to Aberdeen Grammar School, we will be unable to increase the amount of in school time for our young people. The availability of staffing will determine how much in-class provision can be accommodated in

The School Day

Pupil Arrival	0830-0850 hours
PERIOD 1	0850-0940 hours
PERIOD 2	0940-1030 hours
BREAK	1030-1100 hours
PERIOD 3	1100-1150 hours
PERIOD 4	1150-1240 hours*
LUNCH FOR STAFF	1240-1330 hours
Pupil Arrival	1330-1350 hours
HWB AFTERNOON	1350-1530 hours

* stagger exit - 10 minutes prior to end time

CURRICULUM RATIONALE

It is important to explain the thinking behind our recovery curriculum model. Due to the constraints arising from COVID 19, full-time in school provision is not possible at time of writing (June 2020). Any curriculum model must allow young people to build on their prior learning and provide appropriate progression. We also have to ensure that young people have access to quality learning in all curriculum areas. Currently, the only way we can do this is to design a curriculum which supports blended learning. Another key consideration is that any curriculum plan must be designed to allow us to return to full-time in school provision when it is safe to do so. The initial focus of the curriculum is to reconnect with young people as they return to school.

Since the school closed on 20 March, we continued with our normal curriculum planning and all year groups changed timetable and joined new google classrooms. We did this earlier than planned. Our pupils in the Senior Phase(S4/S5/S6) started their new timetable on 11 May and our pupils in the Broad General Education (S1/S2/S3) started their new timetable on 25 May. We monitor the levels of pupil engagement and it is clear to see that our young people appreciated moving on and starting new learning and new courses. Our young people have established sound learning routines and are engaging effectively with online home learning. In designing our in school curriculum offer, we have been careful to ensure that this works in partnership with our in home learning. Our teaching staff have the challenging task of preparing learning activities which work within school and home.

In S1-S3, we have prioritised literacy, numeracy and health and wellbeing. We will maximise opportunities for dialogue with young people to rebuild relationships and resilience. All pupils will have the opportunity to take part in physical activity on a weekly basis by attending PE lessons at Rubislaw Playing Fields. As detailed earlier, each year group will be in school on designated days. Teachers are currently planning how they will make best use of in school teaching time and in home learning time.

In S4-S6 our young people will continue to study the subjects they have chosen and prepare for SQA qualifications. Designated days have been assigned for in school learning where our young people will experience direct teaching in their chosen subjects. This will work in partnership with learning activities being posted on google classrooms.

COSTING THE RECOVERY PLAN

Teaching smaller class sizes is significantly more expensive in terms of staff time. Normally, one teacher delivers a lesson to 30 pupils at a time (non practical) and 20 pupils at a time (practical). Due to the requirement for social distancing, classrooms can only safely accommodate, on average, 10 pupils at a time. This means that to deliver the same lesson to 30 pupils, it will now take 3 teachers to do so. This means that staffing any in school delivery uses up a large number of our teaching workforce. This in turn will have an impact on the amount of digital at-home learning as it is the same workforce planning for the delivery of this. In the current COVID 19 crisis, we also have teachers and support staff shielding and managing their own childcare.

Action Plan 2
Improving Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment				
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources
What do we hope to achieve?	How will we know this has been achieved? <i>What evidence will we have?</i>	What do we need to do?		Who and what is required? (including cost/fund)
Young people are increasingly engaged in online learning.	<i>Google Activity Reports will show an increase in the number of young people accessing google classrooms.</i> <i>School Engagement Spreadsheet will show an increase in the % of pupils marked as "high" across subjects.</i>	<ul style="list-style-type: none"> ● Issue Advice Note to pupils and parents on how to access google classrooms and the monitoring procedures in place. ● Include the tracking of pupil engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement. ● Check the devices pupils are using. Reissue surveys and contact families individually. Issue accordingly. 	<p>May 2020</p> <p>Fortnightly</p> <p>Ongoing</p>	<p>PT Digital Learning appointed and will lead on the production of materials to support digital learning. Cost is detailed in the Pupil Equity Fund section.</p> <p>Senior Management Team lead on tracking engagement. House teams work with families.</p> <p>Support Services Manager and support team.</p>
Increased pupil confidence in the use of all tools within google classroom – posting assignments, using google meet safely and effectively.	<p>Pupils attend and engage in Google Meets.</p> <p>Pupil Surveys show pupils are experiencing more interactive teaching and explanations. This will show a shift from baseline survey (May 2020).</p>	<ul style="list-style-type: none"> ● Establish Pupil Focus Groups across year groups to gain an understanding of the challenges they are facing using online learning. ● Create user friendly video guides for pupils on the use of tools within google classroom. 	<p>June 2020</p> <p>Ongoing/reactive</p>	<p>PT Digital Learning, SMT</p> <p>PT Digital Learning</p>

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Increased staff confidence in the use of tools to support clear explanations and instructions.	Feedback from staff (surveys, focus groups, PR&D, FMs, ESMTs) will exemplify new approaches.	<ul style="list-style-type: none"> Identify training needs on a weekly basis. Weekly drop-in sessions for staff on digital learning. Faculty and staff meetings – exemplify approaches which allow for greater explanation and engagement with pupils 	Weekly/reactive	PT Digital Learning	All staff share approaches.
Increased parental confidence in supporting their child with home learning.	Collated parental surveys will show improved confidence in helping their child structure and plan the day, access resources etc.	<ul style="list-style-type: none"> Collate results of parental survey. Issue FAQs document addressing key areas of concern. Capture parental feedback through Parent Council, focus groups and surveys. 	June 2020	SMT	
			Monthly	SMT	
Achieve continuity in the learning experience for all pupils on return to school.	Overtake a detailed checklist of actions associated with a phased or full return.	<ul style="list-style-type: none"> Full Return Plan and Phased Return Plan developed based on the advice provided by the national Education Recovery Groups. Continue to develop digital learning resources as these will be required in any blended learning phased return. They will also be required for young people shielding when we return to school on a full-time basis. 	June 2020	SMT	
			Weekly/reactive	All staff led by PT Digital Learning and Faculty PTs.	
Increased staff confidence in providing feedback (digitally) to pupils. Pupils understand their progress and next steps in learning.	Staff, pupil and parent surveys report an increase in feedback provided and understanding of progress/next steps in learning.	<ul style="list-style-type: none"> Young people are provided with clear success criteria. They use this to plan and complete learning activities and as a useful check of their understanding. This will support independent learning and skills within a blended learning environment. Train staff in the use of verbal feedback tools such as Read & Write. Agree a strategy with the whole school community on approaches to 	Ongoing/Reactive	All staff	
			June 2020	PT SfL	
			Agree when we know the details	SMT and Parent Council	

		communicating progress with parents and pupils – adapt reporting and parents meeting calendar/approaches.	of the return to school (full or phased/contingency) and what this looks like		
New Senior Phase pupils will have a bank of assessment evidence to allow staff to reach a professional judgement on their progress and estimate grades (2021)	<p>Assignments held within google classrooms.</p> <p>Faculty Tracking information.</p> <p>Notes from Faculty moderation meetings.</p>	<ul style="list-style-type: none"> Start Senior Phase Courses on 11 May 2020 All staff to gather assessment evidence from the very start of each course for each pupil. Assessment and moderation calendar built into faculty quality improvement procedures. Adapt any plans based on information from the SQA and national Education Recovery Groups on the exam arrangements for 2021. 	<p>May 2020</p> <p>May 2020-May2021</p> <p>September 2020</p> <p>September 2020</p>	<p>All staff</p> <p>All staff</p> <p>SMT and PTs</p> <p>SMT and PTs</p>	
Support learners who may not have achieved the exam results they had hoped for in the 2019-20 SQA certification.	<p>Appeals processed.</p> <p>Positive destination and leaver data.</p> <p>Re-coursing complete and any changes made.</p>	<ul style="list-style-type: none"> Review course choice (as required) based on August 2020 examination results. React to NESCOL’s confirmed position, this may involve re-coursing for pupils and sourcing alternative options. Process appeals and any associated documentation and release of staff. 	<p>August 2020</p> <p>August 2020</p> <p>August 2020</p>	<p>SMT, PTs</p> <p>SMT, PTs</p> <p>SMT, PTs</p>	

Action Plan 3

3.1 Ensuring Wellbeing, Equality and inclusion

3.1 Ensuring Wellbeing, Equality and inclusion					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	RAG
Ensure our school community has a shared understanding of wellbeing needs	<p>Staff and learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing.</p> <p>Almost all pupils will be supported to focus on specific targets for improvement in relation to wellbeing.</p> <p>All planned H&WB will reflect learners' wellbeing needs.</p>	<ul style="list-style-type: none"> Pupils will reflect on their own wellbeing using the wellbeing indicators. Pupils will be supported to set achievable targets to improve their wellbeing. School staff to consider the impact of lockdown when supporting pupils to achieve HWB targets. SMT will highlight the Wellbeing Indicators regularly in assembly. This will only happen when assemblies can resume and pupils can gather in larger spaces. Pupil Voice opportunities will also have a focus on Wellbeing 	<p>Ongoing</p> <p>To be decided</p> <p>Ongoing</p>	<p>PTs Pupil Support continue wellbeing checks and adapt PSE course materials.</p> <p>SMT and PTs Pupil Support</p>	
Relationships across the school community are strong and supportive	<p>Social connections and interactions are positive</p> <p>Learners and staff request support if and when required</p>	<ul style="list-style-type: none"> Plan time for readjustment to in school learning Plan regular 'check ins' with learners, staff and parents Ensure communications are clear, concise and regular 	August	SMT to work with staff to review the whole school calendar, including reporting episodes.	

All children and young people access a responsive health and wellbeing curriculum	<p>Post Covid-19 need is reflected in the H&W programmes delivered to children and young people</p> <p>Trend data suggests that the curriculum is meeting the needs of children and young people</p>	<ul style="list-style-type: none"> Review current programmes and resources to support the health & wellbeing curriculum Scope how best to build space into the curriculum to enable a focus on wellbeing and give time to process recent events. Consider the development of city wide resources to support delivery of a course/ exploration to help children and young people make sense of things. 	September initial meeting	PT HWB and PTs Pupil Support review the curriculum and insert learning activities.	
Increase the number of children and young people with mental health needs being effectively supported	Identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> Staff should Engage with professional Learning to ensure that all staff are able to recognise and proactively respond to mental health needs at different levels (LIAM, Emotion Coaching, ELSA etc.) Develop clear systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs and consider how this will look 	Ongoing	All staff	
Improve the effectiveness of supports for children and young people with a range of additional support needs	95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> Consider roles and remits of staff (including Guidance) in supporting wellbeing to promote greater consistency Fully consider the ongoing and improved use of digital to support children, families and staff 	Monthly Monthly	Pupil Support wider team Pupil Support wider team	
Improve the effectiveness of supports for children and young people with a range of additional support needs	95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> Consider roles and remits of staff (including Guidance) in supporting wellbeing to promote greater consistency Fully consider the ongoing and improved use of digital to support children, families and staff 	From June	SMT	
Increased staff confidence in ability to identify and respond to child protection and non-engagement	80% of sample group of staff report greater levels of confidence	<ul style="list-style-type: none"> Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding Share and implement non- attendance procedure and link to children Missing in Education protocol 	Following completion of ACC guidance	SMT	

<p>concerns in a digital environment.</p> <p>Maintain level of safety felt by children and young people.</p>	<p>95% of non-attendance are dealt with as per agreed procedure</p> <p>92% or higher response from children and young people when asked if they feel safe</p>	<ul style="list-style-type: none"> Consider development of 360 safe 			
<p>Citywide school compliance with H&S issues</p>	<p>Data provided by internal/external audits</p>	<ul style="list-style-type: none"> Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices 	<p>Ongoing</p>	<p>SMT</p>	

PEF Summary of proposed spend

Allocation: £36,419

Non-Staff Intervention/resource	Cost	Staff Intervention /resource	FTE	Cost
Resource packs to support in class and home learning for full return or contingency return. Costs broken down below. Materials will support independent learning and gathering of assessment evidence.	£13, 215			
Art Custom Student Packs (£3,160)				
Music - instruments for individual use at school/home (£1,050)				
Business and Computing study guides (£1,834)				
Maths National 5 Applications -new course. additional textbooks for National 5 Maths (£2,235)				
Modern Languages Higher and National 5 study guides (£824)				
Chemcord Textbooks Higher and National 5 (£1,000)				
Literacy and numeracy recovery support packs (£664)				
Non-Staff Total 2020/21	£13,215			

Please note: As a school we need to take stock of where we are in August before committing the remainder of our PEF spend. This resource needs to be used wisely to support school recovery. The resources detailed above will support school recovery as pupils will be provided with a resource pack during the induction session to support independent learning.

Communication Schedule

To Whom	Details	Timescale
Staff	<p>Induction and Stage 1 Overview Plan shared with all staff on 11 June.</p> <p>Meetings with Faculty PTs to plan the subject specific timetable and rooming for in school provision and in home learning</p> <p>Weekly updates for all staff on key issues/actions.</p> <p>Weekly Extended Senior Management Team meetings to plan blended learning and all associated actions. Faculty PTs to feedback any issues raised at weekly faculty meetings to HT.</p> <p>Draft Risk Assessment issued to Trade Union Representatives for feedback.</p> <p>Staff meetings on 25 June and 2 July 2020 to finalise timetables and go over H&S issues.</p>	<p>11 June 2020</p> <p>15 –19 June 2020</p> <p>Weekly throughout June 2020</p> <p>Weekly throughout June 2020</p> <p>9 June 2020</p> <p>25 June, 2 July</p>
Parent/Carers	Weekly HT update letter	Ongoing

	<p>HT meeting with PC Chair to provide an overview of the School Recovery Plan.</p> <p>LPDP to be issued</p> <p>Guide for Parent/Carers on re-opening (this will contain practical information such as uniform requirements) to be issued.</p> <p>School Recovery Plan to be issued.</p> <p>Letter explaining whether the school will return on a full-time or contingency basis. This letter will be issued following the final decision made by The Scottish Government based on scientific and health advice at the end of July.</p>	<p>10 June 2020</p> <p>30 June 2020</p> <p>30 June 2020</p> <p>week beginning 3 August</p>
Young people	Pupils informed of induction arrangements for week 1	Last week of term
Ward Cllrs	School Recovery Plan to be presented to local cllrs.	Week beginning 22 June
Central Officers	School Recovery Plan which includes school improvement priorities to be posted on Teams	19 June 2020

GUIDE FOR PARENTS/CARERS ON RE-OPENING THE SCHOOL



Context

On 23 June, John Swinney, the Depute First Minister (DFM), made a statement in Parliament which detailed the ambition of The Scottish Government for all children and young people to return to school full-time in August 2020. The DFM stressed that it is an aim which the Government is now working towards but it “remains conditional and dependent upon ongoing scientific and health advice.”

On the basis of this statement, Aberdeen Grammar School is planning to re-open on a full-time basis in August 2020.

However, we have also created a School Recovery Contingency Plan which will be implemented only if the conditions for a full re-opening of the school have not been met.

By the week beginning 3 August, the Scottish Government will have instructed schools as to which plan is to be implemented. We will inform parents accordingly during this week.

The induction week as outlined below will be the same for a full re-opening or a recovery/contingency re-opening.

Chief Education Officer Letter

Eleanor Sheppard (Chief Education Officer) has written to parents explaining the three possible scenarios for re-opening in August given the need to take stock of the situation at that point regarding COVID 19.

[Parent/Carer Letter 30.06.20](#)

School Recovery Contingency Plan

The School Recovery Contingency Plan - <https://grammar.org.uk/policies-procedures/>

Induction Week – 10-14 August

All year groups will experience an induction session in the first week of term. During these sessions, pupils will be briefed on health and safety guidelines and behaviour expectations. Each pupil will receive a copy of their timetable and a pack of resources for their own use to support learning.

DAY	YEAR GROUP	TIME
MONDAY 10 August	In-service for Staff S4-S6 re-coursing by appointment	1330-1550 hours
TUESDAY 11 August	Staff Planning and Preparation S4-S6 re-coursing by appointment	
WEDNESDAY 12 August	S1 Induction S2 Induction	Arrival time 9 am Morning only
THURSDAY 13 August	S3 Induction S4 Induction	Arrival time 9 am Morning only
FRIDAY 14 August	S5 Induction S6 Induction Induction of new pupils (S2-S6)	Arrival time 9 am Morning only Throughout the week.

Uniform

Pupils are expected to wear AGS school uniform as follows - white or blue shirt, black trousers/skirt, black or navy jumper, black shoes. **Pupils do not wear a tie or blazer until further notice.**

When timetabled for HWB, pupils should go directly to the Rubislaw Playing Fields in their PE kit. There will be no access to PE changing rooms on site. Pupils should bring their own water and leave all valuables at home.

The recommendation is that school clothing is washed after each in-school day.

Journey to and from School

Pupils walking or cycling to school are expected to maintain social distancing, in line with Scottish Government advice.

Pupils who travel to school by service bus should wear face coverings and observe physical distancing guidelines.

Please note that parents/carers are not permitted in the school grounds to drop off or pick up their child(ren).

Arrival at School

Pupils will be informed of the time they have to arrive at school and the entrance they have to use. Pupils will be required to use hand sanitiser on entering the school building.

At all times, pupils must follow the instructions of staff and adhere to social distancing rules.

Moving around the Building

A one-way system may be in operation in school which pupils must adhere to in order to maintain social distancing rules.

In Class

Classrooms and class groupings will be organised in line with social distancing recommendations.

Pupils must bring their own materials (including pens, pencils, rulers, etc) to class and make sure that they leave nothing behind at the end of the lesson. Resource packs will be provided by each subject.

Pupils must use hand sanitiser prior to entering each classroom.

On leaving a classroom, pupils must wipe down their desk, chair and any surface they may have come into contact with. Cleaning materials will be provided for this purpose.

Break and Lunchtime

Pupils will not be in school over lunchtime during the induction week and there will be no canteen facilities available. The provision of free school meal vouchers will continue.

Toilets

Toilet areas will be monitored with a limited number of pupils being allowed access at any one time.

Leaving the School

Following their induction session, all pupils must leave the school grounds immediately. This will allow the smooth running of multiple induction sessions.

Parental Communication with the School

Parents/carers are not permitted in the school grounds or buildings. If a parent/carer wishes to talk to a member of school staff, they should telephone the school office (01224 642299) in the first instance.

Pupil Behaviour

It is essential that all of our young people adhere to social distancing rules, and as such, the highest standards of behaviour are required. We cannot waste learning time. During lessons, teachers will be engaged in direct teaching to support the completion of tasks and activities at home. Any young person engaging in disruptive behaviour or not adhering to social distancing rules may be asked to work from home. This is for safety reasons and to maximise learning time.

Blended Learning

Since Monday, 23 March our young people have been encouraged and supported to engage in digital learning at home. All the learning and teaching materials used during this period have been posted in Google Classrooms for each subject. It will be the responsibility of all pupils to ensure that they are up to date with work posted for each subject course. This will allow for continuity of learning and a productive start to the new academic session.

Pupils who are subject to shielding will continue to access learning through the relevant Google Classrooms.

Planning for Success

Simple guides for parents/carers on how to use Google Classroom may be accessed through the following link. <https://sites.google.com/ab-ed.org/onlinelearning/>

Our Library website also offers excellent advice and support for “at home” learning and gives access to a wide variety of learning resources. <https://sites.google.com/ab-ed.org/ags-library>

Engagement Advice Note 1 June 2020

Context

The first round of tracking of pupil engagement in the BGE highlighted a number of pupils who are not engaging in their Google classrooms.

Staff have communicated that a set of guidelines to deal with pupil non-engagement would be helpful.

Aim

The aim of this document is to clarify roles and responsibilities relating to pupil non-engagement in order to support effective learning and teaching in a new and challenging virtual environment.

Class Teacher

Learning and Teaching

Class teachers should encourage pupils to engage in learning by providing:

- a variety of learning activities
- teacher instruction and explanation of any work set (e.g. through “live” or pre-recorded Google Meet, voice overs on presentations etc).
- feedback on progress through assignment marking/ private messages/email on Google Classroom/Gmail.

Class teachers should not:

- ask a pupil to contact another pupil on their behalf, if the latter is not engaging in the Google Classroom
- post individual pupil names for non-completion of work on the Google Classroom Stream.

Pupil absence

- Class teachers should check the Staff Google Classroom for pupil absences as part of their home working routine.
The names of pupils who have been reported as absent by their parent/carer will be posted by office staff on the Staff Google Classroom.
- Class teachers should support pupils with catch-up and completion of outstanding work, on pupils’ return to their Google Classroom.
- PTs PS will advise class teachers of any pupil with long term health issues.

Pupil non-engagement

Week 1 - If a pupil has not engaged in **any** learning for a whole week:

- Class teachers should contact the pupil by e-mail. A standardised paragraph (below) is provided for teachers to use, if they wish.

“I am concerned that you have not completed any work this week. If you have struggled with any aspect of the work set or have had issues with technology, please let me know if you need any help by responding to this email. I will then be able to support you accordingly. If I do not receive a response and the work remains incomplete, I may need to contact your PTPS.”

Week 2 - If class teachers receive no response to their e-mail and there is continued non-engagement:

- Class teachers should flag the pupil as “Low” on the Engagement Tracker. (*The Engagement Tracker is up-dated fortnightly*)

House Teams will then make appropriate interventions, including contacting parents, if required. If a pupil does indicate technology is a problem, please alert their PTPS.

General

Class teachers should seek advice from their Faculty PT, if any pupil is giving cause for concern.

Claire Murray (PT SfL) and SfL staff will support class teachers to differentiate learning for identified pupils or groups of pupils. Claire is also available to talk through suggested strategies to support pupils with identified barriers to learning.

Michael Gibson (PT Project – Digital learning) will support class teachers to develop their digital skills through a professional learning offer which includes ‘drop-in’ sessions; user guides and responding to individual queries.

Faculty PT

Faculty PTs should support class teachers by:

- discussing pupils who are not engaging and planning next steps with class teachers.
- monitoring pupil engagement across all Faculty Google classrooms.

PT PS

PTs PS should:

- review key cases, weekly, at House Meets and agree appropriate interventions in line with staged procedures.
- complete an ACC request form for any pupil in need of a chrome book or internet access, if this has been highlighted by pupils/parents/staff.
- review the Engagement Tracker, fortnightly, at House Meets.
- agree which pupils require mentoring support at PTPS or House Support Teacher level, in consultation with Ryan Robertson (DHT).

House Head

House Heads should:

- review key cases, weekly, at House Meets and agree appropriate interventions in line with AGS staged procedures.
- contact parents, as agreed with PTsPS
- track the success of any interventions made.
- contact Alison Murison (HT) or Ryan Robertson (DHT) if there may be a need to complete a Children Missing in Education form.

House Support Teacher

House Support Teachers should:

- review the Engagement Tracker, fortnightly, in partnership with House Teams and Ryan Robertson (DHT)
- ensure that their allocated pupils have access to a suitable device
- work with allocated pupils/parents to establish a home learning routine, eg. liaise with class teachers re scheduled Meets and assignments in order to create a timetable.
- note work which they have completed with allocated pupils on the Engagement Tracker

Principal Teacher (Support for Learning)

The PT SfL should:

- respond to any support requests made by class teachers.
- allocate SfL staff to support pupils / class teachers, as required.
- monitor and review supports and interventions.

School Support Manager/Office Staff

Office staff should:

- check AGS absence emails daily
- post pupil absences on the Staff Google Classroom.

BLENDDED LEARNING ADVICE NOTE FOR STAFF

Stage 1 (17 August - 18 September 2020)



DEFINITION:

“a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching”. We will refer to this as “At Home Learning” and “In School Learning”

AIMS:

- To establish a routine for learning with pupils
- To provide continuity of learning to allow breadth, depth, challenge and application

TERMINOLOGY

In School Teacher - the teacher who delivers the in-school (face to face) teaching.

Class Teacher - the teacher who has the responsibility for the whole class in the normal school timetable

EXPECTATIONS

Course Overview - Faculty is to provide a summary of course content to be covered during Stage 1. This summary will be agreed with in school and class teachers and shared with pupils and parents.

Resource Packs – Faculty is to provide pupils with a resource pack for each course to include, for example, course notes, support materials, stationery, as required.

Face-to-face Teaching - Each class will have one ‘face-to-face’ teaching session per week - either in school or through a google meet. This session should be used for direct teaching of new content and concepts.

In School – the timing of face-to-face lessons will be specified in the Stage 1 Timetable. The faculty will decide who will be planning and preparing materials for delivery in school. This will normally be the Class Teacher.

At Home - the Class Teacher is to identify when the google meet will take place for each class. This should be in line with a normal timetabled period for the class and NOT when the year group is timetabled for In School learning. Times should be posted on the relevant Google Classroom.

Assignments - all pupils will be set one weekly assignment per course. This assignment should comprise a number and variety of tasks, as appropriate. Assignments could be created and

assigned by the Class Teacher (for his/her own class) or by the Faculty (for all classes within a course). Pupils should be given an indication of the time required to complete the task and the deadline for completion. Assignments should be designed to:

- assess prior learning
- check understanding

Feedback – All pupils should receive timely feedback on the weekly assignment from the Class Teacher or by a designated teacher.

Assessment - All faculties to plan for assessment in all courses and to gather assessment evidence on an ongoing basis. This is particularly important for Senior Phase classes.

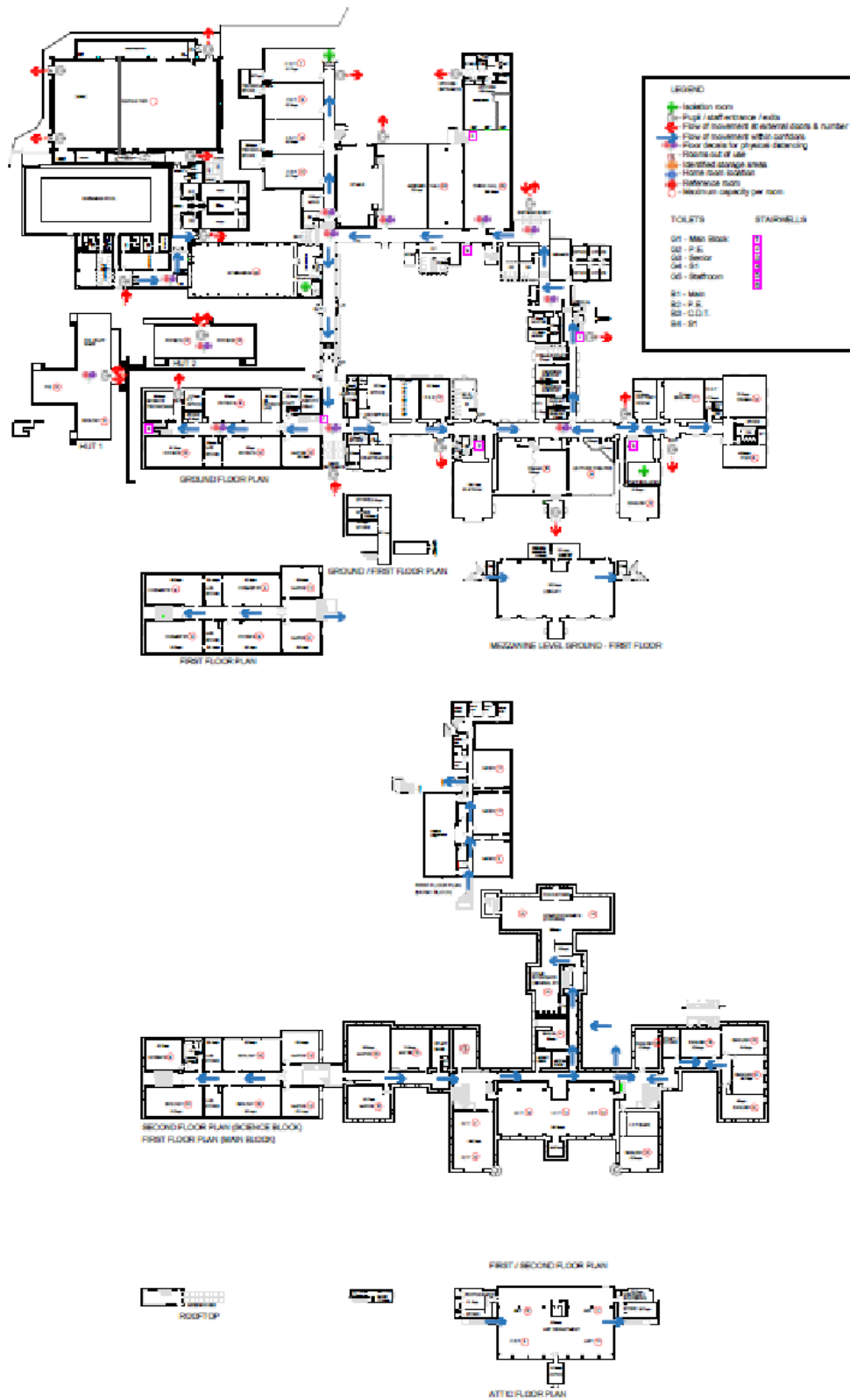
Quality Assurance - Faculty Heads are to monitor, evaluate and review the blended learning model for their faculty.

Responsibilities - Faculty Heads will lead on the planning and implementation of blended learning within their Faculty. The following table gives advice on how this can be organised so that the aims of blended learning are achieved.

Checklist	Responsibility of
<p>Ensure all pupils know the learning routine for their class:</p> <ul style="list-style-type: none"> • day and time in school (if applicable) • day and time of Google Meet(s) - in line with normal timetable • day of submission of weekly assignment 	<p>Class Teacher through Google Classroom and Google Calendar</p>
<p>Organise distribution of a subject specific learning pack for each pupil, as required. Items which may be included:</p> <p>Course Notes Text Books Tasks Jotters Equipment Support Materials</p>	<ul style="list-style-type: none"> • Faculty Heads • Class Teacher • In-school Teacher
<p>Plan and prepare teaching and assessment materials for each course, to include:</p> <ul style="list-style-type: none"> • Live teaching sessions (either in school or Google Meet) • Pre-recorded lesson of key teaching points • Preparation task for pupils prior to teaching session • Weekly assignment • Common teaching materials to be uploaded on Classroom Streams • Course assessments 	<p>Class Teacher OR designated faculty member(s)</p>

<p>Provide timely feedback on weekly assignment. This can be achieved through, for example:</p> <ul style="list-style-type: none"> ● Written comments on the actual assignment ● Private messages on Google Classroom ● Voice over on the actual assignment ● Whole class feedback through the Google Classroom stream 	<p>Class Teacher</p>
<p>Gather assessment evidence</p>	<ul style="list-style-type: none"> ● Faculty Head ● Class Teacher
<p>Provide additional supports for the class, as required. For example:</p> <ul style="list-style-type: none"> ● recorded presentation of key teaching points ● an additional Google Meet ● drop-in Session for catch-up/revision of teaching point 	<p>Class Teacher</p>
<p>Monitor pupil engagement:</p> <p>In School - record attendance At Home - attendance at live meets; completion of assignments Complete the Engagement Tracker spreadsheet</p>	<ul style="list-style-type: none"> ● In School Teacher ● Class Teacher

Appendix 2 - School Maps



Reference Documents

[SG PEF National Operational Guidance 2020](#)

<https://www.sserc.org.uk/wp-content/uploads/2020/06/Science-Tech-Return-to-School.pdf>