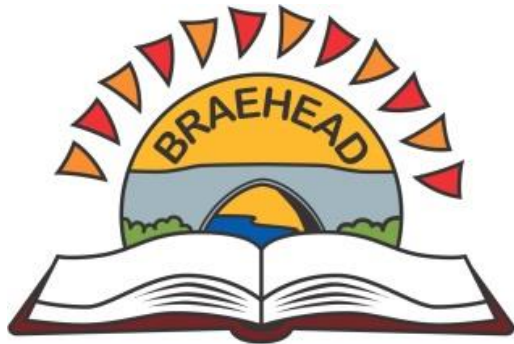


Braehead School

Standards, Quality & Improvement and Contingency Plan

2020 - 2021



PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP

CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

<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 (0-5 years) 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> <p>Improvement Priority 1: Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement Priority 2: Closing the attainment gap between the most and least disadvantaged children / young people</p> <p>Improvement Priority 3: Improvement in children and young people’s health and wellbeing</p> <p>Improvement Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Improvement Priorities 2020-2021</p> <p>Priority 1 – 1.3 (Evaluation used to inform School Improvement)</p> <p>Priority 2 – 2.3 (Continue to develop the use of digital technologies – extending into pupil profiling)</p> <p>Priority 3 – 3.1 (Identifying & Responding to Learners Needs)</p> <p>Priority 4 – 3.2 (Planning and Tracking Interventions and Impact)</p>
<p>Context of the school:</p> <p>Our school vision, values and aims continue to be at the forefront of all we do. Most pupils can confidently talk about our school values and these are promoted and demonstrated through all learning activities. Attainment within literacy and numeracy remain consistent this session with most pupils meeting achievement targets in line with national average. School improvement activities this session have focussed on the development of Reading Skills and there were early signs of improvement within children’s confidence, love of reading and achievement. Further levels of scrutiny, however, are required within writing as this is an area which has remained slightly below our school aspiration. Almost all staff are gaining confidence in the delivery of highly effective lessons and are beginning to implement a range of strategies in relation to effective feedback. All staff regularly share learning intentions and success criteria however these range in quality. Almost all learners are highly motivated and eager to learn and are growing in confidence in talking about their learning. Skills for learning, life and work are beginning to permeate through all areas of the curriculum with staff highlighting how specific skills relate to the world of work.</p> <p>Regular tracking and review meetings, scrutiny of pupil data and assessment approaches ensure staff, learners and parents are aware of individual learning targets and are planning appropriate next steps together. Really useful boxes and CLPL sessions on different additional support needs have helped to support staff confidence and knowledge in meeting a range of pupil needs. Individual target shields have enabled pupils to take more ownership of their learning by identifying their personal next steps. Staff confidence in achievement of a level continues to grow and moderation activities support a shared understanding across the school. Interventions are reviewed regularly to ensure they are robust, appropriate and supporting individual learners to meet agreed targets.</p> <p>Pupil Wellbeing continues to be a focus for all staff. Staff and pupils have a deeper understanding of the SHANARRI indicators. Individual pupil wellbeing surveys have been analysed and led to improved planning of interventions to meet individual needs. Pupil Voice Groups continue to be developed and opportunities are provided for pupils to lead, plan and reflect on approaches in our school. Links to Pupil Rights are becoming embedded in everyday practice and pupils have had more opportunities to be involved in a range of school improvement activities.</p>	

1

As we return to school buildings there will be significant focus on ensuring the wellbeing of staff, children and families is carefully considered.

1. Improving and developing our approaches to Learning, Teaching & Assessment

2. Supporting the Wellbeing of all

3. Physical Return to School buildings

2

1. Workforce Planning in response to DSM Guidance

2. Developing the curriculum

3. Supporting the Wellbeing of all

4. Planning extended use of the physical buildings

3

Action Plan 1
Return Plan

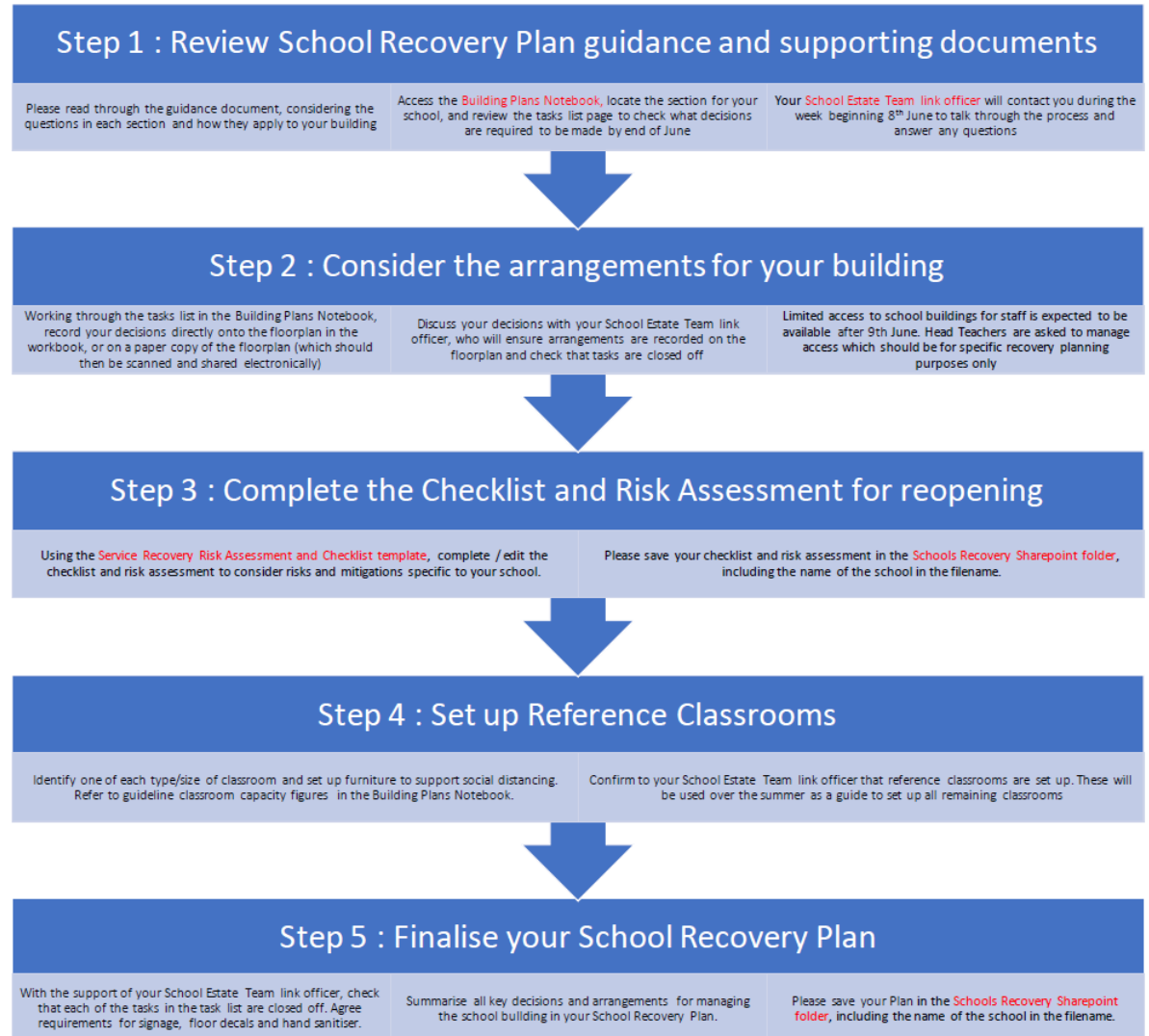
School Recovery Plan : Managing School Buildings Guidance for Head Teachers

Last Updated : 05/06/20

Links to Supporting Documents

- [School Recovery Plans \(School Buildings\) Sharepoint folder](#)
- [School link officer list](#)
- [Revised capacities – primary schools / secondary schools](#)
- [Building plans notebook](#)
- [Local delivery phasing plan \(link to follow\)](#)
- [Strategic Framework document](#)
- [National guidance document](#)
- [Test, Trace, Isolate and Support strategy](#)
- [SSERC guidance on practical Science & Technology](#)

Key Activity and Support for School Senior Management Teams in June



A more detailed Task Tracker covering the actions required in June is available within the [Building Plans notebook](#).

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 consistency wherever possible. The approaches agreed in the LDPP have guided the development of Braehead's School Recovery Plan, which will act as the School Improvement Plan for the coming session.

Our 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 Early Learning and Childcare at Braehead School?

In recognition of the impact of coronavirus (Covid-19) on the ELC expansion programme, the Scottish Government has temporarily removed the statutory duty on local authorities to deliver 1140 hours of ELC. Against the current context, it is our aspiration to deliver the current commitment of 600 hours of ELC. To deliver this equitably, we are proposing morning and afternoon sessions of ELC with regular and extended use of outdoor environments.

It is acknowledged that maintaining social distancing with children aged 5 and under is extremely difficult. Children will therefore be arranged in small groups, along with the appropriate number of adults to supervise that group. The membership of the groups (including the adults) will remain the same at all times until restrictions on social distancing in schools are lifted. Whilst members of each group will not be required to remain distanced from each other, staff will need to ensure that each group of children maintains a distance of at least 2m from other groups at all times.

At Braehead we will be able to offer 5 'bubbles' of up to 8 children each morning and afternoon session. Each child can attend (5 x AM Sessions or 5 x PM sessions) for 3 hours 10 minutes x 38 weeks = 600 hours

	Monday	Tuesday	Wednesday	Thursday	Friday
A = Morning Session 8:30am – 11:40am	A	A	A	A	A
Change Over	11:40am – 12:40pm				
B = Afternoon Session 12.40am - 3.50pm	B	B	B	B	B

The use of outdoor space will play a key part in how we deliver ELC. At Braehead School we aim to increase the number of children attending by making routine and extended use of our outdoor environment. 4 bubbles will be able to have their Nursery session inside the Nursery building, with a

fifth bubble making use of the nursery garden and outdoor environment. These bubbles will rotate over the course of the week to ensure a blend of indoor and outdoor provision. As always outdoor play will be a regular feature of all bubbles.

Children will enter the Early Learning and Childcare setting directly through the gates that lead into the Nursery Garden or main Nursery entrance. We are fortunate to have 5 different access points to our setting and will allocate each bubble a separate entrance to use to help support social distancing. The organisation of drop off and pick up will be carefully coordinated to maintain social distancing when parents are on site.

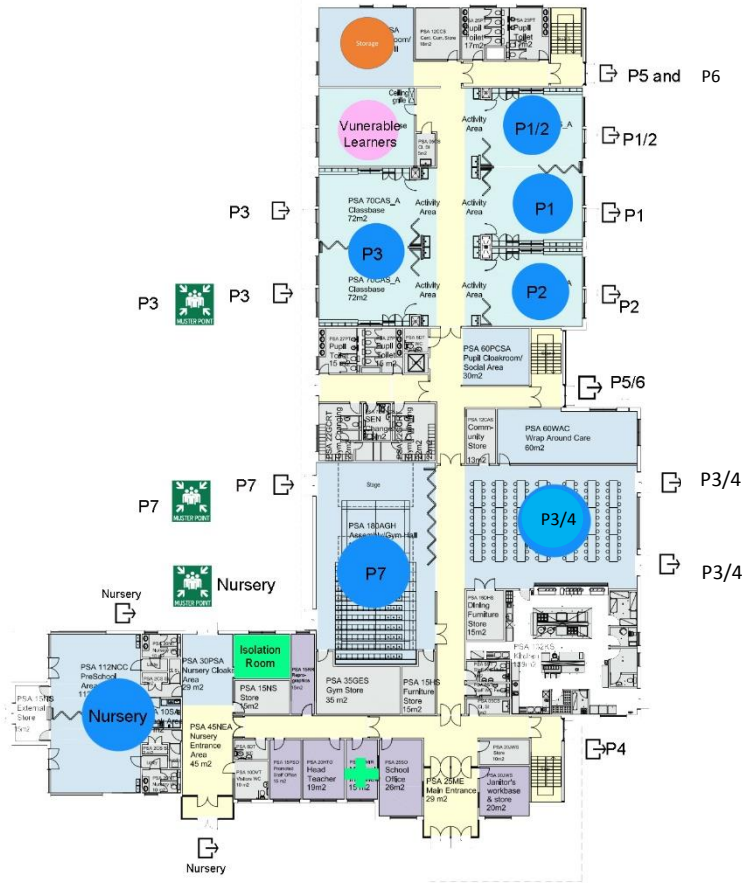
What will this mean for Braehead School?

At Braehead School we are fortunate to have the flexibility of having closed or open plan classrooms. Whilst keeping primary aged children 2m apart is very difficult, alternating the number of pupils in a class and changing the setup of the classroom will support social distancing.

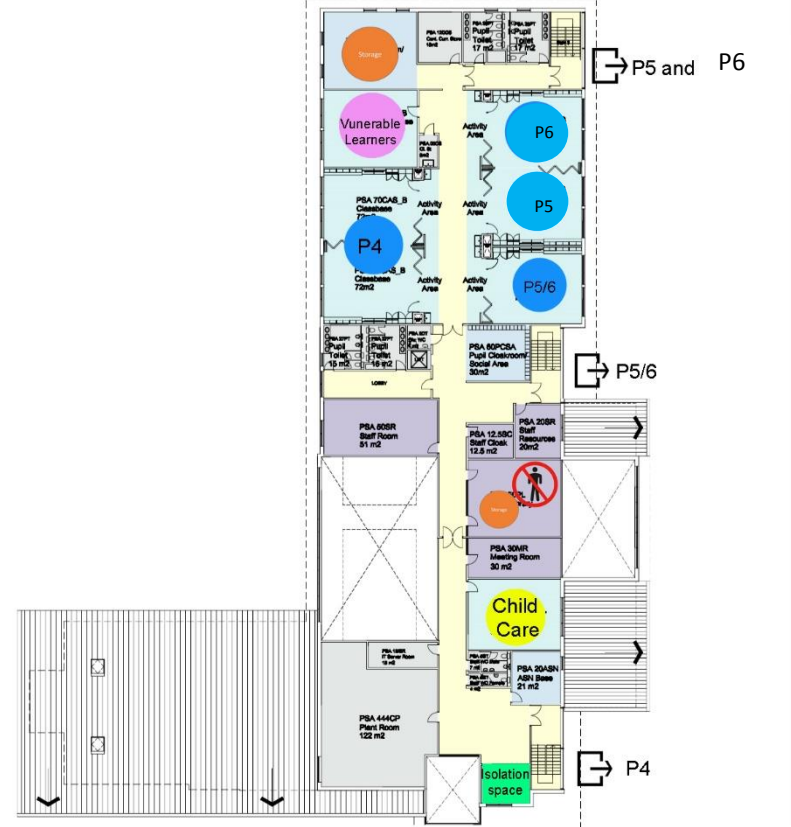
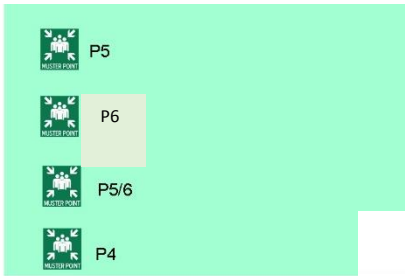
We propose that all year groups return in reduced groups with a regular rota system in place so that parents and children have a consistent routine. Classes will be divided into groups with children attending in blocks of days. All classes will be split up into two groups some of which may be of different sizes so that additional supports and staffing can be allocated to some groups.

We propose to make use of our Gym Hall and Dining Area as extra classroom spaces to accommodate 50% of each class returning for 2 days per week. We are fortunate that our classrooms have wall panels that can be opened to create double classes. Therefore, we aim to open up Room 4 & 5, and Room 9 & 10 to create a larger space for classes with greater numbers.

Class (total number)	Space	Group A RED		Group B BLUE	
		Learners	Staff	Learners	Staff
P1	Room 4	12	2	12	2
P1/2	Room 5	10	2	12	2
P2	Room 2	11	2	12	2
P3	Room 1 & 3	14	2	13	2
P3/4	Dining Hall	9	1	16	1
P4	Room 6 & 8	14	2	14	2
P5	Room 9	12	1	13	1
P5/6	Room 7	12	2	11	1
P6	Rom 10	12	1	13	2
P7	Gym Hall	14	1	15	1
Totals		120	16	131	16



Ground Floor



First Floor

Movement through the school will be limited and most children will spend their time in the one area. Where possible children will directly enter through an external classroom door to limit interactions with others whilst moving through school.

We have identified a space for childcare provision for key workers. It is unlikely that standard breakfast and afterschool provision will be available for all families whilst this expectation is in place. We have also identified a space that will be used to support our vulnerable learners.

Avoiding physical / social contact within the playground

We have a spacious playground and each class will be allocated a zone to play in at break and lunch times whilst maintaining social distancing rules. No use of fixed outdoor equipment will be permitted at this time. A limited supply of playground equipment (which allows for social distancing) will be sanitised after each play session and risk assessed appropriately.

We have chosen to stagger breaks to reduce the number of children accessing the playground at one time to ensure numbers remain within safe limits.

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). Children, young people and staff should spend more time outdoors, with weather appropriate clothing, keeping at least two metres from others.

Effective outdoor learning can be delivered across many subject areas and the 3-18 learner journey. Informal outdoor classrooms set within the natural environment will be used as spaces for learning where possible. Care will be taken to ensure that outdoor contexts for learning are fully accessible.

Management of symptomatic building occupants

If a child or young person attends the setting with symptoms of cough and/or high temperature, they should go home immediately. If a child / young person is waiting to be collected by their parent or carer, they will be isolated in our designated isolation spaces which can be seen on the map. Isolation rooms will be cleaned after use in keeping with national guidance.

As Braehead School is a 3R's building Robertson FM have issued a procedure for Suspected COVID -19 which details clear steps that will be taken in the event of a suspected case. Current guidelines will be kept up to date: <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

Braehead's 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 children, with additional cleaning during the day.

Pupils will be asked to bring their own filled water bottle to school and fountains will **only** be used for refilling if required. This will be supervised by an adult.

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. Robertson FM have also issued a Procedure for Suspected COVID-19 which details clear steps to be taken in the event of a suspected case.

At Braehead School our first aid and isolation spaces (Time Out Room / Parent Room), will require special attention for cleaning. (see Section 3 below for more information on isolation space)

Use of Learning Resources

School staff will be given sanitising wipes to undertake cleaning of resources, toys 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. Resources which are not being used will be removed from class bases to aid this process. 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. Upon return, these items will be put out of circulation for 72 hours as per current guidance.

Resources will be wiped/cleaned on an ongoing basis by the staff in each room. Each room will have cleaning products to use as and when required. Each child will have their own set of stationery, jotters, whiteboards and pens which will be stored in their individual tote tray.

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 by the school janitor.

Children, 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. Children, 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.

Children, 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 sanitiser will be available at all entrances to the school building. Our establishment has identified 8 separate entrances for 10 classes to enter through – all of which will require hand sanitiser – these entrances have been marked on our floor plan. Stocks will be kept in the cupboard next to the janitor's office to allow for ease of monitoring by janitorial staff who will inform the school administrator, who will complete the ordering return as arranged by the authority. There are bins in every room for the safe disposal of used tissues. A closed lid bin will be used in each isolation room.

Access to Toilets

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing within the toilet areas. This will be managed by PSAs, EYPs, teaching staff and SMT. Staggered break times will assist with this. Each class will be allocated specific toilet cubicles / urinals and hand wash basins to use which will be clearly signed. This will allow staff to monitor how many people are at the toilet at a time. Boys will be instructed to only use the urinal when the adjacent urinal is not being used. Urinals will be clearly signed and use of the toilets explained so children are aware of these important rules. Floor markings will be placed on the floor in the corridor to allow boys to wait until the urinals are free before using the urinal specified for their class. This will be explained carefully to the children and monitored. The layout of our building will allow for us to wedge toilet doors open to reduce the contact with door handles. Signage will be displayed above all wash basins to remind pupils to wash their hands before leaving the toilet area. Every second sink will be used to allow for social distancing with every second sink being blocked off. Pupils will then be asked to wash their hands at the sink outside their classroom as they may have accidentally touched surfaces / other door handles on the journey back from the toilet. There will be a strong emphasis on hand washing after visiting the toilet, and hand washing may require to be supervised for younger children by our PSA staff.

Each staff toilet is already single user and an engaged sign is evident when in use. Staff will use the toilet on the floor that their classroom is based on to limit the number of people using them.

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.

All classes have been allocated a learning area to ensure social distancing. All staff and pupils will be made aware of any changes in the use of the building prior to their starting back in August using virtual tours. Our school staffroom has been rearranged to ensure social distancing arrangements are in place.

Guidance on the reopening of Early Learning and Child Care Services is being carefully considered to allow us to plan effectively for the safe return of our Nursery children. Further detail on this area of the school will follow in due course.

Groups of pupils (bubbles) have been planned, and membership of groups will be static. This will help restrict the number of different interactions each pupil has. All of our classes have been split up into 2 groups (bubbles). These bubbles have been formed in consultation with teaching staff to ensure the best possible opportunities for children to undertake their in-school learning.

The bubbles will be allocated a teacher, room and times to be in the school building and grounds. We have taken care to ensure siblings, whilst in separate bubbles, can attend school on the same days. Each group will have 2 in school learning days per week with the exception of the first week due to the In-Service day.

Induction Week	Monday	Tuesday	Wednesday	Thursday	Friday
% of children in school Week 1	Inset Day 0%	Group A - 48%	Group A - 48%	Group B - 52%	Group B - 52%
Weekly Model					
% of children in school per week	Group A - 48%	Group A - 48%	5% vulnerable group	Group B - 52%	Group B - 52%

10 classrooms plus our dining and gym hall will be used for teaching and learning, with two spaces identified to support our vulnerable learners, those with additional support needs and a space identified for Child Care. All corridors are to be kept clear to support safe distancing whilst walking through the school building. Our classes have been planned for 1/2 of the class returning with the ability to increase capacity quickly as and when guidance from the Scottish Government changes.

Cloakrooms will not be in use therefore they will be used for the storage of excess furniture and resources from classrooms. As a limited number of pupils throughout the school may need breakout space, this has been facilitated with the identification of a learning space within each area of the school to restrict movement.

The timeout room on the first floor and the Parent Room in the Nursery area have been identified as isolation spaces for any pupils or staff who develop symptoms, whilst they wait to return home. These Isolation spaces will always be well ventilated and will not be used for any other purpose, as it will require to be intensively cleaned after being used by any symptomatic individuals. For example, our first aid room will not be used as an isolation space.

The sharing of resources between children and 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. Each child will have their own named tray which will be used to store any resources that cannot be effectively cleaned. A range of resources have been removed from teaching areas that cannot be cleaned easily. Our playground equipment will be stored in the outdoor shed or in a coned off area marked out of bounds.

At Braehead School we are fortunate to have good availability of outdoor space, including our playground and surrounding area. Daily use will be made of these areas to promote outdoor learning across all areas of the curriculum. This will include nurturing activities and Physical Education. Outdoor learning has been part of our school improvement work for the past 2 sessions which means staff are building in confidence to support learning and teaching in this area. Staff have been directed to consider resources that will support outdoor learning. Children and staff will be advised to wear appropriate clothing in anticipation of being outdoors.

We are fortunate that our school office is spacious, admin and all members of Senior Management have a room of their own. During Phases 1 – 3 parents will be unable to access the main office area of the school unless by prior arrangement. Our photocopy room is only suitable for one person at a time and staff can wait in the corridor until available.

How will we decrease interaction?

At Braehead School we will operate a keep left system as our corridors are wide enough to support social distancing.

Groups of children arriving and departing at the same time will be avoided and year groups and classes will have staggered start and finish times to reduce the number of children and young people together at one time.

Timings for the school day at Braehead School –

	Arrival Time	Break Time	Lunch Time	End of School Day
P.4 – P.7	9.00am	10.40 – 11	12.20pm – 1:05pm	3:05pm
P.1 – P3/4	9 :10am	11 – 11:20	12:40 – 1 :25pm	3:15pm

Every bubble will have an identified entrance/exit door from the playground to their classroom area – these will be clearly sign posted and are identified on the floor plan. Where a classroom has direct access to the playground this door will be used.

Children and Parents/Carers will be advised of precise locations and their start/finish times in a separate letter which will be issued to all children prior to the return to school in August. Groups of primary children will be taught by a limited number of staff.

Parents and carers will be asked to enter the school playground via the gate that is closest to their child's classroom area. A flexible 10 mins drop off / pick up time will allow for children to arrive and enter their designated classroom door. Parents will be asked to drop their child and leave the playground promptly. At the end of the school day parents can enter the playground at the specific time for pick up and wait at the classroom door ensuring they adhere to social distancing measures. Again, prompt exit of the playground is expected as soon as children are dismissed from their classroom.

We are fortunate to have a large car park area however we encourage parents / carers to walk to school or park and stride to help ease congestion in the car park. Our drop off zone will be strictly monitored to allow parents to safely drop their children off again to help ease congestion. No parking is permitted in the drop off area. Our school reception area will not be accessible to parents and carers during Phases 1-3 of the return so we ask that all enquires are made either by phone or via our school e-mail address.

Our playground will have identified zones and each class will be allocated a zone to play in during break and lunch times. These zones will be rotated to allow the children to play in different areas on different days. Playgrounds will only be accessed by children 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. School gates will be locked during the school day to ensure members of the public do not enter the school grounds. Access to the building will be strictly controlled by our school administrator.

Furniture will be laid out to guide effective social distancing with surplus furniture cleaned and stored in any spaces not being used and in the cloakrooms. Clear signage will indicate any items of furniture which will not be used where full removal is not possible.

In some circumstances (including where the 2m rule will be difficult to apply) a risk mitigation approach will be followed in keeping with Scottish Government guidance. In these circumstances, a group or 'bubble' of set members will be established. This may apply for some very young groups of learners, for some with additional support needs and in some practical subjects subject to risk assessments. At this time we predict that these children will remain in their class groups but will have support from a dedicated PSA. Where children attend childcare within school, movement between areas and groups will be risk assessed and managed to limit contact as much as possible. Our current Support for Learning Room will be used for Child Care which is situated away from the main classroom areas. All other children will stay within their classroom and movement around the school will be restricted to their learning area.

Dining arrangements

All children will be asked to bring a packed lunch and the provision of free school meal vouchers will continue. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.

In all cases, and to reduce the requirement for cleaning between sittings, children will eat lunch in their classrooms. This reduces groups of children mixing.

Staff have agreed to reduce lunch break to a period of 45 minutes. P4-P7 will have their lunch break from 12:20 – 1:05pm. P1-P3/4 from 12:40 – 1:25pm. Timings will enable smaller groups to access the playground at one time and smaller numbers of staff accessing staffrooms at one time.

All pupils must remain on site for lunch in order to limit their contact with others out with the school. These arrangements will be reviewed as restrictions are reviewed.

Early Years dining will be within the setting area to ensure that children can remain within the space. It is expected that due to the reduced numbers of children attending, the organisation of space will accommodate a rolling snack. The social distance practice within the kitchens will also need to be considered.

The staffroom has been reorganised and an additional space has been created in the atrium to allow for staff to dine together while still adhering to social distancing measures.

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 members of staff. This is shown on the floor plan and will be explained to pupils on return and practised during a Fire Drill throughout the first few days back in school. For reference, please see our school floor plan which can be found on page 7 of this document.

Orientation

The Senior Leadership 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 memoir. All children will be advised of arrangements prior to their return, through virtual tours and Google Meets, with health and safety a key focus when groups first join 'in school' learning in August.

School transport

Children will be encouraged to avoid travelling to school on either public or school transport with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car, careful consideration will be given to travel plans with sites identified for “Park and Stride” routes identified out with the school site wherever possible and parents/carers encouraged to use these points to minimise activity around the school gates.

In situations where children become symptomatic of COVID-19 ‘in-school’, parents/carers will be required to provide transport home.

The use of bike racks will be carefully managed, including requiring pupils to queue (with physical distancing) whilst other pupils ahead of them are parking their bikes - signage will be available to reinforce this. Staggered starts and finishes to the school day will also help reduce the number of pupils needing to be within the vicinity of the bike racks at any one time.

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 via groupcall. Where parents require to contact a teacher, we ask that contact is made via the school office or by email to discuss the issue. If further discussion is required, an appointment must be booked in advance. A central diary will be held in the office so that the allocation of appointments for parents wishing to speak to staff can be managed effectively. The Head Teacher will monitor this.

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. Our school administrator will update sign in sheets to include contact information.

Action Plan 2

QI 2.3 Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment					
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
Learners are ready to learn and feel supported to do so	Engagement in learning activities will be positive Positive interaction with all school members	<ul style="list-style-type: none"> • Increase focus on Health & Wellbeing throughout planning and delivery • Develop programmes of work that support resilience building and mindfulness opportunities • Staff Wellbeing Champion to ensure staff feel supported to provide high quality interactions. • Develop use of Digital Learning Journeys to ensure almost all children are able to share their learning experiences and feedback on those of their classmates. • Targeted supports for children requiring specific interventions. • Careful planning of transition into Primary 1 for our youngest learners. The need to sensitively and effectively enable children to enter school feeling safe and happy. 	Ongoing		
Learners are receiving an equitable offer across the authority in Literacy and Numeracy	All schools working to the same plan Evidence of learner engagement Support materials being accessed by staff across the authority	<ul style="list-style-type: none"> • Create an agreed plan for each level for writing and numeracy • Develop support videos for learners, staff and parents • Update professional learning materials to take account of the plan. • Provide guidance for staff in engaging in moderation. • Update professional learning materials to take account of the plan. SLT to promote and encourage staff, within Braehead and across the ASG, to explore and share high quality learning materials both for digital and in school learning. This may be through webinars and online CLPL. 	June 2020 Ongoing Ongoing June ongoing		
Learners are increasingly engaged in online learning.	Google Activity Reports will show an increase in the number of learners accessing google classrooms. School Engagement Spreadsheet will show an increase in the % of learners marked as "high" across subjects.	<ul style="list-style-type: none"> • Issue Advice Note to learners and parents on how to access google classrooms and the monitoring procedures in place. • Include the tracking of learner engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement. • Check the devices learners are using. Reissue surveys and contact families individually. Issue accordingly. • Continue to ensure a positive mindset around home learning for children and parents. Providing support when required and recognising when this is effective. 	May 2020 Fortnightly Ongoing		
Increased learner confidence in the use of all tools within google classroom – posting assignments, using google meet safely and effectively.	Learners attend and engage in Google Meets. Learner Surveys show learners are experiencing more interactive teaching and	<ul style="list-style-type: none"> • Establish a Learner Focus Group to gain an understanding of the challenges they are facing using online learning. • Create user friendly video guides for learners on the use of tools within google classroom. 	June 2020 Ongoing/reactive		

	explanations. This will show a shift from baseline survey (May 2020).	<ul style="list-style-type: none"> • Provide opportunities for class meets during home learning - this will include friendship play time meets. • Create class Jamboards for children to promote communication with classmates during home learning. • Continue to develop collaborative working opportunities during home learning. 			
Increased whole 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. • Staff meetings – exemplify approaches which allow for greater explanation and engagement with learners 	Weekly/reactive		
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. • Create a range of parent and pupil friendly online workshops around digital technology. • SLT to continue to have wellbeing check ins with parents particularly those identified as vulnerable. 	June 2020 Monthly		
Achieve continuity in the learning experience for all learners on return to school.	Take a detailed checklist of actions associated with a phased return.	<ul style="list-style-type: none"> • Phased Return Plan 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. 	June 2020		
Increased staff confidence in providing feedback (digitally) to learners. Learners understand their progress and next steps in learning.	Staff, learner and parent surveys report an increase in feedback provided and understanding of progress/next steps in learning.	<ul style="list-style-type: none"> • Learners 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 communicating progress with parents and learners – adapt reporting and parents meeting calendar/approaches. 	August 2020 June 2020 Agree when we know the details of any phased return and what this looks like		

Action Plan 3

3.1 Ensuring Wellbeing, Equality and inclusion

3.1 Ensuring Wellbeing, Equality and inclusion RAG					
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)	
Ensure our school community has a shared understanding of wellbeing needs	Staff and learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing. Almost all pupils will be supported to focus on specific targets for improvement in relation to wellbeing. All planned H&WB will reflect learners' wellbeing needs.	<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. Pupil Voice opportunities will also have a focus on Wellbeing Use of SCARF life resources to support consistent and progressive delivery of HWB curriculum. 	Ongoing		
Relationships across the school community are strong and supportive	Social connections and interactions are positive Learners and staff request support if and when required	<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 	From June		
All children and young people access a responsive health and wellbeing curriculum	Post Covid-19 need is reflected in the H&W programmes delivered to children and young people Trend data suggests that the curriculum is meeting the needs of children and young people	<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. Continue to highlight reading and resources to support professional skills and knowledge allowing for a positive impact on learners. Share knowledge across ASG as and when appropriate. 	Ongoing		
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		
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		

<p>Increased staff confidence in ability to identify and respond to child protection and non-engagement concerns in a digital environment.</p> <p>Maintain level of safety felt by children and young people.</p>	<p>80% of sample group of staff report greater levels of confidence</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"> • 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 • Consider development of 360 safe 	<p>Following completion of ACC guidance</p>		
<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>		