

# Education Services

## Framework for Recovery, Resilience and Re-connection (RRR2020)

### Recovery, Reconnecting and Resilience – The Glasgow 3Rs Curriculum - Secondary

#### Introduction

This guidance takes the national guidance: *Coronavirus: Curriculum for Excellence in the Recovery Phase* [SG Recovery Curriculum](#) and clarifies the approaches which should be taken in planning the Glasgow3Rs Curriculum in Glasgow Secondary schools

#### Rationale

*Coronavirus – Curriculum for Excellence in the Recovery Phase*: Schools should use the Refreshed Narrative for Curriculum for Excellence for the BGE in the recovery phase [Refreshed CfE Narrative](#), with an early focus on reconnection in the initial stages of returning to school.

#### Glasgow 3Rs Curriculum:

Secondary schools should have a short rationale for their 3Rs curriculum. It should commit to reconnection including how they will move from reconnection to returning to delivering the Glasgow Education Service priorities (below) in the shortest possible timescale:

- Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020;
- Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families;
- As we move towards a Nurturing City, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs; and
- Make best use of our finances and resources to help ensure the best outcomes possible for our children and young people.

The rationale will clarify the approach to delivering learning across all subjects in the senior phase and all curriculum areas in the BGE.

#### Glasgow 3Rs Curriculum

##### Health and Well Being

*Coronavirus – Curriculum for Excellence in the Recovery Phase*: Children have regular contact with an adult who knows them well, to talk about their well-being; to share

## OFFICIAL

experience during lockdown; to offer compassion and individual support as required; and to support engagement with learning

On the initial return to school, schools should plan activities which will provide opportunities for children to reconnect with their school, their teachers and staff and their classmates to explore their experience of lockdown. This should be a short term approach for the first week or maximum two weeks of learning. These activities can take place in curricular areas and/or in PSHE or its equivalent.

There is very helpful advice in the Recovery, Reconnection and Resilience [paper](#) written by our Psychological Services Team, which can inform our planning of these opportunities.

As always, teachers should be flexible to respond to any issues as they arise. However, the role of Pupil Support and Pastoral Care will be central as young people require support in dealing with the effects of trauma or issues related to their experience of lockdown which can arise at any time. PSHE can be a time for talking about reconnection and how it takes place.

### **Curriculum Planning**

*Coronavirus – Curriculum for Excellence in the Recovery Phase*: supporting young people through a variety of approaches to demonstrate their learning, skills knowledge and understanding cross the curriculum. Formal tests may not be the most appropriate approach to assessment during the early Recovery phase.

### **Glasgow 3Rs Curriculum**

Within the timetabled slots in both BGE and Senior Phase, subject teams should use their knowledge of young people's prior attainment and then, from initial learning tasks, identify gaps which may have developed in young people's learning. Arrangements should be made to recover these gaps.

However, based on our nurture principles and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out through a range of standardised tests or a battery of formal block tests

### **Senior Phase**

Schools should timetable the Senior Phase so that young people are timetabled for every subject in school either every week or across a two week timeframe, and then plan for the delivery of the early priority areas of the national qualifications for each subject. This planning should be mindful of a possible need to submit estimates to SQA.

In planning the delivery of courses, subject teams, through discussion, should decide which aspects of courses are best suited to school based learning and which aspects are best suited to learning at home.

For example, in subjects like Music, PE and Science, practical and skills based work would be delivered in school and the theory aspects of the course would be better suited to learning at home.

Scholar also provides online learning for national courses and subject teams should consider how this could form part of senior phase courses.

### **On Line Teaching: West Partnership and E-Sgoil**

## OFFICIAL

## OFFICIAL

There is currently discussion taking place between the local authorities within the West Partnership about how online teaching could be offered to complement in school learning. This would involve lessons being taught live on line in a range of different subjects in the senior phase, starting with Maths and English. Some schools have already made very good use of apps such as 'Showbie' and 'Seesaw' to strengthen their online offer and this should continue.

### **Broad General Education**

*Coronavirus – Curriculum for Excellence in the Recovery Phase:* Cross Curricular linked themes can help learners' experiences and activities across the BGE.

### **Glasgow 3 Rs Curriculum**

Within the BGE curriculum, schools should deliver learning across the widest possible range of curricular areas. This can either be by timetabling subjects individually, which may prove challenging in the circumstances, or more positively through delivery in curricular areas, either through one or a combination of these approaches.

- IDL projects in two or three curricular areas within a faculty e.g. Social Subjects
- Themes which have planned learning in a wider range of Curricular areas e.g. Sustainability
- Project-Based Learning supported by teachers from different curricular areas and a tutor e.g. planning a community event
- Problem-Based learning, where young people identify a problem either locally or globally and learn about possible solutions e.g. Climate Change.
- Skills based programmes of learning

Whatever approach is taken by schools, careful planning is necessary and this should be based upon the Experiences and Outcomes for the curricular areas involved with assessment planned in line with relevant benchmarks.

All planning should combine learning activities in school and learning from home which complement, extend and enhance the learning, as appropriate.

'Scotland Learns' is being developed and extended by Education Scotland to provide materials to support teachers in developing activities for learning at home.

### **Outdoor Learning; Physical Activity**

*Coronavirus – Curriculum for Excellence in the Recovery Phase:* benefits of outdoor learning will be factored into learning plans – including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.

### **Glasgow 3Rs Curriculum**

During the period of recovery, as much learning as possible should take place outdoors. We can assume not all of our children will have had sufficient exercise during the lockdown.

As far as possible, PE should be outdoor activities; exercise and sports. Through discussion with Glasgow Life, local leisure facilities and centres could also be used for PE.

## OFFICIAL

## **OFFICIAL**

Active Schools Coordinators will be supporting schools in developing and delivering exercise and physical activity as a priority for their work.

### **Glasgow 3Rs Curriculum Planning**

Headteachers should now use this guidance and work with all of their staff to develop their approach to Curriculum for Excellence in the Recovery Phase. By doing so, the curriculum offered will be in line with both national and local authority advice.

**OFFICIAL**