

Education Services

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

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RRR2020

Introduction

On 23rd June 2020, the Deputy First Minister announced that if the right conditions were in place then schools would return full-time in August 2020. [DFM statement 230620](#)

On 30th July 2020, this decision was confirmed.

As we consider our recovery, we should remember that we remain committed to the United Nations Sustainable Development Goal (SDG) 4.

SDG 4 of the 2030 Agenda aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

Education is a human right and a force for sustainable development and peace.

Every goal in the 2030 Agenda requires education to empower people with the knowledge, skills and values to live in dignity, build their lives and contribute to their societies.

A recent report from the World Bank highlighted that ‘Exclusion and inequality will likely be exacerbated if already marginalised and vulnerable groups, like girls, ethnic minorities, and persons with disabilities, are more adversely affected by the school closures.’

The framework builds on the contingency plan prepared in June 2020 which was informed by a series of consultations with staff, parents, young people and trade unions.

It should be read in conjunction with the extensive guidance issued by the government on 30th July 2020. [Schools advice](#)

In the plan published in June and based on the current guidance and advice at the time, there were four phases for recovery.

Recovery planning

The recovery planning has been structured in phases with each phase informed by government guidance as it is published.

Phase 1 – Schools and nurseries open in June 2020 to staff and to children and young people for transition purposes;

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Phase 2 – Childcare is delivered to children of keyworker families, holiday food programme is delivered and some schools to provide targeted summer programmes

Phase 3 - Schools and nurseries open in August 2020 to all children and young people, attending on a part-time basis with a blended model of in-school and out of school learning;

Phase 4 – Schools and nurseries open fully to all children and young people.

For this framework, phases 3 and 4 have been reviewed in light of the updated advice from government.

The childcare for keyworkers in Phase 2 will finish on 7th August.

Phase 3 – Schools and nurseries open fully to all children and young people.

Phase 4 - Targeted support provided to children and young people to address potential gaps in learning and to continue to close the poverty-related attainment gap, aligned to Glasgow's Improvement Challenge as part of recovery planning in session 20/21 and 21/22.

Phase 3 will start on 12th August 2020 following the two in-service days for staff on 10th and 11th August. Wednesday 12th August, Thursday 13th August and Friday 14th August will be used flexibly by schools to re-connect children and young people into new routines and arrangements. Schools could use soft starts and enhanced transitions for individuals and/or groups of pupils. Transport would have to be considered as part of these plans.

Nurseries should continue with their well-planned settling-in routines for children starting from August.

Phase 4 will commence almost immediately following a settling period for children and young people enabling teachers and support staff time to assess where targeted support could best be focused.

Wellbeing

As a Nurturing City, compassion, care and wellbeing are central to our work in delivering high quality education to all children and young people.

From the outset, we recognised the importance of keeping connected. Now as we plan our recovery, we must take time to recognise the impact of the pandemic on the wellbeing of children, young people and staff.

The following is taken from Glasgow Psychological Services paper on Recovery, Resilience and Re-connection. The full paper is available [RRR2020](#)

'The transition back to school following the COVID-19 closure will be one that is new to all of us. The circumstances which led to a rapid closure of schools in March 2020 meant that staff were limited in the work they could do to plan for and support the transition out of school and to home for what was to be an unknown and extended period of time. During this time of school closure education staff have been acutely aware of the impact of inequality for some of our families; the challenges of maintaining good mental and physical health and the increased risk for some children and will approach reconnecting to school with concern about how these will affect children as they return.

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Additionally the time of year that the closures were implemented meant that much of the usual transition work and celebration for children starting a new school, moving classes or leaving school for work or further education did not happen or happened under constrained circumstances.

Staff will also have moved, retired, taken up new posts, gone on maternity leave etc. and teams will have been limited in how they mark these significant events for each other.

How beginnings and endings are managed is important for our wellbeing, our sense of connection and belonging. However within our Nurturing City education staff in Glasgow are very familiar with Nurturing Principle 6 – ***transitions are significant in the lives of children*** and will already have many skills and strategies which enhance their teaching and inform the relationships they have with children and young people at transition points.

We will need to plan carefully together to ensure this time of reconnection to school is a time of recognising the emotional needs of the whole school community, ensuring children and their families feel welcomed back and looking forward with hope to new learning and renewed relationships.’

As we move through each recovery phase we will continue to prioritise wellbeing.

Consultation

Education Services has been consulting widely with heads of schools and nurseries on the issues which concern them about a return to work and how they would organise their establishment to maximise learning for children and young people. In May, the Executive Director and one of the Heads of Service met with three different groups of secondary-aged young people to seek their views on a return to school.

In addition, through a partnership with the Glasgow City Parent Group, three sessions were set up to enable parent representatives ask questions directly to the Executive Director. These were very positive sessions. A summary of the consultations with parents are available at [Parent summary](#) . They are also available on Glasgow City Parent Group Facebook page. The views of the newly-formed members of Glasgow City Parent Group on our recovery planning were also sought. A Parents Q & A has been developed in partnership and is available [INSERT LINK](#)

These consultations have helped shape our planning. In addition, the regular linking with other Directors/Heads of Service in the West Partnership and from other local authorities across Scotland has helped support planning through the sharing of ideas, challenges and potential solutions.

Throughout the lockdown period, Education Services has communicated with as many staff as possible through advice documents sent to heads for onward sharing with staff. Communication with staff is carried out through Education Services’ intranet, Glasgow On-line.

We recognise that there is a need to continue to communicate with parents. Parents’ letters have been sent out via schools and nurseries. While communication is best done through the school or nursery, there are overall messages which need to be delivered to parents and other stakeholders. A new page has been developed on the Glasgow web-site under Schools and Learning [RRR2020](#)

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Health and Safety

Risk Assessments

All schools and nurseries have completed risk assessments based on the guidance provided in May/June 2020. These risk assessments should be updated to take into account new advice from government.

Schools and nurseries should use the risk assessment templates for their sector which are on Glasgow On-line in the RRR2020 section and have been regularly updated to take account of changes to national guidance.

[RRRIntranet](#)

Risk assessments may also have to be updated for individual members of staff in line with the most up-to-date advice and guidance.

Hand Hygiene

Hand Washing

It is recommended that regular handwashing with soap and water is the best preventative method for COVID-19.

Schools and nurseries should establish regular handwashing routines for children and young people as a normal part of the school/nursery day, as was the case prior to the closure in March.

Hand Sanitiser

Where hand sanitiser has also been made available, schools and nurseries should ensure that the use of hand sanitiser is managed and stored appropriately, given that the recommended alcohol-based sanitiser can be both highly flammable and also a potential skin irritant if over used. Further advice on the management (use and storage) of hand sanitiser has been made available on [RRRIntranet](#)

Physical distancing

Scientific/medical advice has evolved and along with the progress made in suppressing the virus, it has now been agreed in line with this scientific evidence that physical distancing is not necessary for children and young people.

Schools and nurseries should consider which elements of their contingency plan will be retained. For example, it is recommended that one-way systems continue to be used, wherever possible; arrangements for entry and exit to the buildings should be planned carefully to reduce risk; and arrangements for the collection of children by parents should also be planned to minimise contact and maintain physical distancing for adults.

Schools may wish to consider staggered breaks and lunches to reduce the numbers of pupils in playground areas and the dining area. This would also help with having fewer people in staffrooms enabling physical distancing to be maintained among staff. This is particularly relevant in primary schools.

Cleaning

There will be an enhanced cleaning regime and day cleaning service in our schools and nurseries. The approach will be matched to scale and need.

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Details on the cleaning regime being deployed has been shared with heads of all schools and nurseries.

Personal and Protective Equipment (PPE)

For the majority of staff in schools, PPE will not normally be required or necessary. The most up to date advice on PPE for educational settings is available for all staff on Glasgow On-line in the RRR2020 section. This advice is regularly maintained by our health and safety team. [RRRIntranet](#)

Catering

Our primary schools will continue to provide a breakfast club for children. Some secondary schools may also have a breakfast club on offer.

To assist with menu choices in primary schools, a new approach has been developed where children will select their choices in class first thing in the morning and then wear a coloured sticker (or alternative) so that catering staff will be able to easily identify the choice, thereby reducing queueing time.

To assist with the bedding in of these new approaches, there will be two menu choices for the first few weeks – increasing to the normal three choices as soon as possible. Advice will also be issued to parents and carers on different ways to pay for meals to reduce cash handling.

In secondary schools, young people should be encouraged to stay in school over lunchtimes. If they do leave the school building then along with the school, parents and carers need to emphasise the importance of respectful, safe behaviour in the community.

Transport

Transport will continue to be available as an option for parents and carers to access for their children in line with current Council policy. Children and young people who use dedicated transport will be able to travel as normal in their buses and taxis. Those who are travelling by public transport will follow the most up to date advice from government and transport providers, for example, they may have to wear a face covering.

Through the Council's Spaces for People initiative we will be encouraging more children, families and young people to walk or cycle to school. We will also be extending our car-free zones for primary schools to more schools following the successful pilot in 2019/20.

Facial expressions

Facial expressions are a very important part of the craft of teaching. Children and young people use facial cues to support their learning. This is particularly important for our children and young people who are acquiring English and who rely on visual cues to enable them to be included in learning and for those children, young people and adults with a hearing impairment.

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Engagement

Schools and nurseries play a vital role in the lives of children, young people and their families. Returning after such a prolonged absence is bound to cause anxiety to some. Engagement and communication will, therefore, be essential with the key groups being staff, parents and children and young people.

Staff – both teaching and support staff – should be engaged in recovery planning. Senior and middle managers should consider how best to do this to ensure that all are able to contribute.

Headteachers should ensure that their Parent Councils are consulted on the recovery planning and kept informed of the progress being made to support children and young people.

Many of our schools have a range of well-developed processes for consulting with children and young people enabling them to influence the life of the school and their learning. These processes should be used to ensure that plans are able to be influenced and amended, as appropriate, by the views of children and young people.

Curriculum, Learning and teaching

Children's experiences of learning will have been quite different through the lockdown procedure. We recognise that good health and well-being is fundamental to ensuring that children and young people can engage effectively in their learning.

When returning to school children will have regular contact with someone – their class teacher or pastoral care teacher or another member of the staff team, who knows them well, to talk about their well-being; to share experience during lockdown; to offer compassion and individual support as required; and to support engagement with learning. Not all children will want to talk about their experiences – for most children the return to the structure of a well-planned school/nursery day will be what they have missed and what they need to recover.

We know that it is high quality learning and teaching that makes the biggest difference in children's lives so our focus must be on exactly that – **high quality learning and teaching in all our schools and nurseries.**

Health and Well Being

On the initial return to school, schools should plan activities which will provide opportunities for children to reconnect with school, their teachers and staff and their classmates and to explore their experience of lockdown. 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.

<https://scotlandscurriculum.scot/> provides clear advice and guidance on Scotland's curriculum. It remains the position that 'the curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts: opportunities for personal achievement; interdisciplinary learning, ethos and life of the school as a community and curriculum areas and subjects'.

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Literacy, numeracy and health and wellbeing remain at the heart of the curriculum. Heads will be using the flexibility offered in the guidance to develop a curriculum which meets the needs of their learners reflecting the uniqueness of their community. Glasgow's Improvement Challenge 'Glasgow Counts' and 'Literacy for All' principles and methodology will continue to be the approach which supports the curriculum on offer across all primary schools.

Outdoor learning should be a strong feature of the curriculum on offer in nurseries, primary and secondary schools. Taking literacy and numeracy outdoors is also supported by the Glasgow's Improvement Challenge LOL and LEL teams through expansion of the Glasgow Counts and Literacy for All frameworks, on Glow.

We also want our children and young people to experience a breadth of curriculum. We recognise that many children flourish when they are given opportunities for personal leadership, for example, in the expressive arts and in sport. Schools should continue to find innovative ways to ensure our children and young people have opportunities to achieve.

As of August 2020, more than 80% of teaching staff and nearly 50% of children from P6 to S6 have access to an iPad. Increasingly, secondary teachers have been delivering lessons through Microsoft Teams to senior pupils.

During the summer period of 2020, teachers from across West Partnership have worked together to develop 'flipped learning' materials for all subject areas in the senior phase. This is where teaching is delivered through pre-recorded video clips linked to learning materials. The advantage of these materials is that pupils do not require to be on-line as the material can be downloaded onto the available technology. Detailed information on this material will be communicated to schools early in the term.

It is essential that we do not lose the progress which has been made with digital learning as schools return. Learning does not always take place in a classroom. There may be times when lessons can be delivered to young people in their home setting.

Children and young people whose learning has been disrupted through ill health should have more lessons delivered remotely, supported by technology, thereby reducing the impact of their absence from school. This will also be of advantage to those pupils who have caring responsibilities or who may be living with carers who have significant health issues. The Glasgow's Improvement Challenge team will continue to provide hard copy support materials for targeted learners. These learning packs are available to all CLOLs and to schools by request.

We have had to take a number of difficult decisions which will be kept under review as the scientific/medical evidence improves and changes. We have significantly reduced our professional learning offer to enable staff the time and space to focus on the delivery of high quality learning and teaching.

There will be no additional musical activities on offer on a Saturday at City Halls.

There will no primary swimming programme.

There will be a very limited provision to support art and design at the Tramway.

Blairvadach Outdoor Centre will continue to support outdoor learning across our schools – these will take place at Blairvadach and at Pinkston Watersports centre as well as in our parks and open spaces. There will continue to be an opportunity for residential activity. Those schools who have a booking at Blairvadach should discuss with the Blairvadach team

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the options that are available to them. The bookings at Pinkston basin will go ahead with the appropriate adjustments.

Active Schools Coordinators will continue to support our schools. The Physical Education, Physical Activity and School Sport (PEPASS) team are reviewing their programme for 2020/21.

There will be no lets in our schools to reduce the number of visitors to schools and nurseries - except for outdoor pitches, sports clubs in gyms and after school providers. Those taking out lets for our sports facilities will not be given access to the changing rooms. All others are cancelled.

We will be reviewing these decisions at the end of September.

Phase 4

Targeted support provided to children and young people to continue to close the poverty-related attainment gap, aligned to Glasgow's Improvement Challenge as part of recovery planning in session 20/21 and 21/22.

As part of the Council and the government's response to the amount of in-school learning which children and young people have missed, additional teachers have been recruited to support learning in primary and secondary schools.

In primary and secondary schools. Challenge Leaders of Learning (CLOLs), Pupil Equity Funded (PEF) teachers and those funded through Scottish Attainment Challenge (SAC) will continue to provide targeted support to groups of pupils during the school day and, as appropriate, outwith the school day. These teachers should also continue to work alongside colleagues modelling good practice and leading professional learning as well as pupils' learning.

Where additional staff have been provided, schools should use them in a planned and purposeful way. For example, they could be used to enhance CLOL time or release additional experienced teachers to provide targeted support to individuals or groups. They could also be used to make smaller teaching groups for all or part of the week, for example, at senior phase.

Lead Practitioners Attainment (LPAs) are placed as an additional promoted member of staff in nurseries which serve areas of multiple deprivation. We will continue to recruit more LPAs for nurseries. LPAs should continue to link closely with the team that support Glasgow's Improvement Challenge and also with CLOLs in local primary schools. 19 Leaders of Early Learning (LELs) have been deployed into schools to provide targeted support for children at the early level, i.e. in nursery class and early stages of primary. This will continue throughout the first half of academic session 2020/21. The rest of the LELs will continue to support professional learning of LPAs and provide targeted support to funded providers.

As before, the Glasgow's Improvement Challenge leadership team and attainment advisor will continue to support headteachers and staff teams with phase four planning for GIC / PEF activity,

The Glasgow's Improvement Challenge Leaders of Learning (LOL) team will also be involved in a wide range of support and development activities including: developing outdoor learning materials, supporting CLOLs /PEF teachers in cluster groups, direct literacy and numeracy support in identified establishments, further development of the Literacy for All

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framework, creating a universal webinar offer for both Glasgow Counts and Literacy for All as well as developing and leading the Glasgow probationer programme.

Digital learning will play a key role in our recovery and in the future. We will be using additional government funding to increase the number of devices to enable schools to be able to support families which they know have limited access, as appropriate.

School teams should work together to plan activities across the school year which meets the needs of their communities. These could include additional support study – both on-line, in-school or in partnership with local community organisations.

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