

Education Services

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

Introduction and purpose

This document has been produced by The West Partnership and amended to suit our context in response to the Covid-19 pandemic of 2020.

Our education system, learners, their families and their communities have experienced an unprecedented level of disruption during 2020 as a result of the Covid 19 pandemic. As we move together into a phase of recovery, the West Partnership have developed this guidance with the aim to assist in planning for the challenges which may lie ahead.

This document aims to support schools and nurseries in preparing and managing responses to any **localised outbreaks** of Covid-19 within establishments as well as any **localised closures** which may occur as we move through the recovery phase.

Schools will need to respond in different ways, for example, a small number of pupils and/or staff may need to self-isolate for a period of time. Whole classes or year groups may be asked to self-isolate by Public Health or the whole school may have to close.

Such localised closures will require a thoughtful, reassuring and well planned response from local authorities and establishments in order to ensure that the **wellbeing** of your learning community remains at the heart of your decisions and actions.

Section 2- Managing a localised closure.

A localised closure may be:

- A class or group of pupils who are unable to attend school for 14 days due to being asked to isolate through track and trace
- A whole year group or significant parts of a school who have been sent home due to a wider outbreak
- A contingency plan for blended learning and attendance being put into place because of a localised outbreak linked to the school community
- A complete whole school/cluster closure

Reflecting on Lockdown and planning ahead

Having returned to school buildings in August 2020, it is important and helpful to reflect on the learning from the COVID-19 lockdown, March-June 2020. These reflections will assist in our planning should we be subject to temporary/ partial local lockdown measures in the future.

Ideally, these reflections should be undertaken with members of the whole school community: children & young people, parents, teaching and support staff and partners. This process can be supported by EDIS Link officers if required. See **appendix 4** attached.

Management of closure: Key Tasks/Responsibilities

As the pandemic continues, we are experiencing groups of pupils who are having to self-isolate for periods of 14 days.

SLTs and staff teams need to take some time to plan for this so that, wherever, possible, learning can continue. All should be involved in the planning with agreed roles and responsibilities.

There are a number of different ways in which learning can take place:

Where a whole class and their teacher self-isolates the teacher can continue to maintain contact and learning through apps such as Showbie, Seesaw, Google classroom. iPads can be delivered to those children who don't have access to IT at home. There is an example of this included in this document.

If a small group of children have to self-isolate then a named person needs to take responsibility to maintain contact and to gather and provide work. This could be via technology or through packs being delivered to households.

Similarly, in the event of a local closure being announced, prior allocation of roles and responsibilities helps to ensure swift and effective responses. These tasks are applicable whether the closure is partial or full as defined above.

The following tasks should be assigned and carried out within the suggested time frames. Time frames are provided for guidance only.

Tasks specifically related to the wellbeing of children and young people, parents and families as well as staff and partners are detailed in Appendix 5 of this toolkit which should be used in conjunction with the guidance below.

Schools should be planning for blended/hybrid learning timetables and what a lockdown timetable might look like in the event of self-isolation or partial/full closure.

On-line learning is different and it is important that teachers consider what adaptations they may need to make to their pedagogy in order to make on-line learning effective. Pupils also need to get practice in this different approach to learning. Therefore, it is recommended that everyone in the school practices on-line learning as part of their learning every week.

The link below has a suite of helpful short videos for staff:

[CLICKVIEW Masterclass videos for On-line learning](#)

RESOURCES REFERRED TO CAN BE FOUND WITHIN THE APPENDICES SECTION AT THE END OF THE TOOLKIT

Before notification of any local closure:

Schools should already know/have:

- up to date contact details for all families
- who their most vulnerable families are; both historically and more recently during 2020 lockdown
- which families require digital hardware and data or paper learning resources to access learning at home
- which children have engaged already with GIC targeted group learning packs and how these will be used during remote learning
- utilised the GIC targeted group learning packs, home learning materials and Glasgow Outdoors materials to inform school-produced materials for remote learning
- which staff need digital hardware and data to enable them to support children and young people's (CYP) learning
- DLOs and CLOs providing bespoke professional learning for staff requiring assistance in delivering remote learning. Glasgow Improvement Challenge and Glasgow's Digital Literacy resources will help.
- agreement with all teaching and support staff on their role during local lockdown or period of self-isolation.

Remember GDPR and remember not to use Glow emails or shared space for the sharing of confidential information about pupils, staff or parents.

Local Closures

Much of this advice can be used whether you are having to send home a whole class or a part of a class. However, if the decision has to be taken where the whole school has to close then there are a number of very important steps which need to be taken.

If there is a whole school closure announced then you should be:

Immediately

Brief teaching and support staff on reason for lockdown and any indicative duration.

Brief admin staff re front-facing communications.

During first day

Brief Children and Young People in class, register or year groups

Brief Chair of Parent Council

By close of the building:

SLT meet to establish **liaison responsibilities** during building closure giving due consideration to:

- contact with families (letter, social media, email, Groupcall, text, phone), including additional support as required for vulnerable children, young people and families / frequency
- updates to pastoral notes and shared files and how this information will be accessed and stored safely and securely,
- contact with staff (email, What's app, text, phone)/ frequency
- school presence on social media

In Glasgow there are many third sector partners who are able to support additional need. It is necessary to ensure all SLT are aware of these and a contingency plan has been established.

SLT meet teaching staff to remind them of **agreed learning, teaching & assessment expectations** for all children and young people, including vulnerable groups* giving due consideration to:

- Communication with children and young people during building closure, including feedback on learning / frequency
- Digital hardware / connectivity / data (staff / families) Staff access to hardware and data should be determined at the pre notification stage.
- System for distribution of any hardware requirements to families (not given out prior to school closure)

- Hard copies of learning packs as required. The CLOL can access Glasgow's Improvement Challenge provision directly. Glasgow Counts and Literacy for All home learning ideas, linked to the frameworks launched September 2020 and accessible for all.

Glasgow Counts Learning at Home

Glasgow Counts

Literacy for ALL Learning at Home

Literacy for All

- Access to stationery and concrete learning resources
- Note: GIC targeted group packs will include all required resources and concrete materials. These packs serve as an effective model for class teacher packs.

Glasgow Counts TIG Pack Materials

GC TIG Pack

Literacy for ALL TIG Pack Materials

LfA TIG Pack

- Tracking learner engagement during lockdown / frequency of collation
- Role of teachers who are not class-committed, support staff and SLT during building closure. This includes CLOLs, PEF-funded staff, additionality teachers, LPAs and should reference how they will intensify support for targeted learners as well as the universal offer.
- Role of partners: third sector, volunteers during building closure. This may include food / fuel / data provision or more general family support.
- Issue Contact list for staff – school management, local authority staff/departments/social work, /partners /third sector agencies.

Key documents to help with this.

Communication and Wellbeing Audit **Appendix 5**

Appendix: West Partnership Record of Contact template/ high priority vulnerable families' template

Section 5 of West Partnership Local Lockdown Toolkit for further detailed guidance

During first week of closure and beyond

Continue **communicating with staff** as per agreed plan.

Continue **communicating with all families** as per agreed plan including teacher check-ins with class/es, remembering more regular contact with the most vulnerable.

Continued **provision of remote learning*** with clear teacher expectations:

- Return dates/timescales for work
- Feedback arrangements
- Support arrangements

* *The West Partnership Online School and videos embedded within the home learning sections of the Glasgow Counts and Literacy for All frameworks will support remote learning.*

Monitor new / existing **Child Protection issues** as a priority

Teaching staff monitor **learner engagement** and consider the need to refresh stationery, resources and hard copy pack materials/ data from dongles etc. SLT to support re-engagement of CYP and families as required

Consideration will need to be given to the need for **food support for those entitled to free school meals** to ensure all families have the support they need by the end of Week One, liaising with partner agencies regarding any remote support for individual pupils/families. Links can be made with GIC Family Learning Officers for support. Note that plans for this are being considered so consult with your local QIO/Head of Service.

Contingency plans should be made ahead of any local lockdown with third sector partners.

DLOLs and CLOLs continue to provide bespoke professional learning for staff requiring assistance in delivering remote learning.

SLT meet virtually to **review arrangement for communication, LTA and support**. Adaptations to plan made as required.

Key documents to help with this.

Section 5 of West Partnership Local Lockdown Toolkit for further detailed guidance

In the event of a full closure, the Council will take steps to ensure that those entitled to free school meals continue to be supported.

Priority Area 1: Communication and Wellbeing Appendix 5 attached.

This appendix enables you to consider the actions required to safeguard the wellbeing of your establishment's community including children and young people, their families and your staff body in the event of a localised establishment closure.

* *Vulnerable groups may include children or young people:*

- *with additional support needs,*
- *with English as an additional language,*
- *living in poverty or chaotic households,*
- *of key workers,*

- *who are young carers*
- *who are care experienced or living in Children's House*

Priority Area 2: Learning, Teaching and Assessment.

Every school and early learning and childcare centre will have been affected by COVID-19 in different ways and head teachers and senior leaders are best placed to understand and plan for the needs of their unique communities and contexts.

In the event of your establishment/local authority experiencing a localised closure it is important to remember that **effective approaches to learning, teaching and assessment and what constitutes a high quality learning experience remains unchanged**. Whether the school or setting has to consider a blended model or remote learning provision, it is imperative for practitioners and senior leaders to use their professional judgement in determining the support they provide and to monitor its impact on learners' progress.

The statements and questions below should allow you to reflect with key consideration in relation to Learning, Teaching and Assessment and provides you with links to resources that may be helpful to access during challenging times.

Agreeing your remote curricular offer

How is the curriculum delivered? – focussing on **learning across literacy, numeracy and health and wellbeing** will be the key priority, with increasing learning experiences across the four contexts and wider curriculum.

How do we ensure that Early Learning and Childcare continues to be delivered in a way that is consistent with Realising the Ambition, with **child-led, play-based pedagogy** driving practice?

The principles of **quality, play and outdoor learning** should continue to guide the curriculum offer. GIC resources for play and Glasgow Outdoors will support this.

Practitioners should include a **variety of pedagogical approaches** incorporated within the Glasgow Counts and Literacy for All progression frameworks and training modules to ensure high quality experiences. The Digital literacy, CREATE and STEM progression frameworks will also assist.

Glasgow Counts Glow Tile

<https://glowscotland.sharepoint.com/sites/glasgowcounts>

Literacy for ALL Glow Tile

<https://glowscotland.sharepoint.com/sites/LiteracyforALLGIC>

Glasgow Counts Glasgow Outdoors
Glasgow Counts Outdoors

Literacy for ALL Glasgow Outdoors

Literacy for All Outdoors

Glasgow Counts Learning at Home

Glasgow Counts Learning at Home

Literacy for ALL Learning at Home

Literacy for All Learning at Home

How do you **maximise opportunities for outdoor learning/play based activities**?

Playful Pedagogy

Playful Pedagogy

Effective approaches to assessment should support practitioners in determining how to best support their learners. The GIC Holistic Assessment Recovery Module will assist. Reference to the recent GCC Assessment Paper will also inform practice.

GIC Holistic Assessment Module

GIC holistic Assessment

Assessment and feedback are integral to the learning and teaching process, even remotely. Ensuring assessment is efficient and effective can be challenging. More information can be found in Glasgow's guidance on Assessing and Monitoring Pupil Progress.

There will be an ongoing need for a **focus on health and wellbeing and the key principles of nurture** as we return to school. You may wish to seek support from Educational Psychology Service.

For remote and digital learning provision schools should consider **the West Partnership Online School** www.WestOS.scot , **e-Sgoil and Glasgow's Digital Learning materials** linked to the progression framework for live online classes. This work is continuing to develop and links will be added as they become live.

Consider how you will ensure consistency, continuity and progression and how next steps in learning are identified for all. This will be supported by the **progression frameworks** in Glasgow.

Maintain **clear channels of communication** with staff, pupils and parents/carers. Continue to work closely with your Parent Council to ensure they are fully aware of expectations and arrangements.

Priority Area 2: Remote and Digital Learning

In the case of lockdown measures, digital and online approaches will be used to support continuity of learning. Remote learning can be delivered in a variety of ways: some high-tech, some low-tech and sometimes requiring no technological solutions. As part of contingency planning, establishments should consider what remote learning should be prioritised for teacher led, 'live' delivery to pupils and what learning can be delivered using pre-recorded video content hosted on a video archive. This will be combined with work that pupils will complete in their own time.

Points to consider: In addition to 'in house' experience and approaches developed previously during national lockdown, practitioners may wish to consider research conducted by The

Education Endowment Foundation (2020) on effective remote learning. The Foundation produced the following 5 key points that can be used as tips for staff:

1. Teaching quality is more important than how lessons are delivered

Practitioners should consider how to adapt existing good practice to remote/digital learning environments.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

Remote digital learning cannot take place without appropriate resources and access to a computer and an internet connection are critical requirements.

3. Peer interactions can provide motivation and improve learning outcomes

Existing research demonstrates that peer interaction through collaborative approaches are effective in achieving learning outcomes. Consider ways of creating or encouraging interactions amongst pupils.

4. Supporting pupils to work independently can improve learning outcomes

Remote learning inherently involves more independent learning. Explicit aids such as checklists, daily plans or goal setting tools may improve the ability of students to work independently.

5. Different approaches to remote learning suit different types of content and pupils

Consider what is best taught live or via recorded classes and what would be more suitable as an individual or group task for learners to complete in their own time.

West Partnership Resources:

- Effective Remote and Digital Learning Paper - <https://blogs.glowscotland.org.uk/glowblogs/public/westpartnership/uploads/sites/7660/2020/05/26144424/WP-Effective-Remote-and-Digital-Learning.pdf>
- Effective Remote and Digital Learning Brochure – <https://blogs.glowscotland.org.uk/glowblogs/public/westpartnership/uploads/sites/7660/2020/06/22150526/WestPartnership-EffectiveRemoteDigitalLearning-A5Brochure-v4.pdf>
- Effective Remote and Digital Learning Sway – <https://sway.office.com/6JGDmi0rkRCzFVBN?ref=Link&loc=mysway>

Advice on accessing remote learning content - West OS – West Partnership Online School



In addition to school based online learning environments and material that has been provided by Education Scotland, staff, children and young people should be advised that bank of learning videos has been created by the West Partnership to support remote and/or flexible learning.

What is it?

West OS is a collaborative, teacher-led response to feedback from children and young people. It seeks to improve outcomes for children and young people by providing recorded lessons online which can be accessed at a time and place of their choosing. Our vision is to promote equity by ensuring access to excellent learning experiences regardless of circumstances, including challenges which prevent full time attendance for whatever reason.

What content is available?

West OS is in its development phase. In the long term it aims to achieve its goal by producing and collating short, quality assured video lessons covering all elements of the 3-18 curriculum.

How should it be used?

The learning videos are most effective when a teacher or early year's practitioner directs learners to a specific video/ video sequence and uses the videos alongside other learning activities provided by the practitioner.

The videos can also support learners working independently and, in some cases, associated learning activities are available alongside the videos.

How can West OS be accessed?

Staff, children and young people access West OS via Glow or via www.WestOS.scot (a Glow username and password are required). Each video will have a unique url and can be signposted by practitioners via online learning environments such as Google Classroom, Teams, Showbie etc.

Other remote learning supports.

Remote learning Glasgow glow tiles <https://blogs.glowscotland.org.uk/gc/remoteteachingglasgow/>

STEM Glasgow glow tile
<https://www.stemglasgow.co.uk/>

Glasgow Wellbeing glow tile
<https://glowscotland.sharepoint.com/sites/grp-wellbeinginclusion>

Creativity

www.glasgowcreate.online

Outdoor Learning support from Blairvadach staff

Download the full [Outdoor Activity Card pack here](#)

Download individual [Outdoor Activity Cards here](#)

View our supporting [YouTube playlist here](#)

Keeping Connected: Home Learning Approaches

Case Study 1:

Saint Mungo's Primary School and Nursery Class

Purpose

Saint Mungo's was already on the Connected Learning Journey as a result of the iPad roll out, however at the very early stages. The real 'change within change' arose as a result of the worldwide lockdown and the subsequent school closure. Our core aim was to remain connected to our whole School Community and to provide continuity and engagement in learning. The balance of our Improvement Plan shifted and cleared a path for digital development in order to provide home learning and minimise disruption to Education.

Urgency

The uncertainty and lack of knowledge surrounding the closure of our school and how long it may continue was a driver in the rate at which we progressed with digital home learning. SMT researched and learned the preferred online platform (Showbie) for our school and nursery needs, and then initially provided tailored daily training and support to teachers online whilst collecting data from parents during weekly calls.

We continue to use this platform now to enhance home learning (non-attenders due to COVID, children who must visit their home country and for all school homework) and we practiced this as our Contingency Plan on Friday 14th August. During closure, teachers checked in with children via class discussion, emotional check-ins, and set differentiated learning experiences throughout the school day. All work submitted by children was assessed and feedback given, either annotated or using the voicenote feature. All children were able to engage with their teacher throughout each day in a human, emotionally connected way. Children were able to connect with each other in a safe environment. Redirecting staff has enabled our DLOL (Principal Teacher) to lead digital home learning, and keep staff abreast of changes by providing compulsory and optional in-house CPD. Using surplus iPads from P7 leavers, all children (P1 – 6) will have a school iPad per household. We are working to find a solution for 3 children who do not have internet at home.

Destination

All children will have the opportunity and facilities to access home learning. Parents will find home and family learning more accessible and supportive and attendance at family learning workshops will increase using our remote platform. Links between home and school will be streamlined as class learning will be shared more frequently. This will result in parents being able to more meaningfully contribute to learning targets for their children.

In Nursery, and School, children's portfolios, individual planning, and wider achievements from home, will help evidence the learning journey. Video calling (Glasgow need to white list this so we can use) groups of children will be risk assessed and allow real time learning to continue on closure days. Video calling parents will be one possible option for reporting to parents.

COVID 19 has accelerated what St Mungo's needed to change – our Children, Parents and Staff are living in a digital era and using digital technologies is further contributing to our development of the young workforce.

Our staff are much more confident and knowledgeable (questionnaire feedback) in using digital devices and platforms to provide in class (to enhance the learning) and home learning. Furthermore paper use has reduced significantly minimising possible transmission. School evaluation has already been carried out using this platform and views were gathered from children, parents and staff here.

Success Path

We continue to develop our action plan strategically and responsively for success.

Case Study 2:

Plans for P1 class to self-isolate for 14 days along with their teacher and Support for Learning Worker

Class Teacher -

- Will host home learning activities, lessons using Class Dojo platform to start with tomorrow (Mon). DLOL will be creating Google Classroom and codes for Primary 1 tomorrow as well. Class Dojo will be suitable in the interim.
- Class Teacher also will make direct virtual contact with the families individually as well as general messages to check in on wellbeing.
- CT will update Infant DHT on Friday and Tuesday and summarise the week, highlighting any concerns or issues throughout.

Support for Learning Worker -

- Support the creation of the new to English EAL Packs. DHT to prepare example for a new topic as well as survival language resources
- Support the creation of specific resources to support individuals/groups that member of staff will be timetabled to work with on return
- Engage in professional reading which will support resource free but fun playtime activities and create 'lesson' pack of ideas to share with entire SFLW team on return.

Family Support Officer (not self- isolating)

- Meet with HT/DHT on Monday to discuss any vulnerable families or concerns with a period of absence.

Case Study 3:

P5 class self-isolating for 14 days as was their class teacher

Positive reflections on teaching from home during isolation.

Although we were anticipating some children being asked to isolate, we did not think it would happen so quickly or that it would impact on a whole class. Initially, my worry was for people's health; not just their physical health but how the children (and my own children) would process the information mentally and how it might impact on their mental health. The children were extremely happy to be back at school so I knew that many of them would be feeling disappointed, worried and even afraid to be learning from home again. For this reason, having a health and wellbeing focused recovery plan has been highly important.

Before we were asked to isolate, I had already planned for H&W to be the focus of recovery learning in keeping with St Albert's recover plan. That does not mean that the children only learn within H&W but that all of the E&Os covered across the curriculum lie within a context of H&W. On reflection, this has been really important to open up conversations around Coronavirus and how the children are feeling without it seeming forced or lacking focused learning. An example of this working in practice is looking at personal hygiene as a context for learning. Within it we have covered the importance of hand hygiene and why this is extremely important under current circumstances while also including Numeracy through shopping and budgeting for hygiene products, Art and Design through designing a toiletry bag, Technology through product research and working with textiles and the numerous opportunities for Literacy through reading comprehension and instructional writing. Most importantly though, it has opened up conversations about how the children feel about this "new normal" we are all living.

During lockdown many of us in the profession were able to spend time honing digital learning for our pupils to engage with at home. Having this practice with different digital platforms meant that adapting to learning at home again was much easier this time than it was in March.

Our school utilises the school blogs to post learning with the option to post videos, audio and PDFs. I find that having my school iPad, my laptop and my phone open and on means I can utilise each devices strengths, software and apps which helps me get more work done, more quickly and in a more inclusive way. For example, I record an audio track of everything on the blog so that some of my EAL, dyslexic and reluctant readers can still access the work. To do this I need to use my phone, air drop to my iPad and upload to the blog. Constructing the blog, I tend to do on my laptop because I can type faster but I add emojis for my EAL students on my iPad. Although differentiation is much harder when teaching digitally, there are ways to make all of the learning inclusive and appropriate for all pupils. I even put a star next to the main task so families who are finding too much home learning difficult know which task is the most important for their child to complete.

I have found that having numerous ways for families to send work increases the amount of work I get back to mark. Before lockdown we did a school survey to find out what devices people had and what platform they were using to access blogs. The vast majority of our pupils are using smartphones to access their home learning. Therefore, allowing them to return their work on a phone is optimal. I have utilised an old phone with a work sim that is switched on between 9am and 3pm. This has been a great way to communicate with the parents if they need support and means the children can send me their work easily via text. My work email is used by some families while many of the children will also comment directly on the blog. We also delivered iPads to children who do not have access to technology in their home. Finding the most inclusive digital approach has definitely had a positive impact on the work achieved: some children who did not engage often during lockdown are now sending me their work daily and this feels like a major achievement.

There is no reason in pretending that teaching digitally is better than teaching in person, but it definitely has its benefits. I find I can give fuller feedback on work as everyone is sending it at different times. Perhaps the greatest part of this has been the ability to build relationships with the parents and know that they are comfortable working alongside me as a teacher to their child. Parents have reached out for all sorts of reasons and I know this will have a positive effect on my relationships with these families going forward this year.

Case Study 4

St Francis Primary School home learning offer

Cover Teacher	Class
**	P1 and P3/2
**	P3a, P4/3, and P4a
**	P5b and P6a
**	P6 and P7
**	P6 and P7

- Staff to engage with self-isolating children via Showbie. Direct teaching children via Showbie using live video link on Showbie; <https://support.showbie.com/en/articles/3996309-how-to-start-or-end-a-video-chat>
- Staff are responsible for the children in the above table. ** and ** to share workload.
- Please ensure a balance of direct teaching time and time for children to ask questions during the school day. (The expectation is NOT for you to be on video link all day.)
- Planning for classes is available on the Shared Area on One Drive under “Classes 2021”
- You will need to join your allocated classes and create a ‘**Home Learning**’ folder.
- Staff to ensure that their own class have appropriate home learning tasks as per normal home learning arrangements.
- Showbie Codes for all classes are located at the end of this document.
- ** will be on hand to support with tech issues and logistics issues if required. (Will accommodate a Teams meeting if required)
- Further pupils may be added over time due to self-isolation, this will be communicated to relevant staff

Class	Children Self-Isolating
P1a	•
P3/2	•
P3a	•
P4/3	•
P4a	•
P5b	•
P6a	•
P6b	•
P7a	•
P7b	•

Case Study 5

Example from Castlemilk HS



COVID 19 CHS Plan
for teaching staff.doc



Digital Learning
communication.docx

At CHS our young people and staff have an iPad. Engagement and Communication was at the heart of our decision to use an App called Showbie and it has allowed us to organise our online classrooms so that we can connect with young people.

Young people are issued regular classwork through Showbie and staff provide feedback verbally through voice comments. Young people also respond to feedback via voice comments. This is reassuring for our pupils as it emulates the voice of the teacher in the classroom and they can comment easily by speaking back to the class teacher.

Our young people have been able to contact staff members and Pastoral Care with regard to learning and also wellbeing.

There is also a staff class where staff share ideas and resources and engage in discussion around remote learning.

Feedback from young people and parents has been overwhelmingly positive as learning continues in the home and there is a focus for young people. It has enabled families to provide a structure to the day and they are very positive about the feedback from staff and the high levels of engagement of their child.

We are looking to further develop the use of digital technology to support learning in the home. This will include a mixture of the use of Showbie, Teams and Apps.

Key considerations for continued learning in response to school closures using Showbie.

What, if any, will be the operational hours of learning/working for students and staff?

Teachers will be available for work as per their normal hours. Teachers can set work for students using the workflow outlined below. Students that do not respond through Showbie should be identified to the office staff by email. Office staff will then contact home.

Distance learning safeguarding arrangements?

The school will continue to monitor safeguarding by ensuring that the student support staff and designated child protection officer will be present in all Showbie classes. Students will continue to be supported digitally.

Define your workflow:

Where do teachers upload screen recorded explanations? - This can be sent to 'One Drive' on the 'Glow' platform. Screen recording function on your iPad can be activated as below:

Create a screen recording - you can create a screen recording and capture sound on your iPad.

1. Go to Settings > Control Center > Customize Controls, then tap next to Screen Recording.
2. Open Control Center, tap, then wait for the three-second countdown.

3. To stop recording, open Control Center, tap or the red status bar at the top of the screen, then tap Stop.
Go to Photos, then select your screen recording.
Try and keep your screen recording to a maximum of 2 minutes at a time. This will make it easier for students to download 'chunks' based on their connectivity at home.

How do teachers sign up to Showbie?

Install the Showbie app from the App Store or from 'Self-service' on your iPad. Open the Showbie app

How might staff and students engage in learning and in projects with one another?

Showbie has a 'voice note feature' that will allow for fast and 'chat like' conversations with individual students or as a whole class. Teachers can use this to give quick comments and feedback. It can also be used to annotate documents. Encourage students to respond with voice for some assignments.

Who will monitor this work?

Multiple teachers can be added to a single class. This will allow for additional teachers to provide support and monitor work. It will also allow for flexibility in case teachers have their own emergency.

What other communications should, parents, staff, and students receive?

Showbie has the functionality to create 'groups'. The groups function can allow selected students or teachers to communicate. This will allow for differentiation, sharing of ideas and general announcements.

Parents can access content through showbie.com on any browser using their child's login credentials or through the child's school issued iPad.

Communicate the emergency action plan with parents and stakeholders.

This can be done through the school website, social media. Normal post may not be as efficient if there are nationwide workplace closures.

Build a library of resources for a smooth transition based on the scenarios detailed such as:

- Self-guided learning content and exercises.
- Self-directed and team projects applying knowledge to solving problems.
- The use of screen recorded content with the class teachers audio explanation will be particularly powerful for students. This can be shared through One Drive on Glow and this can also be done through Showbie.

Establish and test working and communications platforms.

If time permits, conduct a home audit — ensure that you know your students' level of access — laptops, tablets, mobiles per household. Remember Showbie is accessible through any browser. Being realistic. If your families only have access to social media (WhatsApp, Facebook, etc) it would be fair to base your plans on social media. Showbie is accessible on smartphones phones.

Consider completing a test-run, if possible.

Example from Bannerman High School

Guidance for Teachers Working from Home

This guidance aims to set out clear expectations for teaching staff if they are required to self-isolate and work from home for any period of time.

The overarching principle is to continue to deliver the best possible service to our young people and maintain continuity of education as far as is possible. We do not want any young person to be disadvantaged as a consequence of restrictions imposed by Covid19.

This guidance sets out the sort of tasks and activities we would expect teachers to undertake while self-isolating and well.

If you are unwell there is no expectation that you would continue to work.

As our digital infrastructure improves, it is anticipated that some of the tasks outlined here will become much easier to complete. This guidance will be reviewed at each stage of the iPad roll out.

Teachers' Duties:

- Check in regularly with your Principal Teacher and share planned learning for all your classes. There should be an agreed schedule for this
- Continue to prepare, devise and share lessons and learning programmes for your classes. These should be in a digital format and accessible online by all other staff, either through a shared platform such as Teams or by email.
- Share the planned learning in advance with your Principal Teacher and, where possible, with the teacher picking up your class. This can be done through email or through other platforms such as Teams.
- Provide learning activities which, if necessary, can be undertaken by the learners in your class with support from a non-subject specialist (as subject specialist cover cannot be guaranteed).
- Where possible, make arrangements to gather in work from young people through digital platforms so that you can assess this work and provide timely feedback. Show My Homework, Teams, Showbie and email can all be used for this.
- Review the learning undertaken daily by young people in your classes and adapt the future learning as appropriate.
- This has been said already. Depending on the time of year, complete Tracking and Monitoring tasks and provide feedback to learners and families.
- Continue to participate in CLPL activities either remotely or through independent activity.
- Undertake any other tasks as directed by your PT.

What to Avoid:

- Setting learning tasks which do to move learning forward. This would include providing tasks which are solely revision or which are so generic in nature that they will add little to programmes of study.
- Setting learning activities which require another person, including the PT, to have to spend time photocopying, collating or gathering resources for your classes. This is neither desirable nor practicable.

Principal Teachers Curriculum

In addition to the Teachers' Duties above, Principal Teachers should:

- Check in regularly with their teams through a suitable digital platform (including email)
- Be responsive to phone or email contact throughout the day from departmental and other colleagues and continue to support and lead the department as far as is practicable.
- Ensure that all learning activities for your classes are shared with the relevant staff members from your own and other departments as required. It would be very good practice to identify a member of the department who will liaise with the cover teachers for your classes.
- Continue to undertake the management duties associated with your role as far as is practicable. These could include, depending on time of year:
 - Monitoring learning and teaching plans for the team
 - Planning assessments
 - Tracking and monitoring
 - Developing Policy
 - Hosting meetings online
 - SQA tasks
 - Class lists and timetabling
 - Improvement planning tasks
 - Staff welfare and support
 - Communicating with learners and their families
 - Ensuring young people who are isolating at home are able to access quality subject learning tasks

Clerical staff in the school can provide strong support in terms of accessing home contacts as required.

PTs Pupil Support

In addition to the Teachers' Duties above, Principal Teachers Pupil Support should:

- Check in regularly (see comment above) with their SLT lead and wider Pastoral Care team as required.
- Continue to support young people and their families remotely through phone and digital platforms
- Be responsive to queries and communications from staff, partners and families
- Monitor attendance and communicate with families as far as is practicable. HSSW and clerical staff can provide data support for this.
- Liaise with Year Head and Pupil Support colleagues to ensure Pastoral notes are kept up to date.
- Undertake strategic tasks as applicable to remit including:
 - Tracking & monitoring and the analysis of this
 - Improvement planning tasks
 - Supporting home learning for young people in isolation- in partnership with PTs Curriculum and wider pupil support team
 - Liaison with partners and any associated actions

SLT

In addition to the Teachers' Duties above, SLT should:

- Check in with each other throughout the day as required
- Be responsive to queries and communications from staff, partners and families
- Support staff from link departments and wider school as required by remit
- Provide year group support via digital means, including video (as far as is practicable)
- Communicate with young people and families as required

Connect to Learn to Connect:
Collectively supporting learner engagement

Example of a Home Learning Charter

SCHOOL	HOME
Effective Communication.	
We have a communication plan via a variety of media to keep in touch with children, young people and families while self- isolating.	We will continue to engage with the school
Using digital apps including showbie and seesaw	
We confidently use digital platforms to share activities remotely with children (individuals, groups, classes), young people and families	Work in partnership with your child's school around access to a digital device and support your children to complete activities outside of the classroom
Wi-fi access	
We are aware of families who need support to access the internet and understand arrangements the school is making to support this	Discuss with the school how it may be possible to access the internet to enable your child to engage in online learning experiences
Learning packs.	
We prepare paper copy materials for individuals/groups and classes of children to use, to support periods of self-isolation	Support your child in learning experiences provided by the school and return within agreed timeframes
Engagement	
We will give additional support to children who find it difficult to engage with learning at home?	Let the school know if your child is reluctant to do school activities at home.
MATERIALS	
We have organised a selection of stationery and engaging materials for individual children to use at home and are prepared to re stock for this.	Ask your school if you need materials to support learning at home.
FEEDBACK	
We have plans and processes to feedback to families about learning	Engage with the school on learning undertaken

<i>What have you already got in place for home learning in your school? Think about what works well just now e.g. learning packs from GIC, digital and online work, use of 30 days activities from CREATE etc</i>	<i>What are you now developing to enable rapid and flexible responses to children who may need to self-isolate? Think about trialling apps within the school with specific classes, preparing learning packs, spending time discussing this at the October Inset. Learning progression is a key element.</i>	<i>How can the local authority support this work further?</i>
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Appendix 1(i) Standard Letter Template for Parents/Carers

Dear Parent/Carer,

As you will be aware, numbers of local cases of COVID-19 have risen to such an extent that, in liaison with Scottish Government and Public Health Scotland, {insert Council name} Council have taken the decision to close all schools/establishments or (insert name of school) as of {insert date}.

Given this circumstance of local lockdown, we will return to a programme of online learning and/or the use of paper copies of learning resources. Your child will bring home any other equipment/resources we feel they require to support them during this time.

As of {insert date} your child's class teacher will be in touch, either online or via telephone, to ensure you and your child are familiar with the weekly learning routine – the children have already discussed this in class.

During this period of local lockdown, I will also keep in touch with you all via our {insert social media platform} but please also check {insert Council name} Council's website/Facebook/Twitter for regular updates.

We realise that this is a challenging situation and we are here to offer advice and support. Please contact us on (insert email/telephone number) for any other general guidance you may require.

We hope to see you and your children again very soon.

Yours sincerely,

Insert Headteacher/Head of Establishment signature

Appendix 1(ii) Standard Letter Template for CYP (Primary)

Dear children,

Unfortunately, we are having to close the school due to the continued spread of the COVID virus. Our last day in school will be (insert date). Please try not to worry about this, there are lots of adults to support you, including your family and teacher.

This means we will return to providing learning for you at home – your teacher will provide you with information and resources and will remind you of any passwords or log in details you will require to access the learning from home.

During this period of local lockdown, your teacher will keep in touch with you all via our {insert social media platform} and let you know how you are doing with the learning you have been given. You can also get in touch with your teacher this way if you don't understand anything they have asked you to do – so don't be stuck!

We hope this period of lockdown does not last for long and hope to see you again very soon. Remember, if you are worried about anything during this time, you can always get in touch with (list appropriate staff) by telephone/email at...

Thank you for your excellent co-operation,

Yours sincerely,

Insert Headteacher/Head of Establishment signature

Appendix 1(iii)

Standard Letter Template for CYP (Secondary)

Dear pupils,

Unfortunately, we are having to close the school due to the continued spread of the COVID virus in our local area. The last day in school will be (insert date). Please try not to worry as there are lots of people available to support you at this time, including your family, class teachers and Principal Teacher of Guidance/Pastoral Care.

As a result of school closure, we will return to providing home learning – just like last time, teachers will provide you with all the information and resources you require to access this.

Your teachers will keep in touch with you via our (insert social media platform) to set new learning and feedback on tasks completed. You can also get in touch with them in this way if you require further explanation of a topic or if you have specific subject related questions. We really encourage you to do this to make sure you get the most out of the learning provided.

Our expectation is that you will all engage with the work all subject teachers are providing for you during this period of lockdown – remember, it's to support your progress and attainment! Teaching staff will be monitoring your engagement and will be in touch if you are having difficulties getting the work done.

We hope this period of lockdown does not last too long and hope to see you again in school very soon. Remember, if you are worried about anything during this time, you can get in touch with (list appropriate staff) by contacting them on...

Thank you for your excellent co-operation at this time,

Yours sincerely,

Insert Headteacher/Head of Establishment signature

Appendix 2(i) - Useful contacts for staff

The following is an adaptable list which can be disseminated to school staff in the event of a local lockdown/closure of establishment. This list is designed to offer various types of support to staff and to ensure they feel their wellbeing is a priority.

Education		Telephone/Email
Office		
Head Teacher		
Depute Head Teacher/SLT		
Minister/Priest/Religious Support		
Wellbeing Support		
Staff Welfare Officer		
Employee Counselling Service		
Health		
Occupational Health		
Council Physiotherapy Service		
NHS Helpline		111
3rd Sector		
Barnardo's		
Trussell Trust Food Bank		
Carers Together		
Scottish Volunteers Scotland		
Turning Point Scotland		
Practical support		
Financial Inclusion Team		
Money Matters (Money advice service)		
National Covid Enquiry Helpline		
Local Covid Enquiry Helpline		
Digital & Technical Support		
Council ICT support network		
Trade Union Contact		
Teacher Trade Unions		
Single Status Trade Unions		

Appendix 2 (ii) - Useful contacts for parents/carers/families

The following is an adaptable list which can be disseminated to families in the event of a local lockdown/closure of establishment. This list is designed to offer various types of support to families and to ensure they feel their wellbeing is a priority.

Education		Telephone/Email
Office		
Head Teacher		
Depute Head Teacher/SLT		
Transport Provider		
Minister/Priest/Religious Support		
Council Customer and Information Services Officer		
Educational Psychologist		
Educational Psychology		
Mental Health		
CAMHS Advice Line		
CAMHS Telephone Support		
Health		
School Nurse		
Speech and Language		
Occupational Health		
Physiotherapy		
NHS Helpline		111
3rd Sector		
Barnardo's		
Trussell Trust Food Bank		
Carers Together		
Scottish Volunteers Scotland		
Turning Point Scotland		
Action for Children Young Carers		
CL&D		
Locality Community Learning and Development		
Practical support		
Financial Inclusion Team		
Money Matters (Money advice service)		
National Covid Enquiry Helpline		
Local Covid Enquiry Helpline		
Free School Meal Voucher Enquiries		
School Transport		
Out of School Providers		
Social Work		
Social Work Team		
Advocacy Worker		

STRICTLY CONFIDENTIAL

Please note, should a family be classed as ‘high-priority’ or ‘vulnerable’ following contact, this should be noted in the follow-up column and future contact should be noted on the relevant Appendix 3(ii) proforma.

[illegible]

Appendix 3(ii): Record of contact proforma- high priority/vulnerable families

STRICTLY CONFIDENTIAL

This proforma can be used by establishments to keep an electronic record of all contact made with **high priority or vulnerable families** throughout the duration of a local lockdown. It can be adapted to suit the particular needs of your school/local authority.

Note that this information should not be shared via GLOW as it is highly confidential. Any sharing of this information should comply with GDPR.

Name of officer making contact:	Date of contact:	Name of parent /carer:	Name of pupil/s and D.O.B	Comment:	Record on: SEEMIS/ iTrent	Areas of concern: SHANARRI	Agencies notified: