

# Danestone Primary School

## Standards, Quality & Improvement Plan

### Recovery Plan

*Be the best you can be*

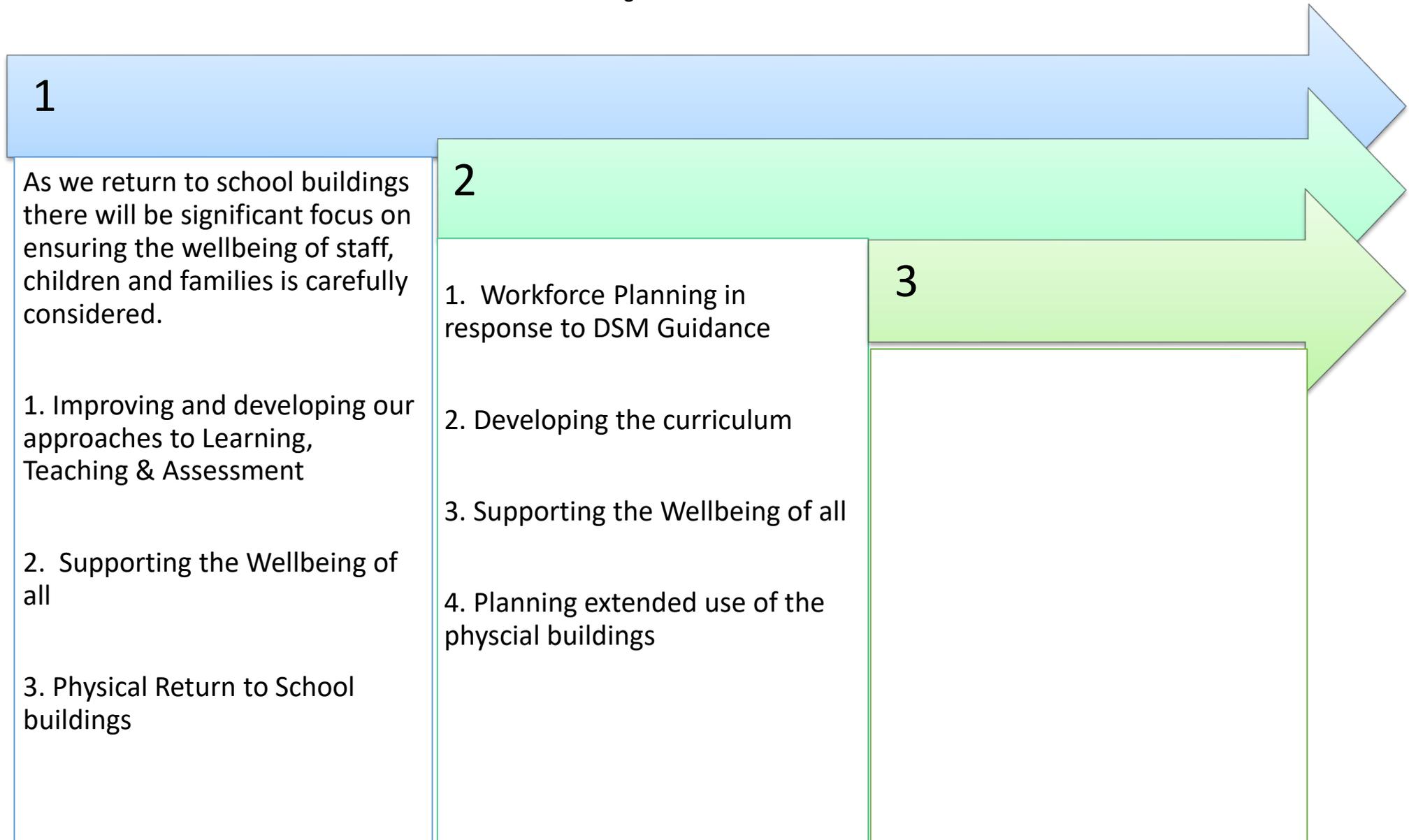


PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP  
CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people’s health &amp; wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</b></p> <ul style="list-style-type: none"> <li>• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</li> <li>• 90% of children and young people will report that they feel mentally well by 2026.</li> <li>• 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.</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> <li>• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</li> <li>• 25% fewer young people (under 18) charged with an offence by 2026.</li> </ul>
<p><b>School Improvement Priorities 2019 - 2020</b></p> <p>Priority 1 – Improvement in attainment, particularly in literacy and numeracy</p> <p>Priority 2 – Closing the attainment gap between the most and least disadvantaged children / young people</p> <p>Priority 3 – Improvement in children and young people’s health and wellbeing</p> <p>Priority 4 – Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p><b>School Improvement Priorities 2020-2021</b></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 technology across the curriculum extending into pupil profiling</p> <p>Priority 3 – 3.1 Continue improvement in Identifying &amp; Responding to Learners Needs</p> <p>Priority 4 – 3.2 Improvement in Planning and Tracking Interventions and Impact</p>
<p><b>Context of the school:</b> Improved attainment in Literacy and Numeracy has been our focus over the last year and through the development of our tracking and monitoring system, we have identified learning needs across the school and implemented a variety of support systems for targeted learners. A range of new interventions were introduced this session, and these are reviewed regularly to ensure they are robust, appropriate and support individual learners to meet agreed targets. Our vision statement, ‘Be the best you can be’, is beginning to be embedded in the children’s understanding of their own attainment. Pupil feedback from pupil groups demonstrate that most pupils have a good understanding of our school vision and values and can demonstrate how it impacts their learning. Pupil voice was promoted by the pupil leadership group who were involved in creating a pupil friendly curriculum rationale which is accessible to all learners. The Leaders of Learning group was formed this year and began to explore the unique context of Danestone. Working with another school to further develop their own understanding of their individual learning pathways as well as looking outwards across their community and city. This interschool discussion was through higher order questions to involve children in critically thinking about learning. Most pupils are meeting achievement targets in line with the national average, although writing and numeracy are lower than expected in certain year groups. The introduction of Talk for Writing and Number Talks this year, has increased pupil confidence and attitude to both curricular areas for almost all pupils. We now need to build upon this success and support learners to develop their abilities to impact on their attainment.</p> <p>Most staff are gaining confidence and skill in the delivery of high-quality teaching and learning. There has been a specific focus on assessment is for learning and feedback and this is beginning to have a positive impact on the learning cycle for the majority of our learners. We will continue to develop an understanding of and a consistent approach to, effective verbal and written feedback. The QA process identified that our focus is in line with the need for us to continue to improve and ensure consistency of teaching and learning across the school with a specific focus on the key elements involved in this. Almost all of the recommendations have been introduced this session and going forward we will continue to develop these. Underpinning this is the continued need to develop our teacher confidence and their ability to critically reflect on teaching and learning through challenge questions within HGIOS4. For our early years staff this will be approached through Realising the Ambition: Being Me guidance.</p> <p>Regular tracking and review meetings ensure that staff, pupils and parents are aware of individual learning targets and are involved in planning these together. Most staff are now planning for the collection and use of pupil data to support learning and teaching. We continue to build teacher capacity to scrutinise and interrogate data through regular tracking and monitoring meetings. Staff are developing a deeper understanding of mental wellbeing through our Emotion Works programme and are starting to apply this approach within daily teaching. This will be developed further to improve planning of interventions to meet individual needs and to support pupils as they return part time in the new session. The effects of COVID19 will mean that some learners and families will require more targeted interventions to support mental wellness. A Google Site to support parents will be developed by staff to ensure consistency between home and school.</p>	

This session we had a significant focus on developing our school vision statement. We approached this in a variety of ways and all children can identify our vision with almost all are able to recall our school values. Going forward into next session and the impact of school closures our vision, values and aims will be explored and embedded through a distinct focus on health and wellbeing as this will underpin our curriculum delivery. Our use of the Emotion Works Recovery Programme will be pivotal in ensuring consistency across the school and within blended learning of recognising and exploring the impact of COVID 19. As identified within our QA report our continued focus on high quality teaching and learning must now incorporate more opportunities to explore Developing the Young Workforce and pupils leading learning out with the classroom through our Life and Ethos , Play Champions and Young Leaders in Learning groups.

### High Level Plan



Action Plan 1  
Action Plan 3 – Return Plan

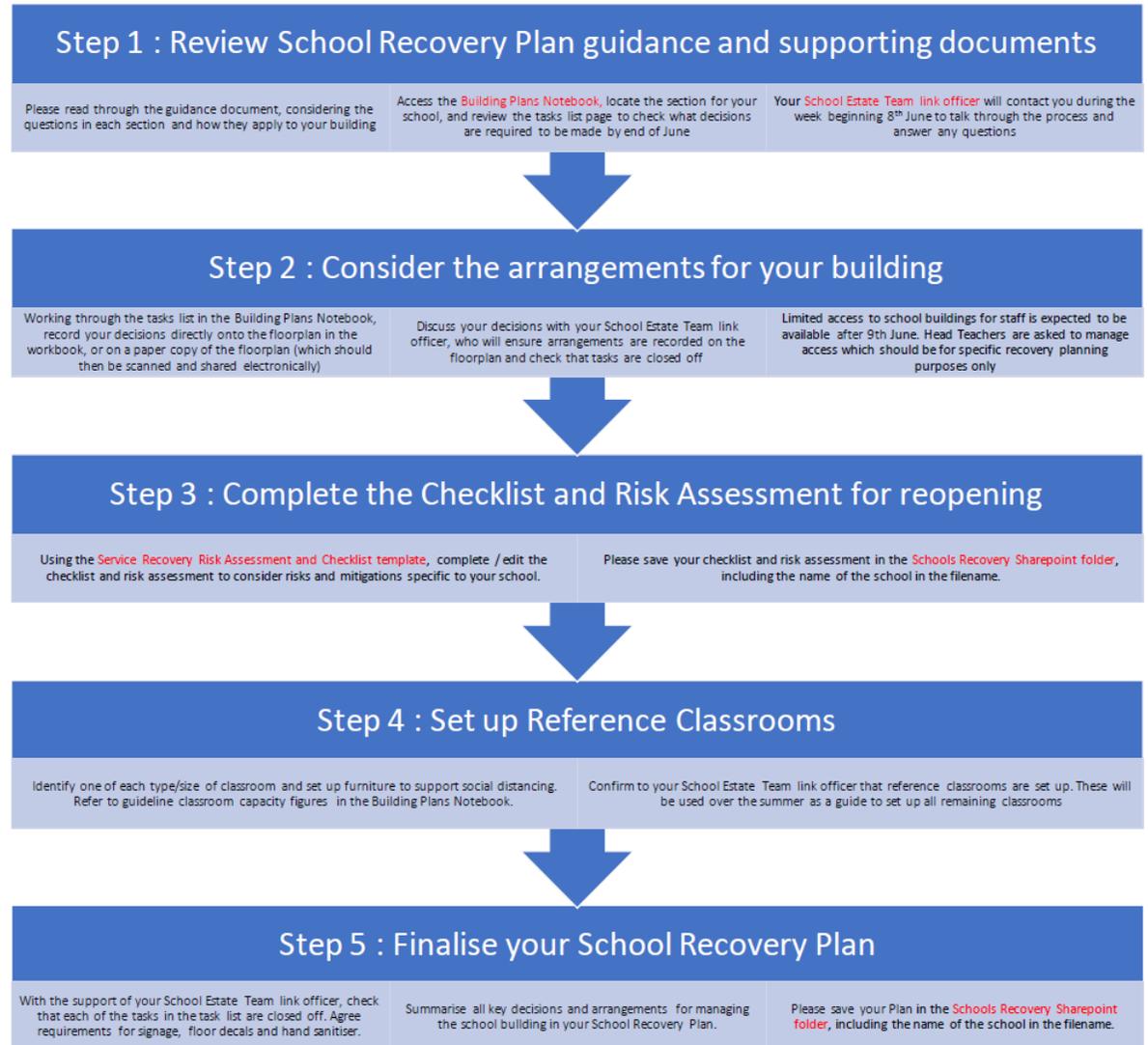
# School Recovery Plan : Managing School Buildings Guidance for Head Teachers

**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 constancy wherever possible. The approaches agreed in the LDPP have guided the development of the Danestone School Recovery Plan, which will act as the School Improvement Plan for the coming session.

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

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

### **What will this mean for Early Learning and Childcare?**

At Danestone nursery, the pupils will enter via the nursery garden. The parents will be greeted by a member of the nursery team at the nursery garden gate and arrangements for pick up will be confirmed. The child will then sanitise before entering the nursery and then enter nursery to wash their hands before playing in any area. The use of outdoor space will play a key part in how we deliver ELC. At Danestone we intend to use the Willow Den as an additional outdoor space for the pupils. When pupils are accessing the Willow Den for their nursery session, parents will be greeted by a member of the nursery team at the Willow Den gate and arrangements for pick up will be confirmed. Pupils will enter the area and will wash their hands at a hand washing station before using the outdoor space.

It is acknowledged that social distancing with children aged 5 and under is extremely difficult. Whilst pupils will not be required to remain distant from each other, staff will need to ensure that they socially distance from each other and from parents. Staff will be dedicated to a specific morning or afternoon session to ensure that they are not working between two groups of pupils in one day.

### **What will this mean for primary schools?**

At Danestone we are open plan with one closed classroom. As pupils no longer need to socially distance, we have set up all class areas to allow the adults in the room at least 2 metres space at the front of the classroom, to support social distancing. We have all reconfigured our layout to provide pupils and staff with the largest class areas possible. Most classes have additional space in the adjoining area to allow the pupils and staff to spread out.

It is proposed that all year groups in primary school return, but in reduced groups in week one to allow for transition back to school. This will allow time for staff to go over the new rules and guidance with pupils, do one to one check ins with pupils to see how they are feeling about the return to school and to flag up any issues. SLT will meet with teaching staff after school each day to check in and discuss concerns / issues. All pupils will return full time on Monday 17<sup>th</sup> August.

Movement through the school will be limited and children will spend their time in the one class area. Where possible children will directly enter through an external classroom door to limit interactions with others whilst moving through school. The layout of Danestone supports this and pupils will be able to stay in one area of the school as we have toilets and separate sinks in nearly all areas. The P5/6 and P6/7 classes are the only pupils who will need to move through the school and clear guidance will be issued to them and a 'keep left' approach will be operated.

The impact of the pandemic on children and young people is most likely to be displayed through the behaviours of children and young people. A range of professional learning is available to support staff (insert link) with TEAMS training available from EPS - <https://www.aberdeencity.gov.uk/services/education-and-childcare/support-young-people>

### **Digital Support**

Schools will be issued with information on devices issued during lockdown and in order to reduce movement across the city devices loaned will now belong to the learner's school. All chromebooks issued to learners not in your school will be replaced with new devices.

As part of the government initiative to combat digital poverty all learners in SIMD 1 and 2, who have not already been issued with a device will be allocated one. Devices to be used at school and at home will be delivered directly to school for onward distribution. Connectivity solutions are available and schools should contact Charlie Love to access these for families.

### **Avoiding physical / social contact within the playground**

No use of fixed outdoor equipment will be permitted at this time. At Danestone we will have staggered the breaks with a maximum of 5 classes out at any one time. When classes are outside for longer than 15 minutes, each class will be given a specific area of the playground and these areas will be clearly marked off. During wet weather, pupils will stay in their class area during break and lunch.

	<b>P4-7</b>	<b>P1-3</b>
Break	10.20-10.35am	10.40-10.55am
Lunch	12-12.40pm	12.40-1.20pm

## **Ventilation in buildings and the use of outdoor space**

Staff will be asked to ensure good ventilation by keeping windows open. Children, young people and staff should spend more time outdoors, with weather appropriate clothing. Where it is safe to do so, doors and windows should be kept open to increase natural ventilation. This will also help to reduce the need to touch door handles. However internal fire doors should not be permanently held open, unless fitted with automatic hold-open and self-closing devices, which ensure the doors will close when the fire alarm activates.

Where these devices are not fitted, internal fire doors in corridors may be temporarily held open during busy periods, such as the start and end of the day when large numbers of pupils are moving through them; in these circumstances an identified member of staff must be responsible for ensuring the doors are closed again (and any temporary wedges removed) immediately after the busy periods are over, and immediately in the event of a fire alarm activation. Similarly, classroom doors may be wedged open whilst the room is occupied, but they must be closed again whenever the room is left empty. The school's fire risk assessment should always be reviewed before any decision is taken to have internal doors held open.

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. Classes will be provided with a class set of outdoor resources to support and promote outdoor learning.

Good ventilation is of critical importance and all measures outlined in the LDPP and associated School Plans apply.

## **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 should be isolated in a private well-ventilated room/area, which at Danestone will be the room previously used as a staff base and avoid touching surfaces. A face mask will be provided for the journey home. Isolation rooms will be cleaned after use in keeping with national guidance.

The manager should then contact Facilities and ensure appropriate cleaning takes place. Please keep up to date with current guidelines: <https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/>

If settings have two or more confirmed cases of COVID-19 within 14 days, or an overall rise in sickness absence where COVID-19 is suspected, they may have an outbreak. In this situation settings should make prompt contact with their local HPT (telephone 01224 558520) and local authority. If an outbreak is then confirmed, settings should work with their local HPT to manage it. The HPT will make recommendations to the incident management team on self-isolation and on testing of children and staff and the arrangements for doing this.

## Section 2 – Hygiene and health and safety practice

### Cleaning routine

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

Wrap around care arrangements (breakfast clubs and after school activities) have highlighted their needs to Corporate Landlord who will share requirements with Andy Campbell. Wrap around care services will conduct their own risk assessment from Wednesday 12<sup>th</sup> August and will wish to meet with HT to agree how best to manage the movement of children.

The relaxation room will be required for storage of furniture however, based upon a risk assessment, a limited number of pupils maybe need breakout space and this will be facilitated with the identification of unused shared areas. Resources in this space will be restricted to items that can be easily cleaned and the expectation is that staff who attend with a pupil will clean it through the use of cleaner material safely stored in the space (out of reach of children). Should this not be possible, a member of the SLT staff must be contacted to facilitate this process should the space be needed for another pupil. The furniture in the area will be minimised to reduce cleaning. The isolation space, which will be located in the current staff work room, will require specialist attention for cleaning; see section three below for further information.

The First aid area will be moved to the front of the school in the current uniform swap area. All medical supplies will be kept here for ease of access for all PSAs. This area will be cleaned after each pupil has left, by the PSA who dealt with the child. If this is not possible, the PSA will inform a member of SLT.

It may not be possible to ensure adequate cleaning of some facilities / areas of the school, in which case these facilities should be put out of use.. Danestone Pupils will be asked to bring their own filled water bottle to school and fountains will **only** be used for refilling if required. Pupils can also use the sink to refill water bottles. This will be supervised by an adult. This is to allow the children to refill during the day.

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

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

## Use of Learning Resources

School staff will be given sanitising wipes for school staff 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 areas to aid this process. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

Children can access library books, although a library quarantine arrangement will be put in place, with books quarantined for 72. To allow time to sort out the library which has been dismantled and moved to allow for a new classroom to be created, the library won't be open at the start of term 1. Once the library is ready to use, information will be sent out to parents.

Resources will be wiped/cleaned on an ongoing basis by the staff in each room. To support this, resources will be carefully stored in the classroom areas and pupils will be issued with individual learning packs. These packs will include pencils, rulers, prit stick, scissors, whiteboards and pens. These resources will be kept in individual packs for each child and stored in tote trays, one per child. Lego and maths materials will be washed in the dishwasher. A rota will be created to ensure this is completed on a regular basis.

## 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.

We will have hand sanitiser at the front door as all other entrances have easy access to sinks.

Infant door	Sink access just within the door
Junior door	Sink access just within the door
Stage entrance at P4	Sink access just within the door
Senior door	Sink access just within the door
Music Room door	Sink in music room
Front entrance	Hand sanitiser, then sinks in toilets at front door

The promotion of handwashing continues to be critical. All children, young people and staff will wash their hands with soap and water for at least seconds, or use an alcohol hand sanitiser, when:

- entering the building (or returning after lunchtime)
- before eating or handling food
- after blowing the nose
- after sneezing or coughing
- after going to the toilet

Stocks will be kept in a storage area in the infant area, back switch gear room. The stock levels will be monitored by janitorial staff who will inform the school administrator, who will complete the ordering return as arranged by the authority.

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. 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.

All rooms have bins and a closed lid bin has been put in our isolation room and first aid area.

## Access to Toilets

Pupils' access to toilets will be limited to one pupil from each class at any one time (whenever possible). This will be managed by teaching, PSA and EYP staff. Staggering break times will assist with this. There will be a strong emphasis on hand washing after visiting the toilet, and hand washing may require to be supervised for younger children. PSAs, EYPs and/or teaching staff will supervise the washing of hands and regular conversations and discussion about hand washing will take place within the class. Children will also be encouraged to push open the door upon entry with their elbow. Pupils will have washed their hands prior to using the grab handle to open the door to return to class.

Staff will provide regular hygiene lessons to ensure that all pupils have a clear understanding of the guidance.

Infant toilets	P1 and P1/2
Junior toilets	P2/3 and P3
Senior toilets	P4 and P5
Disabled Toilet in senior area	P6/7
Toilets at the front door of the school	P5/6 and P7

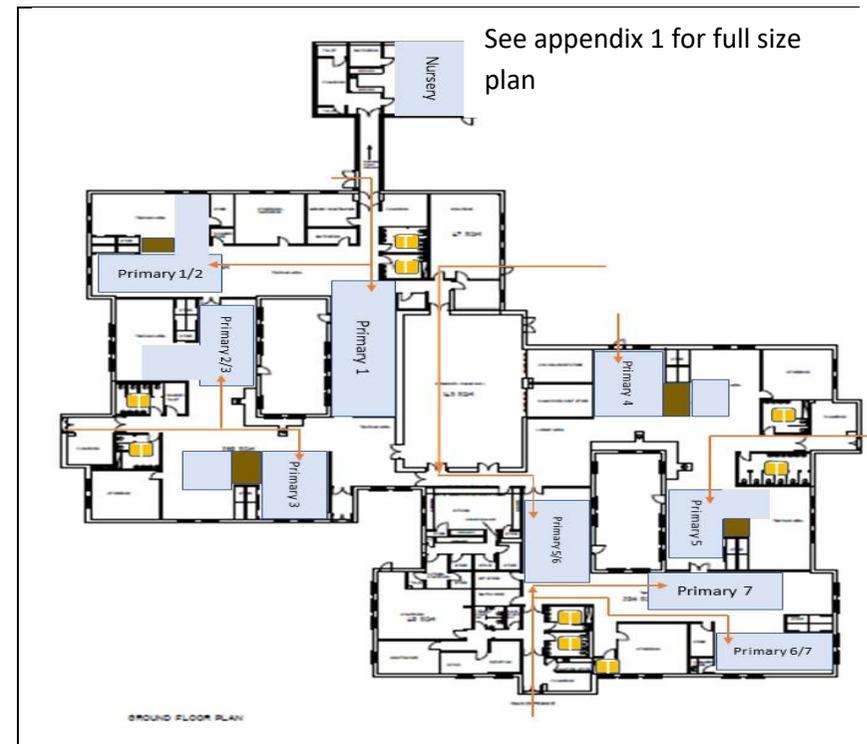
At Danestone, we have turned our staff toilets into unisex toilets and will use a slider occupied sign to indicate usage. These toilets will be single user only.

## Section 3 – Practical measures to support social distancing in our school

### How will we increase separation?

The spaces used for 'in school' learning will be prepared to clarify boundaries for staff and pupils. At Danestone we have reconfigured our layout to provide as much additional space for each class as possible. It will be important to ensure that all staff and pupils are aware of the any changes in the use of the building. During the transition days pupils will be introduced to the new layout and new expectations will be shared. Staff spaces such as school staffrooms and break out spaces will also be subject to social distancing arrangements. These changes will be communicated to parents through descriptions and graphics. The quiet rooms will be out of use and will be clearly marked off.

<b>Nursery</b>	In existing nursery area, nursery garden and Willow Den	Max 20 pupils AM + 20 pupils PM	2 staff per session + one floater to support with cleaning and preparation
<b>P1</b>	Teaching area 12	25 pupils	1 teacher 1 PSA
<b>P1/2</b>	Teaching area 11	22 pupils	1 teacher 1 PSA
<b>P2/3</b>	Teaching area 10	23 pupils	1 teacher 1 PSA Tues-Fri
<b>P3</b>	Teaching area 7	25 pupils	1 teacher 1 PSA Tues-Thurs
<b>P4</b>	Teaching area 6	29 pupils	1 teacher 1 PSA Mon-Thurs
<b>P5</b>	Teaching area 3	25 pupils	1 teacher 1 PSA Mon-Wed
<b>P5/6</b>	Teaching area Old reception	24 pupils	1 teacher 1 PSA Wed-Fri
<b>P6/7</b>	Teaching area 1	25 pupils	1 teacher 1 PSA Wed-Fri
<b>P7</b>	Teaching area 2	27 pupils	1 teacher 1 PSA Mon-Wed



Excess furniture will be stored in the quiet rooms and in unused class areas. The staff work room will be used as our isolation space for any pupils or staff who develop symptoms, whilst they wait to return home. Isolation spaces will be well ventilated at all times and will not be used for any other purpose, as they will require to be intensively cleaned after being used by any symptomatic individuals. First Aid will be moved to the area at the front of the school, currently the uniform swap. This will ensure that any pupils who require first aid are kept away from all teaching areas.

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

#### Induction Period

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
% of children in school week 1	Inset day 0%	Additional planning day 0%	34%	33%	33%
% of children in school week 2	100%	100%	100%	100%	100%

#### Weekly Model

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
% of children in school	100%	100%	100%	100%	100%

PE activities will be encouraged to go outside with pupils dressed accordingly. Danestone School is fortunate to have a good availability of outdoor space, including our playground and surrounding area. We have asked staff to consider any resources that they might need to support teaching and learning outdoors so there is time to determine suitability, order items and make arrangements for appropriate cleaning.

All items that do not support safe return to teaching and learning, like sand trays, water trays, play dough, or fabrics that cannot be easily cleaned have been stored. Fixed equipment in the playground will be taped off and loose parts play will not be used at this time.

These is a glass panel to communicate with the office that staff will be expected to use, the door will remain closed and the window can be opened for ventilation. Walkie Talkies will also be provided in all class areas to avoid unnecessary travel between class areas to communicate messages.

## How will we decrease interaction?

Due to the layout of Danestone and the positioning of class areas for this year, there will be no need for a one-way system as pupils will not need to move through other teaching areas. The only classes which will need to move through the school is the P6/7 class who will be situated in the Mandarin Room. They need to move through the P7 area but we will have a space left free of desks to make a walkway, we will adopt a 'keep left' approach for all walkways. The other class is the P5/6 class who will have to walk through the hall once they have washed their hands. However, the hall is not in use so there are no additional risks.

Groups of children arriving and departing from the same entrances will be avoided and year groups and classes will have specified routes to use when leaving the school to reduce the number of children and young people together at one time. Plans will be agreed between the Head Teacher and the school Quality Improvement Manager and shared with parents.

The school will adopt an agreed protocol for drop off and pick up. Parents and carers will refrain from entering school playground to further reduce numbers. Parents and carers will make use of locations nearby that can be used to support a Park and Stride approach to limit traffic near site, parents will be encouraged to park on Laurel Drive and walk up to the school. Restrictions will be put on entering the school car park(s) with only parents of children in Early Learning & Childcare and those with additional support needs who had previous arrangements will be permitted access to ensure that groups do not congregate. School reception area will not be accessible to parents and carers during Phases 1-3 of the return with all enquires made either by phone, e-mail, Google or Microsoft Teams.

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. Access to the building will be strictly controlled. Groups of primary children will be taught by a limited number of staff

Where possible, furniture will be laid out to guide effective social distancing with surplus furniture cleaned and stored in any spaces not being used. 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. This may apply for some very young groups of learners, for some with additional support needs and in some practical subjects subject to risk assessment.

Where children attend childcare within school, movement between areas and groups will be risk assessed and managed to limit contact as much as possible.

Children and parents/carers will be advised of precise locations and their start/finish times in the separate 'Returning to School' booklet which will be issued to all families prior to the return to school in August. Groups of primary children will be taught by a limited number of staff.

Entrance and Exit to all class areas	
Nursery	Entry through nursery garden or through Willow Den gate
P1 and P1/2	Entry through infant door
P2/3 and P3	Entry through the junior door
P4	Entry through door at stage area
P5	Entry through senior door
P5/6	Entry through music room door
P6/7 and P7	Entry through the front entrance

## **Dining arrangements**

All children will be asked to bring a packed lunch and the provision of free school meal vouchers will continue during week 2. By week two all pupils will be able to order a meal. In week two this will be a cold meal and by week three hot service will resume. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread.

To support the requirement for cleaning between sittings, PSAs will be timetabled to support catering staff with their cleaning of tables and seats. To reduce groups of children mixing from each class will be allocated their own table. Timings of staggered lunch breaks 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. The organisation of space will accommodate a rolling snack. The social distance practice within the kitchens will also need to be considered. Specific risk assessment on kitchens will be required and is part of the nursery risk assessments.

PSA and office staff scheduling will be fit in to accommodate the maximum 7 people in the staffroom. Three separate lunch periods will be allocated with staff eating in groups of 7 or less.

## **Evacuation procedures**

Circulation routes and entry/ exit points have been altered and evacuation processes have been amended to reflect this. Muster points have been spaced further apart to allow for social distancing. The Fire Evacuation Plan has been amended in response to this School Recovery Plan and shared with all stakeholders.

## **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" with parents/carers encouraged to use Laurel Drive, 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.

Bike racks can be used but staff monitoring this area must adhere to social distancing protocols. Scooters and skateboards should be taken home by parents when they drop their child off.

## Managing Visitors / Managing Reception

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

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

**Parents will not be permitted to visit school to speak to teachers about their children.** This will be communicated clearly to all parents. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance.

Parents who are accompanying nursery pupils for their first visit to nursery will meet a member of staff at the front entrance and walk around to the nursery garden for an outdoor visit. This has been added to our whole school Risk assessment.

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. Sandra Stephen, school administrator will update all sign in sheets and office signs.

As part of our family friendly 'Returning to School' document, arrangements to contact school staff will be shared. As is currently the case, our school administrator will liaise with the appropriate staff once a phone call or email received and will make arrangements accordingly to arrange a return phone call or email. Our families will already be familiar with this process the exception of a few and personal contact by the SLT or school administrator will be made to them to ensure they understand the expectation.

## Action Plan 2

### QI 2.3 Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment					RAG
Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	
What do we hope to achieve?	How will we know this has been achieved?  <i>What evidence will we have?</i>	What do we need to do?		Who and what is required?  (including cost/fund)	
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"> <li>● Increase focus on Health &amp; Wellbeing through planning and delivery of the Emotion Works Recovery Programme. One staff member to lead whole school approach and develop resources for nursery -P7.</li> <li>● Develop more class specific programmes of work that support resilience building and mindfulness opportunities, for instance, through dynamic Circle Times.</li> <li>● Establish social support groups led by PSA staff within school and through Google Meets.</li> <li>● Staff Wellbeing Champion (Susan Blair) to ensure staff feel supported to provide high quality interactions.</li> <li>● Develop the Wellbeing Champion award.</li> <li>● Developing VIP to show the children who have been positive learners.</li> <li>● Develop use of Seesaw to ensure almost all children are able to share their learning experiences and feedback on those of their classmates.</li> <li>● Targeted supports for children requiring specific interventions.</li> <li>● Careful planning of transition back to nursery and into Primary 1 for our youngest learners. The need to sensitively and effectively enable children to enter school feeling safe and happy.</li> <li>● Create a Health and Wellbeing Google site to support parents and help them understand what we are teaching pupils in school. This will also be used to share examples of good practice.</li> </ul>	Ongoing	Existing Emotion Works resources and new recovery programme. £150 for yearly subscription (PEF)  Additional PSA, 10 hours a week to support vulnerable learners. £5000 (PEF)  Seesaw -cost not confirmed ordered by ACC	
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"> <li>● Create an agreed plan for each level for writing and numeracy. Collegiate planning opportunities through Google Meet for all staff to ensure consistency in planning across the school.</li> <li>● Use of high-quality online learning platforms.</li> <li>● Develop support videos for learners, staff and parents - these will be within Literacy, Numeracy and HWB Google Sites.</li> <li>● Update professional learning materials to take account of the plan. SLT to promote and encourage staff, within Danestone 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 CPD.</li> </ul>	June 2020  Ongoing  Ongoing  June ongoing	Online resources (PEF) Sumdog -£699  Epic  Education City  Oxford Owl- TBC  iHub- £590  Numicon Online	

		<ul style="list-style-type: none"> <li>● Provide guidance for staff in engaging in effective assessment, teaching and learning through the moderation cycle.</li> <li>● Evidence of learner engagement captured through pupil voice and tools such as emotion check ins and registration jamboards within Google Classroom.</li> </ul>		My Maths.	
Learners continue to be engaged in online learning – using Google classroom for homework across the school.	Google Activity Reports will show an increase in the number of learners accessing google classrooms.	<ul style="list-style-type: none"> <li>● Issue Advice Note to learners and parents on how to access google classrooms for homework.</li> <li>● CPD sessions for staff to ensure pupils are issued with quality learning experiences</li> <li>● Continue to ensure a positive mindset around digital learning for children and parents. Providing support when required and recognising when this is effective. Build on the positives of lockdown and continue to develop the pupils' knowledge and understanding of digital learning.</li> </ul>	<p>May 2020</p> <p>Fortnightly</p> <p>Ongoing</p>	Online guides and video guides created by PT to support parents.	
Increased learner confidence in the use of all tools within Google Classroom – posting assignments, using Google Meet safely and effectively.	<p>Learner Surveys show learners are becoming more independent in their use of all Google Classroom Tools</p> <p>This will show a shift from baseline survey (May 2020).</p>	<ul style="list-style-type: none"> <li>● Create user friendly video guides for learners on the use of tools within Google Classroom.</li> <li>● Move all homework activities to Google classroom to remove the need for jotters to be sent home.</li> </ul>	<p>June 2020</p> <p>Ongoing/reactive</p>	Leanne Duncan -PT to lead and support staff and learners.	
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"> <li>● Identify training needs on a weekly basis.</li> <li>● Regular drop-in sessions for staff on digital learning.</li> <li>● Staff meetings – exemplify approaches which allow for greater explanation and engagement with learners</li> </ul>	Weekly/reactive	Google forms used to gather evidence and feedback	
Increased parental confidence in supporting their child with homework online. (this will ensure parents build on their confidence from home learning and continue to develop skills)	Collated parental surveys will show improved confidence	<ul style="list-style-type: none"> <li>● Collate results of parental survey. Issue FAQs document addressing key areas of concern.</li> <li>● Capture parental feedback through Parent Council, focus groups and surveys.</li> <li>● Create a schedule of parent and pupil friendly online workshops around digital technology.</li> </ul>	<p>June 2020</p> <p>Monthly</p>	Google forms used to gather evidence and feedback	
Achieve continuity in the learning experience for all learners on return to school.	Take a detailed checklist of actions associated with a phased return. Share	<ul style="list-style-type: none"> <li>● 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 for homework and any future home learning provision</li> </ul>	June 2020		

	expectations with staff on a regular basis.				
Increased staff confidence in providing feedback, digitally and in person, 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"> <li>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 if we return to a blended learning environment.</li> <li>Train staff in the use of verbal feedback tools such as Read &amp; Write.</li> <li>Agree a strategy with the whole school community on approaches to communicating progress with parents and learners – adapt reporting and parents meeting calendar/approaches.</li> </ul>	August 2020  June 2020	In school training, webinars and professional reading.  Text Help- Read Write £250. SLT to provide training to all staff. PEF	
Ensure high quality learning and play experiences by developing our outdoor provision. Successfully integrate new children to nursery.	Engagement of learners and parents is positive. Parental surveys will capture  Children can talk about their learning and identify their ideas and next steps in learning.  Increased use of Seesaw with almost all parents evidencing home learning through this.	<ul style="list-style-type: none"> <li>Develop a nursery policy on play to ensure parents recognise what high quality play looks like.</li> <li>Creation of our outdoor classroom within the school willow den.</li> <li>Increase parent and staff confidence in using Seesaw to evidence and journal learning.</li> </ul>	August 2020	Additional funding required from Parent Council to support development of area. Susan Blair DHT to coordinate.  Seesaw- Cost TBC. SLT to provide staff training and online videos and guides for parents.	

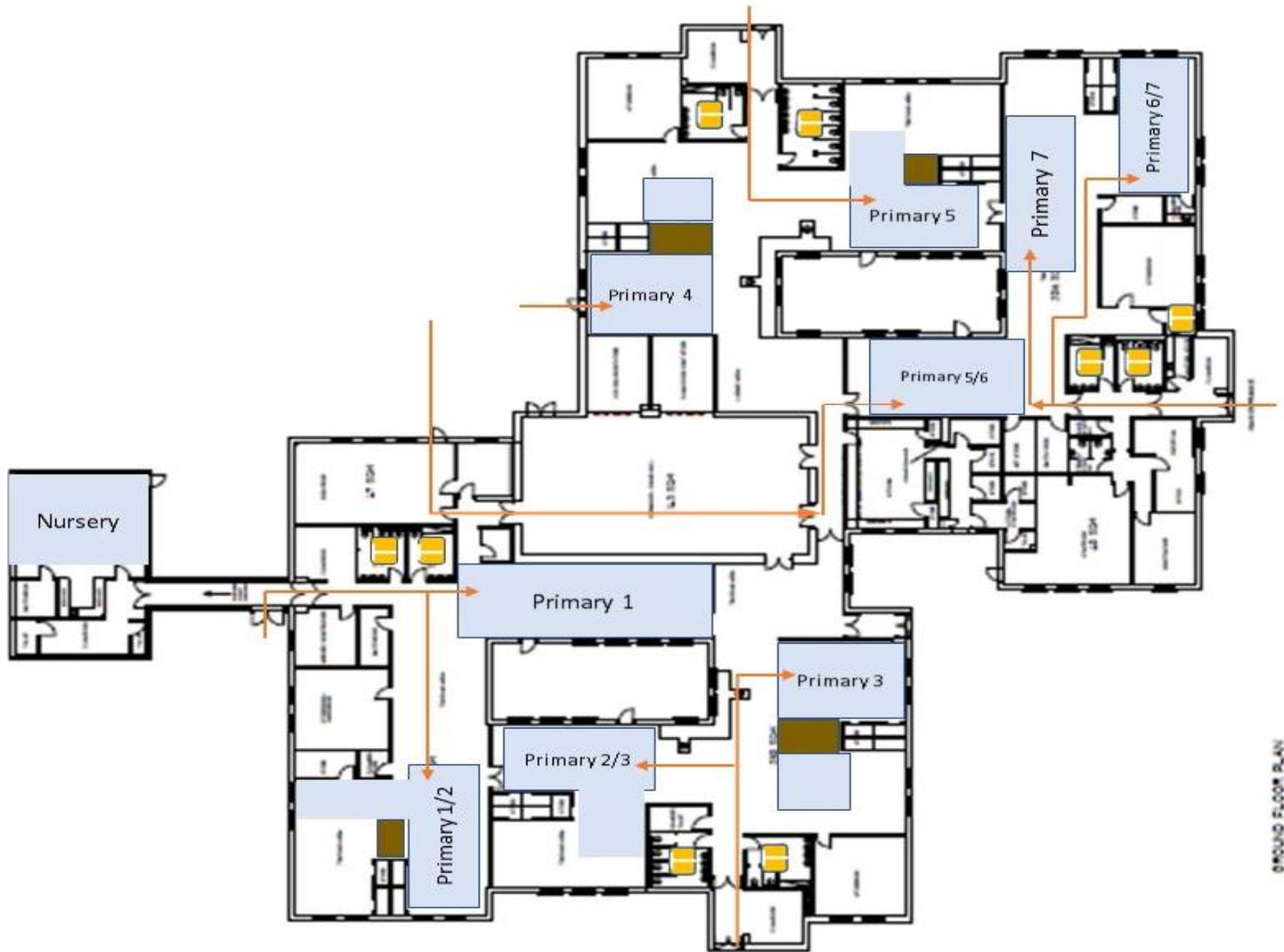
### Action Plan 3

#### 3.1 Ensuring Wellbeing, Equality and inclusion

Improvement Outcomes  What do we hope to achieve?	<b>Measures of Success</b>  How will we know this has been achieved?  <i>What evidence will we have?</i>	<b>Actions Required</b>  What do we need to do?	<b>Timescales</b>	<b>Resources</b>  Who and what is required?  (including cost/fund)	
Ensure our school community has a shared understanding of wellbeing needs	<p>Staff and learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing.</p> <p>Almost all pupils will be supported to focus on specific targets for improvement in relation to wellbeing.</p> <p>All planned H&amp;WB will reflect learners' wellbeing needs.</p>	<ul style="list-style-type: none"> <li>Continued focus on Emotion Works through their Recovery Programme which will include additional guidance for staff , children and parents.</li> <li>Create Emotion Works Calendar, linked with SHANARRI to be issued to staff to form basis for whole school themed weeks</li> <li>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 and return to school when supporting pupils to achieve HWB targets.</li> <li>Pupil Voice opportunities will also have a focus on Wellbeing.</li> <li>Termly pupil feedback forms leading into improved tracking of HWB across the school.</li> <li>Social groups will be developed to nurture and support our more vulnerable learners in school and through Google Meet.</li> <li>All teachers, PSAs and early years staff to engage with Leuven Scale to measure wellbeing - staff to engage in professional reading to create an action plan to ensure consistent implementation across the school</li> </ul>	Ongoing	Emotion Works Subscription (detailed above ) £150 PEF	
Relationships across the school community are strong and supportive	<p>Social connections and interactions are positive</p> <p>Learners and staff request support if and when required</p>	<ul style="list-style-type: none"> <li>Plan time for readjustment to in school learning</li> <li>Plan regular 'check ins' with learners, staff and parents</li> <li>Ensure communications are clear, concise and regular</li> </ul>	From June		
All children and young people access a responsive health and wellbeing curriculum	<p>Post Covid-19 need is reflected in the H&amp;W programmes delivered to children and young people</p> <p>Trend data suggests that the curriculum is meeting the needs of children and young people</p>	<ul style="list-style-type: none"> <li>Review of our current programmes and resources to support the health &amp; wellbeing curriculum have been undertaken and now involve use of the Emotion Works Recovery Programme.</li> <li>Encourage staff to engage and reflect with COVID specific reading and research on the impact on children.</li> <li>Scope how best to build space into the curriculum to enable a focus on wellbeing and give time to process recent events.</li> </ul>	Ongoing	Recovery curriculum website	

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"> <li>Staff should engage with professional learning to ensure they are able to recognise and proactively respond to mental health needs at different levels (LIAM, Emotion Coaching, ELSA etc.)</li> <li>Develop clear systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans</li> <li>Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs and consider how this will look.</li> </ul>	Ongoing	SLT to find out more about LIAM training. All PSA have completed the ½ day course but further training required.	
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"> <li>Consider roles and remits of staff in supporting wellbeing to promote greater consistency</li> <li>Fully consider the ongoing and improved use of digital learning to support children, families and staff</li> </ul>	From June	TBC once staffing confirmed	
Increased staff confidence in ability to identify and respond to child protection.  Maintain level of safety felt by children and young people.	80% of sample group of staff report greater levels of confidence  95% of non-attendance are dealt with as per agreed procedure  92% or higher response from children and young people when asked if they feel safe	<ul style="list-style-type: none"> <li>Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding</li> <li>Share and implement non- attendance procedure and link to children Missing in Education protocol</li> <li>Review and development of 360 safe</li> </ul>	Following completion of ACC guidance	Ongoing staff training	
Citywide school compliance with H&S issues	Data provided by internal/external audits	<ul style="list-style-type: none"> <li>Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices</li> </ul>	Ongoing	SLT who will involve all staff.	

Appendix 1 - Floor Plan of school



GROUND FLOOR PLAN