

Cults School

Standards, Quality, Recovery & Improvement Plan



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

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people's health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2019 – 2020</p> <p>Priority 1 - Improvement in attainment in literacy and numeracy</p> <p>Priority 2 - Closing the attainment gap between the most and least disadvantaged young people</p> <p>Priority 3 - Improvement in the monitoring and tracking of children's health and wellbeing</p> <p>Priority 4 - Developing the Young Workforce</p>	<p>School Improvement Priorities 2020-2021</p> <p>Priority 1 - Enhanced Health and Wellbeing curriculum to respond to learner's needs and experiences</p> <p>Priority 2 - Closing the attainment gap between the most and least disadvantaged young people</p> <p>Priority 3 - Supporting the wellbeing for all</p> <p>Priority 4 - Development of a digital curriculum</p>
<p>Context of the school:</p> <p>Our school vision statement is 'We aim to provide a safe, welcoming, stimulating environment where all members of the school community work together in partnership to ensure all learners are safe, happy, included, nurtured, supported and challenged to be all they can be.' Our school values are Respect, Honesty, Ambition, Fairness and Equity. Our values have been softly launched and will be embedded next session.</p> <p>There has been an increase in attainment within literacy and numeracy over the last year with almost all pupils meeting or exceeding targets in line with the national average. Further levels of scrutiny, however, are required within reading as this is an area which has not increased to the same extent as other areas of literacy. The majority of staff are gaining confidence in the delivery of highly effective lessons with a focus on effective feedback which is having a positive impact on the learning cycle of almost all learners.</p> <p>Regular tracking meetings, analysis of pupil data and assessment approaches ensure staff, learners and parents are aware of individual learning targets and are planning appropriate next steps together. Interventions are regularly reviewed, involving other agencies, to ensure they are robust, appropriate and supporting individual learners to meet agreed targets.</p> <p>Almost all learners are supported to reflect on their wellbeing bi-annually. Staff and parents have a deeper understanding of wellbeing and how to support this. This has led to improved planning of interventions to meet individual needs.</p> <p>Almost all learners are being provided with broad learning opportunities to ensure the development of skills for learning, life and work through planned class and school activities. Partnership with parents to support the learners to engage with developing the young workforce has been positive and ensures a collective understanding and development of life skills. Business links will further embed this.</p>	

High Level Plan

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

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

2. Supporting the Wellbeing of all

3. Physical Return to School buildings

2

1. Workforce Planning in response to DSM Guidance

2. Developing the curriculum

3. Supporting the Wellbeing of all

4. Planning extended use of the physical buildings

3

Action Plan 1 Return Plan

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 has guided the development of our School Recovery Plan for Cults Primary School, which will also act as our School Improvement Plan for the coming session 2020 / 2021.

Our 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 our pupils and staff will be carefully considered when determining the approach to reopening Cults Primary School
- 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 our pupils
- 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 our Early Learning and Childcare at Cults Primary School?

The use of outdoor space will play a key part in how we deliver ELC. As guidance on ELC was received 16.6.20, no further, detailed plans are available at present. By making use of the nursery garden, we will plan around this to consider groupings and numbers able to attend in one session.

Children will enter the Early Learning and Childcare setting directly through the nursery entrance, which is accessed via the nursery garden. The organisation of drop off and pick up will be carefully coordinated and shared with all families in advance of their first day in order to maintain social distancing when parents are on site.

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

What will this mean for Cults Primary School?

Our school is an open plan learning environment with three large units and an ELC provision. Our building is all on one level. Central to our building is a library, ICT suite, gym hall, studio and dining room. Each unit can accommodate six or seven classes, with one unit hosting an extension of a further two classrooms.

There are no walls separating classrooms spaces and located centrally within each is an AV Room. Whilst we acknowledge that keeping primary aged children 2m apart is very difficult, altering the number of pupils in a class and changing the setup of the classroom whilst also planning the structure of a clear, staggered timetable will further support all in social distancing.

It is proposed that all stages from Primary 1 – Primary 7, including ELC, return from Tuesday 11th August. Our pupils will return in reduced groups with a regular rota system in place so that children, parents and families as a whole, have a consistent routine and have a clear understanding of the new schooling structure. A visual timetable is attached within this document. Classes will be divided into groups, known as ‘bubbles’ with children attending ‘in school’ learning for three consecutive days. They will then participate in ‘blended learning’ at home for six days. Bubbles will be known as A, B and C. Classes will be split into three groups, some of which may be of different sizes so that additional supports and staffing can be allocated to specific groups and ensuring health and safety is paramount. Families will attend school on the same days therefore will be placed in the same bubbles.

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

Where capacity, staffing, finance and volunteering allows, Cults Primary School may also look at the possibility of increasing sessions for each bubble by one. We would also plan an additional provision for our learners who we deem as vulnerable. The focus of these, provisional sessions, would be on Health and Wellbeing and / or creativity. It would be unlikely, due to capacity, this would be within our school building and more likely these, provisional, additional sessions would take place within the wider community. This would potentially increase attendance for all learners and particularly for our vulnerable pupils. If guidance was to reduce to 1m physical distancing, Cults Primary School could increase capacity to 50% of pupils attending in school learning.

Local Authorities have been asked to prioritise childcare provision for key workers. It is unlikely that standard breakfast and afterschool provision will be available for all families whilst this expectation is in place. Our provisional plan is for the Purple Unit to accommodate our ‘Rainbow Room’ childcare facility, which could accommodate up to twelve children based on 2m social distancing.

Avoiding physical / social contact within the playground

The size of the playground has been assessed together by the Buildings Team, our Parent Council and Morven McKay to determine how many children can safely be in a space whilst maintaining social distancing rules. Based on 2m physical distancing and staggered breaks and lunches, there would be a maximum of 143 pupils in the green and blue playground at one time and 33 pupils in the red playground. Therefore, due to our extensive school grounds, no markings or zoning will be required. Pupil Support Assistants have designed and created posters to be displayed in our playground and they have also devised a collection of playground games to promote physical distancing. No use of fixed outdoor equipment will be permitted at this time. A limited supply of playground equipment, such as balls, bats and hoops (which allows for social distancing) will be sanitised after each play session and will be risk assessed appropriately. Wet weather arrangements would remain similar to current practice where learners will remain within their class space at their desk. Full details of numbers within our school and the playground, at any one time, are detailed later in the document.

Ventilation in buildings and the use of outdoor space

Staff will be asked to ensure good ventilation by keeping windows open and where possible not closing the doors of small rooms (unless these are fire doors). Children and staff will spend more time outdoors, with weather appropriate clothing brought to school, keeping at least two metres from others.

Effective outdoor learning can be delivered across many subject areas and the 3-18 learner journey. Informal outdoor classrooms set within the natural environment will be used as spaces for learning where possible. Care will be taken to ensure that outdoor contexts for learning are fully accessible and as stated previously, we are very fortunate to have extensive schools grounds, which will be utilised to deliver outdoor learning for all stages.

Management of symptomatic building occupants

If a child attends Cults Primary School with symptoms of a cough and/or high temperature, the parents or carers will receive a phone call immediately and the learner should be collected and go home immediately. When a child is waiting to be collected by an adult, they will be isolated in the Red Unit office, which is well ventilated. The isolation room will be cleaned after use in keeping with national guidance.

Morven McKay, Head Teacher will 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/>

Section 2 – Hygiene and health and safety practice

Cleaning routine at Cults Primary School

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

All other areas will be cleaned by cleaning staff before the start of every school day, paying special attention to door handles, table/counter tops and other areas touched regularly by staff and learners, with additional cleaning during the day, when required by support staff. Support staff will be provided with a dustpan and brush and wipes to carry out minor cleaning duties following learners eating lunch at desks and a cleaning schedule has been devised to record this. Please see link https://drive.google.com/file/d/1PvKlJoz1w2adCev_R-0rc1zoZ_eFQtZo/view?usp=sharing Cleaning will occur after school each day by the cleaning team.

It may not be possible to ensure adequate cleaning of some facilities and areas; our changing rooms will not be used during phase 1-3 of the recovery plan. The studio, packed lunch room, ICT suite and AV rooms will not be in use for staff or learners and will be clearly sign posted. A section of the gym hall will also be cordoned off. It is due to limited ventilation that the AV Rooms, studio and gym hall will not be accessible to any person as a classroom area. Pupils will be asked to bring their own filled water bottle to school and water fountains will not be in use and clearly marked to say so. The Purple Unit classrooms will also not be in use due to capacity and as stated previously, this space is our proposed childcare room, and will be known as The Rainbow Room.

The sensory room will be accessible as a calm, quiet space if required. After each use school staff will wipe all surfaces and resources and cleaning staff will ensure a deep clean is carried out, in accordance with the current guidance, that day. A daily usage chart will be displayed on the door of the sensory room door for cleaning staff to refer to. 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.

Our isolation space will remain the Red Office. This can be closed off and the person displaying symptoms will exit the building via the side fire exit and will be collected from our staff car park. Our janitor would then carry out cleaning within the space. 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. For additional contingency planning, and based on our pupil numbers, a second isolation space is identified as the Blue Unit DHT Office. The same protocol would apply to this isolation space.

First aid will be administered in the Red GP, Blue GP or the Green GP, depending on which unit and playground the learner accesses. All bench surfaces can and will be wiped after use to ensure it is ready for the next administration. PPE will be provided, if required, and all First Aiders are fully aware of current guidance and have received PPE training, as advised and provided by ACC and cascaded by SLT.

Learners will have reduced travel throughout the building. There will be little or no need to travel internally. Outside space will be used to a greater degree and will also be used to travel around the building, if required.

Use of Learning Resources at Cults Primary School

School staff will be given sanitising wipes to undertake cleaning of resources, toys and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. All resources handled by learners will be wiped after use. Guidelines of specific materials not to be used will be followed at all times and has been discussed in detail with all staff. The LDPP and guidance from the Scottish Government will be stored within the staff shared drive for all to refer to. Resources not permitted for use will be stored so they are not accessible. Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in school learning. All cushions and rugs will be removed from all class spaces and stored safely in AV Rooms.

Our school library will be transformed into a classroom space and all bookshelves and books will be removed and stored in the packed lunch lounge.

Individual reading books will be used by one learner only and will be wiped after use or prior to returning to the central store. Prior to and following use, all reading books will be stored within an open box for 72 hours, wiped then used by individual learners or returned to a store.

All learners will be provided with an individual pack of resources required for in school learning and will be stored in a personal, paper wallet. The wallet will be stored in a tote, only accessible to an individual learner. Within the wallet will be a pencil, ruler, rubber and a selection of paper and jotters. Some early years learners will have an individual pot of playdough for sole use.

A cleaning schedule for each class space will be populated for support staff to complete on an ongoing basis.

https://drive.google.com/file/d/1PvKlJoz1w2adCev_R-0rc1zoZ_eFQtZo/view?usp=sharing

Hand washing at Cults Primary School

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. All stocks of hand sanitiser will be stored in the back store, near our janitor's base. All staff are aware of this and will request additional resource from our PPE coordinator, Susan Clark, if and when required.

Learners 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. Learners and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. NHS posters will be displayed at every sink, hand sanitiser station and within all toilets to remind everyone of the need for regular handwashing.

Learners 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.

In consultation with our link building officer, six current entrances (Green, Purple, Blue, Red, Hub and Nursery) as well as an additional three external fire exits will be used to enter and exit the building for learners. Therefore, each unit will have either two or three entrances and exits. Hand sanitiser stations will be located at all entrances. Our school reception area will have hand sanitiser readily available and accessible to all staff on entering and exiting the building. Every class will have an uncovered waste bin. These will be for all discarded tissues. Bins will be emptied daily by the cleaning team.



Poster to be displayed at all sinks and hand sanitiser stations.

Access to Toilets at Cults Primary School

Learners' access to toilets will be carefully managed in order to maintain social distancing within the toilet areas. This will be managed by reducing each toilet space to only two pupils at a time to ensure social distancing. The middle cubicle will not be in use with cubicles at either side only accessible. Every learner will be provided with a personalised, laminated card which will feature Velcro on the back. This can then be placed on Velcro outside the toilets prior to entering; only two Velcro tabs will be available. As part of our orientation in welcoming groups back to school, this system will be clearly explained to all. We will also create a video to send to all families to share this plan. If both Velcro tabs contain a card, it will be clear that no further entry to the toilets can be made at that time. On return to class, the card will be wiped. Staggered break times will assist with numbers accessing toilets also. There will be a strong emphasis on hand washing after visiting the toilet and hand washing may require to be supervised for younger children. Younger pupils will be encouraged to wash their hands on return to class to ensure the process has occurred. This has been discussed, in consultation, with the Buildings Team.

The twin staff toilet will be reduced for single use and the accessible toilets will be handed over to staff. It will be very clear to staff if someone is already occupying a cubicle in the twin toilet facilities. Signage as a reminder for social distancing will be visible outside all toilets for both learners and staff.

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

How will we increase separation at Cults Primary School?

The agreed metric of 5 sq.m has been used to help determine the maximum capacity of all spaces in school in order to decide which spaces may be most suitable for the provision of 'in school' learning. This metric allows for circulation space in addition to the need to adhere to the 2m social distancing rules.

The spaces used for 'in school' learning will be prepared to clarify boundaries. All staff have, together, decided on reference rooms and learners will be aware of the changes to class spaces prior to starting in August. All families will receive a video, specific to the unit, to share the internal layout and differences. See photos below for reference rooms. Our staffroom will also be subject to social distancing arrangements.

Groups of pupils will be planned, and membership of groups will be static, known as 'bubbles'. This will help restrict the number of different interactions each pupil has. All learners will be placed in three bubbles; A, B or C. The bubble group will range from 8 to 12 learners thus ensuring at least one third of our population are in school at one time. Children from the same family will attend school on the same days and each bubble contains both genders. ELC are not planned for within the bubbles as guidance was only received 16.6.20. See link below for overview of timetable for each bubble.

https://drive.google.com/file/d/1fsNC8Z6EDENC50m_bjC4v5M0wyLg82Bt/view?usp=sharing

Spaces are identified for the storage of excess furniture and resources from classrooms. The AV rooms within each unit will store excess furniture as will part of the gym hall. Unfortunately, the gym hall cannot be used for a classroom space due to limited ventilation. It could, however, be used for classes to access for time limited lessons. See link to plan of building usage. [Plans \(Web view\)](#) Discussions with the Buildings Team have suggested some furniture will be required to be removed from site due to the lack of space and safety at the forefront. With the open plan nature of the building, excess furniture will be required to be removed from every class space to safely create space for learners to ensure at least one third of all pupils are in school. Only two tote tray units will be in use and additional units will be turned around to avoid usage or be stored elsewhere and not accessible to learners. If restrictions were changed to 1m social distancing, we would be able to accommodate up to 50% of pupils.

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

Within the Green Unit there will be 7 classes. There will be 7 classes in the Blue Unit and 6 classes in the Red Unit. The current plans are for the Childcare Hub, to be known as The Rainbow Room, to be located in the Purple Unit and will be able to accommodate up to 12 children based on 2m social distancing. This decision was based on the limitations of the Purple Unit to provide a safe, teaching space; it was not recognised by the Buildings team as an unsuitable teaching space. One Primary 2 class will be located in the library and a Primary 3 class will be in the dining room. Both rooms are equipped with a screen and projector. We will have 22 classes in total. We are very fortunate to have extensive outdoor space, and this will be utilised by all classes to deliver areas of the curriculum via outdoor learning. Time outdoors will be timetabled to ensure social distancing is adhered to and no playground equipment will be in use. Any equipment used outdoors will be made of surfaces that can be easily wiped and cleaned after each use. Some of the gym hall will remain an open, free space for staff and learners to make use of and will also be timetabled for each bubble. It can be accessed externally, and classes will travel externally around the building to gain access. No changing will occur and changing rooms will be locked.

The Red Office, with the Blue office as a contingency, are the identified isolation spaces for anyone presenting symptoms of COVID-19. Both will be well ventilated at all times. The school office will adhere to social distancing and will only have two colleagues within the space at any one time. The third member of staff will work in the meeting room on a corporate device.

How will we decrease interaction at Cults Primary School?

Layout of three classrooms below shows configuration in accordance with 2m social distancing



Induction Period and fortnightly model of attendance based on 2m physical distancing

	Monday	Tuesday	Wednesday	Thursday	Friday
% of children in school Week 1	Inset day 0%	33%	33%	33%	33%
Bubble		A	A	B	B
% of children in school Week 2	33%	33%	33%	33%	33%
Bubble	B	C	C	C	DIGITAL

Floor Plan Layout Key

Blue circles – class spaces to be used

Orange circles – spaces not to be used / storage

Red circles – reference rooms set up

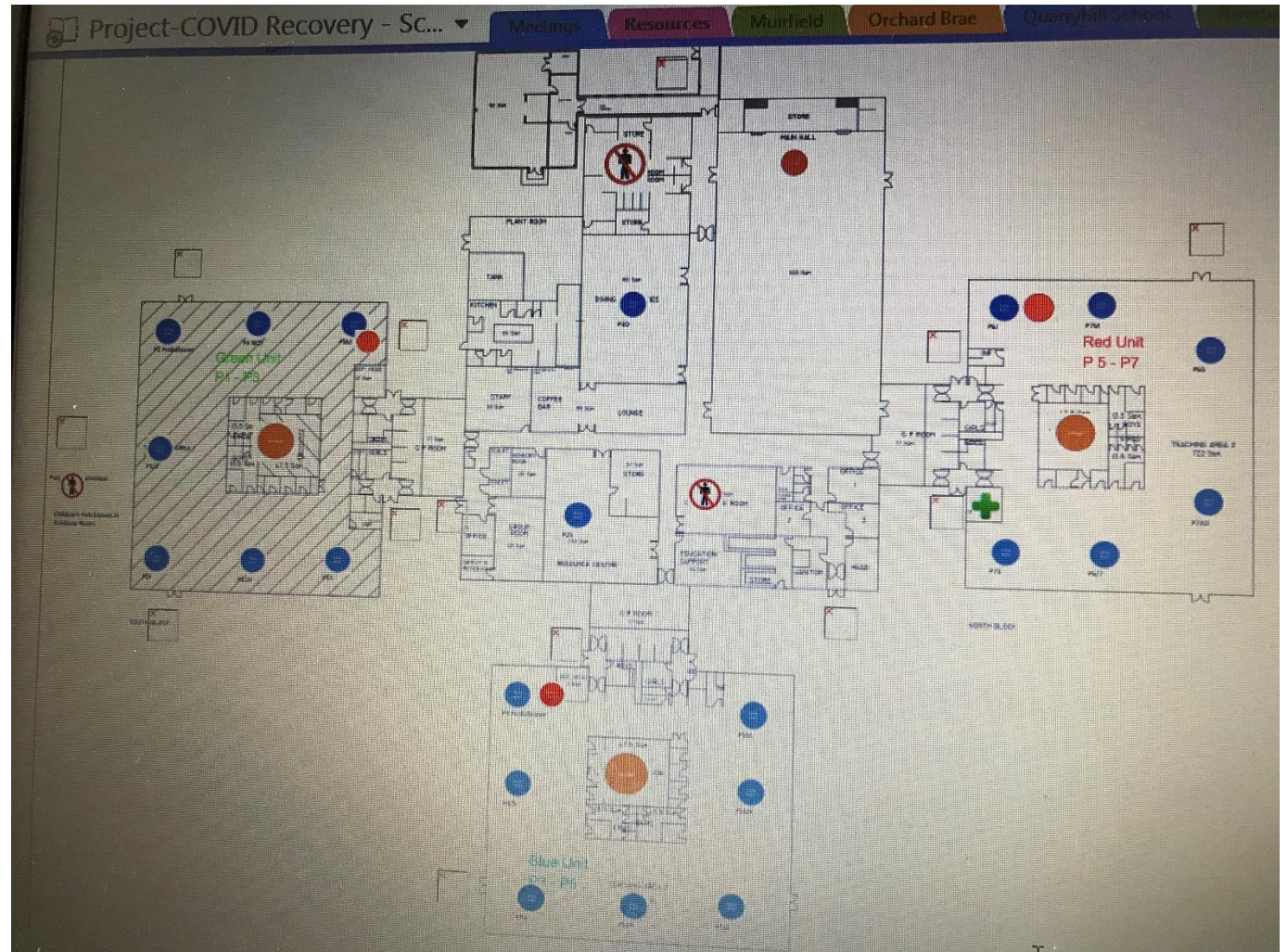
No entry – spaces with no ventilation

White box – entrances and exit

Green cross – first aid

Childcare Hub known as Rainbow Room – Purple Unit

Each class is marked with name and stage



Every unit has a one-way system in place. As learners enter the building, they will travel immediately to class spaces and not access the GP space or peg area. Learners will store their coat and bag on the back of their chair. Internal corridors will have limited use as there are very few reasons that require classes to go to another space and if so, the external space will be utilised.

Large groups of children arriving and departing at the same time will be avoided and year groups and classes will have staggered start and finish times to reduce the number of children together at one time. The amount of different arrival and departure times will vary depending on the number of routes in and out of buildings. Plans will be agreed between our Head Teacher, Morven McKay and the school Quality Improvement Manager and shared with parents. Please see link for our staggered timetable https://drive.google.com/file/d/1fsNC8Z6EDENCs0m_bjC4v5M0wyLg82Bt/view?usp=sharing

Bubbles will start at 9.00, 9.10, 9.20 and 9.30. Bubbles will finish school for the day at 2.25, 2.35, 2.45 and 2.55 respectively. Nine different entrances and exits will be used for classes. All are identified on this plan and will have hand sanitiser installed on location. See link for the plan of entrances and exits to be used. https://drive.google.com/file/d/1fsNC8Z6EDENCs0m_bjC4v5M0wyLg82Bt/view?usp=sharing

External

The Green and Blue playground will have a one-way system in operation for drop off and pickup and parents will be required to leave the playground area once the bubble enters school to allow the next bubble to arrive promptly and safely. Once within the playground space, parents will be required to wait safely on the grass (behind the class lines on the tarmac). Following the class lines entering school, if parents wish to socialise, they can gather safely and at a safe distance, over on the field. Our Parent Council will share a video to advertise and fully explain this system. The Red playground will not have a one-way system in place as very few parents access it. Two gates will be open for all learners to enter the red playground safely. Our playground 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. ACC signage will be visible at each playground entrance and clear, colourful markings will be displayed within the playground to identify 2m apart for learners lining up. Restrictions will remain on entering the school car park and only parents of those with additional support needs who had previous agreed arrangements will be permitted access. Otherwise the car park remains strictly for staff only.

Internal

Access to our school building will be strictly controlled. Our 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. As stated previously within the document, 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. In these circumstances, a group or 'bubble' of set members will be established. This may apply for some very young groups of learners, for some with additional support needs. All bubbles will be taught by a limited number of staff in one day.

Where children are part of the childcare provision The Rainbow Room, movement between areas and groups will be risk assessed and managed to limit contact as much as possible. The Rainbow Room will use the purple playground space to access outdoors to avoid mixing with other bubbles.

Dining arrangements at Cults Primary School

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

Children will eat lunch in their classrooms and the dining hall will not be used. This reduces groups of children mixing. Lunch times will be staggered to enable smaller groups to access the playground at one time and smaller numbers of staff accessing staffrooms at one time. The staffroom will be reorganised to support social distancing and chairs will be removed or turned so they cannot be used. Staff will follow staggered breaks and lunches the same as learners in their class.

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.

Packed lunches will be stored under desks and after learners have eaten lunch at their desks within their classrooms, they will then go outside and be supervised by support staff in the playground. All Pupil Support Assistants have spent time devising games and posters to promote social distancing. Lunchtimes will be staggered as stated below and will last for forty minutes. All staff voted and agreed to a change in the lunchbreak and follows guidance from ACC.

Lunch time	No of classes Green and Blue	No of classes Red	Max number out at once
12.20 – 1.00	6		66 Green and Blue
12.30 – 1.10	7		143 max Green and Blue
12.40 – 1.20	3	3	110 max Green and Blue 33 Red
12.50 – 1.30		3	33 Red

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

Evacuation procedures at Cults Primary School

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 in the playground to allow for social distancing and will be located on the grass in both playgrounds.

The Fire Evacuation Plan has been amended in response to this School Recovery Plan and shared with all stakeholders. Please see the updated fire plans here, which include the size of each bubble

Green <https://drive.google.com/file/d/1uGrPopJjRbBVsv21-pJ-Cc8E7zlsqaUz/view?usp=sharing>

Blue <https://drive.google.com/file/d/1DwVs93uUAWTqtHBzRE2S3J9ATNe18VM6/view?usp=sharing>

Red <https://drive.google.com/file/d/1EZkhXDa-gL0krNldNGjqR5q1mIwY64DJ/view?usp=sharing>

Central Areas <https://drive.google.com/file/d/1xrK612Lsvq3Tlfq2cSzt1O9K6funkJ4V/view?usp=sharing>

Orientation at Cults Primary School

The Senior Leadership Team will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. All staff have been fully consulted on reopening plans. 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 and will have a Google Meet for 'meet the teacher' on Tuesday 30th June. Health and safety will be a key focus when groups first join 'in school' learning in August. The video to be shared with all families will also highlight this. We have also created a booklet to be shared with all learners prior to attending their first day back in school. The first draft can be found here

https://drive.google.com/file/d/1CegPYO6YPP_kAurK_4yJKJwN1B-xxWzj/view?usp=sharing

Our Parent Council are creating a video to share with all families to identify entry and exit points within the playground as well as safe spaces for parents to gather. Lining up areas will also feature.

A video will also be made for each unit to share the journey from the playground into class and to identify similarities as well as differences within the school building. Signage, the toilet system as well as desk layout will all be shared within the video. This will be sent to all families during the holidays to provide reassurance to all and once the layout of the building is ready.

School transport at Cults Primary School

Children will be encouraged to walk to school. Where walking is not appropriate and where parents/carers transport by private car, careful consideration will be reinforced to families for safe parking around the perimeter road and within the local area. The Hillview Church car park will continue to be the designated safe place to park and stride. We seek to continue to reduce activity of vehicles around the school gates.

Bike racks will be out of use in order to limit contact and to maintain social distancing protocols. For children coming to school on bikes or scooters, these must be left with parents before entering the school grounds.

Prior to closure we had a limited number of learners who accessed school transport. All families have shared they will transport their own children to and from school and will not require a taxi during this phased return to school.

Managing Visitors and Managing Reception at Cults Primary School

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.

Signage will be displayed at the main school entrance 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. Parents will be informed and regularly reminded how to contact school staff via the school office. Reminders will be shared in twice weekly HT newsletters, on our school website and our Learning at Home site. School office staff will note all requests from parents and arrange suitable telephone calls or Teams meetings between teaching staff and parents. This will be dealt with, as always, in a timely manner. Relevant SLT will also be informed.

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. All office staff will be responsible for editing sign in sheets to obtain telephone numbers. They will also regularly check there are sufficient sign in sheets available and remove completed ones daily.

Action Plan 2

QI 2.3 Learning, Teaching & Assessment

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Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	RAG
Learners are ready to learn and feel supported to do so	Engagement in learning activities will be positive Positive interaction with all school members	<ul style="list-style-type: none"> Increase focus on Health & Wellbeing throughout planning and delivery Develop programmes of work that support resilience building and mindfulness opportunities 	Ongoing		
Learners are receiving an equitable offer across the authority in Literacy and Numeracy	All schools working to the same plan Evidence of learner engagement Support materials being accessed by staff across the authority	<ul style="list-style-type: none"> Create an agreed plan for each level for writing and numeracy Develop support videos for learners, staff and parents Update professional learning materials to take account of the plan. Provide guidance for staff in engaging in moderation. 	June 2020 Ongoing Ongoing June ongoing		
Learners are increasingly engaged in online learning.	Google Activity Reports will show an increase in the number of learners accessing google classrooms. School Engagement Spreadsheet will show an increase in the % of learners marked as "high" across subjects.	<ul style="list-style-type: none"> Issue Advice Note to learners and parents on how to access google classrooms and the monitoring procedures in place. Include the tracking of learner engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement. Check the devices learners are using. Reissue surveys and contact families individually. Issue accordingly. 	May 2020 Fortnightly Ongoing		
Increased learner confidence in the use of all tools within google classroom – posting assignments, using google meet safely and effectively.	Learners attend and engage in Google Meets. Learner Surveys show learners are experiencing more interactive teaching and explanations. This will show a shift from baseline survey (May 2020).	<ul style="list-style-type: none"> Establish a Learner Focus Group to gain an understanding of the challenges they are facing using online learning. Create user friendly video guides for learners on the use of tools within google classroom. 	June 2020 Ongoing/reactive		
Increased whole staff confidence in the use of tools to support clear explanations and instructions.	Feedback from staff (surveys, focus groups, PR&D, FMs, ESMTs) will exemplify new approaches.	<ul style="list-style-type: none"> Identify training needs on a weekly basis. Weekly drop-in sessions for staff on digital learning. Staff meetings – exemplify approaches which allow for greater explanation and engagement with learners 	Weekly/reactive		
Increased parental confidence in supporting their child with home learning.	Collated parental surveys will show improved confidence in helping their child structure and plan the day, access resources etc.	<ul style="list-style-type: none"> Collate results of parental survey. Issue FAQs document addressing key areas of concern. Capture parental feedback through Parent Council, focus groups and surveys. 	June 2020 Monthly		

Achieve continuity in the learning experience for all learners on return to school.	Take a detailed checklist of actions associated with a phased return.	<ul style="list-style-type: none"> • Phased Return Plan based on the advice provided by the national Education Recovery Groups. • Continue to develop digital learning resources as these will be required in any blended learning phased return. 	June 2020		
Increased staff confidence in providing feedback (digitally) to learners. Learners understand their progress and next steps in learning.	Staff, learner and parent surveys report an increase in feedback provided and understanding of progress/next steps in learning.	<ul style="list-style-type: none"> • Learners are provided with clear success criteria. They use this to plan and complete learning activities and as a useful check of their understanding. This will support independent learning and skills within a blended learning environment. • Train staff in the use of verbal feedback tools such as Read & Write. • Agree a strategy with the whole school community on approaches to communicating progress with parents and learners – adapt reporting and parents meeting calendar/approaches. 	<p>August 2020</p> <p>June 2020</p> <p>Agree when we know the details of any phased return and what this looks like</p>		

Action Plan 3

3.1 Ensuring Wellbeing, Equality and inclusion

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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)	
Ensure our school community has a shared understanding of wellbeing needs	Staff and learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing. Almost all pupils will be supported to focus on specific targets for improvement in relation to wellbeing. All planned H&WB will reflect learners' wellbeing needs.	<ul style="list-style-type: none"> Pupils will reflect on their own wellbeing using the wellbeing indicators. Pupils will be supported to set achievable targets to improve their wellbeing. School staff to consider the impact of lockdown when supporting pupils to achieve HWB targets. SMT will highlight the Wellbeing Indicators regularly in assembly. Pupil Voice opportunities will also have a focus on Wellbeing 	Ongoing		
Relationships across the school community are strong and supportive	Social connections and interactions are positive Learners and staff request support if and when required	<ul style="list-style-type: none"> Plan time for readjustment to in school learning Plan regular 'check ins' with learners, staff and parents Ensure communications are clear, concise and regular 	From June		
All children and young people access a responsive health and wellbeing curriculum	Post Covid-19 need is reflected in the H&W programmes delivered to children and young people Trend data suggests that the curriculum is meeting the needs of children and young people	<ul style="list-style-type: none"> Review current programmes and resources to support the health & wellbeing curriculum Scope how best to build space into the curriculum to enable a focus on wellbeing and give time to process recent events. 	Ongoing		
Increase the number of children and young people with mental health needs being effectively supported	Identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> Staff should Engage with professional Learning to ensure that all staff are able to recognise and proactively respond to mental health needs at different levels (LIAM, Emotion Coaching, ELSA etc.) Develop clear systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs and consider how this will look 	Ongoing		
Improve the effectiveness of supports for children and young people with a range of additional support needs	95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.	<ul style="list-style-type: none"> Consider roles and remits of staff (including Guidance) in supporting wellbeing to promote greater consistency Fully consider the ongoing and improved use of digital to support children, families and staff 	From June		

<p>Increased staff confidence in ability to identify and respond to child protection and non-engagement concerns in a digital environment.</p> <p>Maintain level of safety felt by children and young people.</p>	<p>80% of sample group of staff report greater levels of confidence</p> <p>95% of non-attendance are dealt with as per agreed procedure</p> <p>92% or higher response from children and young people when asked if they feel safe</p>	<ul style="list-style-type: none"> • Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding • Share and implement non- attendance procedure and link to children Missing in Education protocol • Consider development of 360 safe 	<p>Following completion of ACC guidance</p>		
<p>Citywide school compliance with H&S issues</p>	<p>Data provided by internal/external audits</p>	<ul style="list-style-type: none"> • Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices 	<p>Ongoing</p>		