Education

Education, Communities and Organisational Development

Re-opening Moray Schools

COVID-19 Response Planning | Local Delivery Phasing Plan

Message from our Deputy Chief Executive...
Denise Whitworth

Message

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Deputy Chief Executive

Education, Communities and Organisational Development

Message from our Head of Education...
Vivienne Cross

I would like to pay special tribute to all staff in our Moray schools, Head Teachers, Officers and Managers for their agility and flexibility since the Covid-19 pandemic impacted on our normal service delivery of providing high quality learning and teaching experiences for the children and young people in Moray.

The rapid move to the use of online platforms has been embraced by all ensuring that learning and teaching has continued at home whilst our school buildings and Early and Learning and Childcare settings have been closed. It is greatly appreciated that learning and achievement for all continues in a new way with particular praise for our children and families for embracing remote learning opportunities and for the creative home learning which has been undertaken since March.

As we prepare for schools to return in August, our major priorities is the health and wellbeing of our children and young people so that they can return to in-school learning positively and safely.

Vivienne Cross

Head of Education (Chief Education Officer)

Education, Communities and Organisational Development

Version	Date
1	24 June 2020
2	3 July 2020
3	
4	
5	

Returning to our Moray Schools…

Our Local Delivery Plan

June 2020

Fair | Ambitious | Improving | Responsive

Contents

LOCAL DELIVERY PHASING PLAN

Phase	Epidemic Status	National Guidance: Schools & ELC	Local Arrangements: School Buildings
		Covid-19 School Recovery – Phased Return for Moray	

Lockdown	• High transmission of the virus.
	 • Risk of overwhelming NHS capacity without significant restrictions in place
		• Schools and childcare services closed
		 • Measures in place to support home learning and to provide outreach services to vulnerable children
		 • Critical childcare provision for key workers and vulnerable families provided through hubs, nurseries and childminders
			• School buildings closed to pupils and staff
			 • Some buildings open for staff access to prepare SQA estimates
			 • Some buildings open for:
			   o Key workers' children
			   o Vulnerable pupils
			 • Secondary schools open for immunisation programme

1	• High risk the virus not yet contained
	 • Continued risk of overwhelming NHS capacity without some restrictions in place
		• School staff return to schools
		 • Increased number of children accessing emergency childcare provision
		 • Re-opening of child minding services and fully outdoor nursery provision
		 • Transition support available to pupils starting in P1 and S1
			• School buildings closed to pupils and staff
			 • Some buildings open for:
			   o Key workers' children
			   o Vulnerable pupils
			 • Staff return to school buildings on a restricted basis, on completion of risk assessments and essential cleaning
			 • Secondary schools open for immunisation programme

2	• Virus is controlled but risk of spreading remains • Focus is on containing outbreaks	• As Phase 1	• As phase 1
3	• Virus has been suppressed • Continued focus on containing sporadic outbreaks	• Children return to school under a blended model of part-time in school teaching and part in- home learning; week 1 transition • School return date set for 12 August with inservice day on 10 August and 11 August • Public health measures in place (includes social distancing) • All childcare providers re-open subject to public health measures with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and vulnerable children	• Social distancing – restricted capacity and one way systems where necessary • Bubble approach deployed in ELC settings, extended across Early learning, where possible • Blended learning – attendance at school in rotation • Reduced hours, staggered start and finish times • Pupils take packed lunch, FSM vouchers continue • All day cleaning service in place • No external visitors or external lets • Increased hygiene procedures

4	• Virus remains suppressed to very low levels and is no longer considered a significant threat to public health	• Schools and childcare provision operating with any necessary precautions	• Minimal social distancing – increased capacity • All pupils attending daily • Reduced restrictions on movement around building • Standard start and finish times • Regular cleaning maintained • External visitors and external lets permitted • Maintain hygiene procedures • School meal service re-introduced

Moray Phased Return Overview (by Workstream)

Phase	Workstream 1 Wellbeing	Workstream 2 Summer and post summer hub provision	Workstream 3 Workforce planning	Workstream 4 Curriculum, learning and teaching	Workstream 5 Re-opening of schools for staff and learners	Workstream 6 Finance/legislation and closing the gap
Lockdown Phase (23 March 2020 to 29 May 2020)	• Guidance for staff provided in relation to health and shielding through briefings • Communication for staff, pupils and parents • Professional learning offer to staff in support of wellbeing • Staff and learner virtual, telephone and face-to-face check-ins as appropriate for wellbeing and support (HQ and individual establishments) • Virtual "Connect" offer supporting the universal named person service and other partners to connect the most vulnerable children and families with targeted wellbeing and community resources	• Planning for 8 childcare hubs across Moray – operational guidance, risk assessment, service plan, child protection procedures, care and learning guidance, volunteer e-form and recruitment processes • Provision of childcare hubs for key workers – arrangements for up to 701 children and young people • Provision of lunch and snacks in Hubs	• Audit of staff across Education and availability for work/redeployment • Collation of hub volunteers/ coordinators and workforce planning across hubs, contingency arrangement planning • Monitoring staff absence • Restarting recruitment processes: Phase 1 - Critical/existing Senior Leader vacancies; Phase 2 – new post recruitment	• Delivery of home learning approaches using digital and paper based approaches • Large scale upskilling of practitioners in new digital platforms available through GLOW – Microsoft Teams, Google Classroom • Care and learning guidance issued for learning and teaching direction: critical focus on Literacy, Numeracy, HWB and IDL • ASG meetings to set expectations for curriculum provision and delivery • Planning and implementation for timetable change in secondary schools • Planning and completion of SQA estimates process across schools (100% complete) including associated QA • Distribution of devices and MyFi to ensure equity for all learners	• Risk assessments developed and agreed in partnership with staff and Trade Unions • Health and safety measures put in place • Preparation for opening buildings that have been fully closed – cleaning, sanitiser stations and building checks • Social and physical distancing guidance developed and issued • For ELC settings and level, where appropriate, bubble approach operating models are developed • Work commencing on building capacities across our establishments • Briefings to Head Teachers across Moray to ensure a common understanding of our approach to reopening schools in June, and thereafter in August • Planning for virtual – and where necessary, physical transition – to meet the needs of all children and young people	• Ongoing review and implementation of national guidance including cognisance of flexibility around PEF usage

Phase	Workstream 1 Wellbeing	Workstream 2 Summer and post summer hub provision	Workstream 3 Workforce planning	Workstream 4 Curriculum, learning and teaching	Workstream 5 Re-opening of schools for staff and learners	Workstream 6 Finance/legislation and closing the gap
Phase 1 (1 June 2020 to 2 July 2020)	• Transition for new P1 and S1 including enhanced transitions where safe and possible to do so • Support for staff returning to school including risk assessments as agreed locally • ASG Head Teacher recovery meetings to gauge staff wellbeing and fitness to return • Ongoing check-in with learners by schools and Hubs	• Continuation of current arrangements for children of key workers and vulnerable children until 2 July • Consideration of staffing arrangements and related constraints while continuing this service • Planning for Summer Childcare Provision, incorporating vulnerable children identified where possible • Initial discussion with Head Teachers regarding August onwards childcare expectations through virtual discussions • Planning for hub childcare within each school from 12 August onwards in support of key worker children and other identified vulnerable learners	• ASG Head Teacher meetings and Central Officer check-ins to highlight emerging issues • Continuing work to determine staffing for August • Collegiate agreement of generic risk assessments for schools • Staff able to return to school, upon completion of appropriate risk assessments, access buildings	• Planning for curriculum model for August onwards – BGE and Senior Phase • Planning for blended learning approaches for August onwards • Continuation of delivery of home learning through digital and paper based approaches – balancing this with hub responsibilities and potential for school access • Planning informed by Moray learner survey and Schools survey: learner engagement and participation, platform use and next steps • Implement transition plans • Engage with Moray College UHI and other partners to extend Senior Phase offer	• Head Teachers work collaboratively with staff in preparation for reopening in August 2020 to pupils • Agreement on principles of blended models for each sector: agreed at school level • Identify school capacities through Education Resources Team • Process in place to reinstate services • Undertake safety checks • Finalise risk assessments • Ensure final arrangements for physical and social distancing, signage and floor markings • Complete the school recovery plan • Transport for August to be agreed with Public Transport Unit (PTU) • Ongoing discussion re: catering from August (awaiting Scottish Government advice) • Maintain existing cleaning regimes within Hubs • Establish and monitor deep clean and regular scheduled cleaning for schools that have been closed • Consider review of fire safety procedures and muster points • Legionalla testing and sign-off • ELC Bubble operating model is successfully deployed	• Scottish Government guidance on Education Recovery Framework (Route Map) and other relevant documentation • Finalise local delivery phasing plan and share with Trade Unions and Local Authority • Complete School Recovery Plan template with local information

Phase	Workstream 1 Wellbeing	Workstream 2 Summer and post summer hub provision	Workstream 3 Workforce planning	Workstream 4 Curriculum, learning and teaching	Workstream 5 Re-opening of schools for staff and learners	Workstream 6 Finance/legislation and closing the gap
Phase 2 (2 July 2020 to 9 August 2020	• Ongoing monitoring of staff wellbeing and readiness to return through check-ins as appropriate (school holiday period – staff rest and recharge) • Attendance of identified children at Summer Hubs highlighted as those in need of further nurture and wellbeing support • Advice to support SQA examination results and associated queries • Planning ongoing for creating Family Wellbeing Hubs (post-Summer)	• Summer Hubs located outwith school buildings where possible • Adapted risk assessments, operational guidance and child protection procedures implemented • Agreed classification of key workers and vulnerable children and young people for Hub access • Summer hub provision in place supported by third sector partners, Moray Council staff and other key education practitioners • Where possible, a limited meal/drinks service will be offered	• Limited number of staff visiting buildings – review of staff allocations (e.g. visiting specialists, practitioners working between schools)	• Central staff to develop guidance for schools on blended learning approaches and pedagogy • Preparation for SQA examination results and associated analysis and guidance for revised appeals process	• Set up of classrooms working in partnership with other Moray Council services (e.g. Property, Direct Services) • Finalisation of signage and floor markings within buildings • Installation of hand sanitising stations and hand washing arrangements/access to sink areas	• Review of budgets in line with normal financial regulations and budget expectations • Planning for expenditure in support of continuity of Education service • Finalise PEF guidance and review plans

Phase	Workstream 1 Wellbeing	Workstream 2 Summer and post summer hub provision	Workstream 3 Workforce planning	Workstream 4 Curriculum, learning and teaching	Workstream 5 Re-opening of schools for staff and learners	Workstream 6 Finance/legislation and closing the gap
Phase 3 (11 August 2020 to…	• Return of staff on 10 August • Return of pupils from 12 August in accordance with school arrangements for groupings • Monitoring attendance of all pupils both in school, and learning at home • Monitoring learner and staff wellbeing • Manage return of identified vulnerable learners within groupings • Regular briefings for Head Teachers and staff • Regular communication with parents/carers • Emotional/wellbeing support for pupils returning to school • Wellbeing Hubs established • Existing or newly identified need and interventions shared with schools by hubs, MASH, Connect, Social Work, Health etc • Mental health and wellbeing support through Education Psychology • Ongoing review of Child's Plans and IEPs • Review of Staged Intervention approaches	• Implement wraparound care for children of key workers within an in-school hub setting • Monitoring the viability including staffing within the school hubs • Ongoing review and consideration of key worker status and eligibility for vulnerable children	• Review staffing levels across establishments and engage additional GTCS registered staff where possible to ensure continuity in learning provision • NQTs to be supported in their schools and by the local authority through induction events and ongoing CLPL	• Implementation of appropriate curriculum, learning and teaching approaches across school stages: • <u>Lower Primary</u>: play and experience based learning balanced by direct teaching – Literacy, Numeracy, HWB • <u>Upper Primary</u>: quality teaching experiences in Literacy, Numeracy, HWB • <u>All Primary</u>: a blended approach balancing direct teaching in schools with learning time at home. Continued access to online learning • <u>Secondary</u>: schools implement locally agreed delivery models across BGE and Senior Phase with mix of home and in-school learning. Careful tracking of learning and progress maximising the use of an e-learning curriculum offer (flipped/blended learning as the norm). Time allocated for gathering evidence for SQA appeals and preparation for evidence gathering arrangements for 2020/2021	• Ongoing liaison with bus operators and PTU including information to parents (transport maximised based on family group return and parental transport) • Catering to be decided • Existing robust daily cleaning routines • Closure plan in place should we need to re-enter Lockdown • Adherence to Coronavirus Act legislative requirements and other key guidance including how to move between phases in accordance with Scottish Government requirements	• Planning PEF approaches and spend • Free School Meals • Poverty and equity • DSM allocation and resources

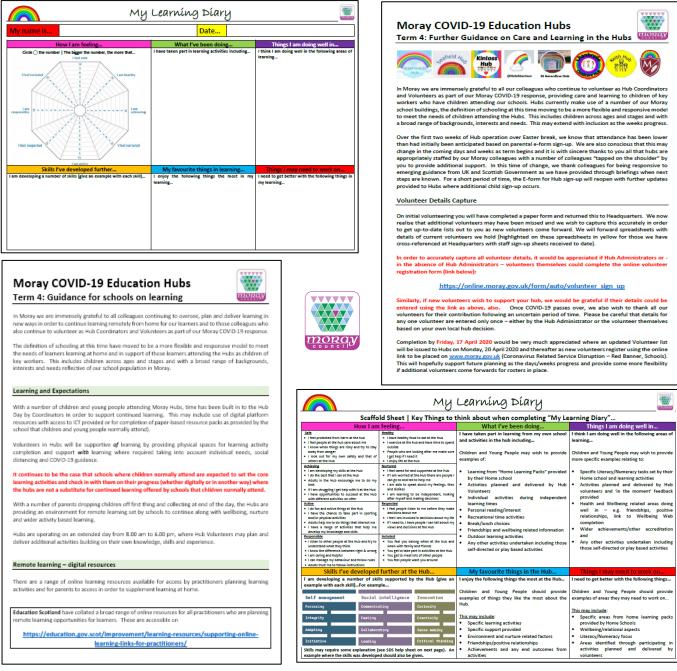| Phase	Workstream 1 Wellbeing	Workstream 2 Summer and post summer hub provision	Workstream 3 Workforce planning	Workstream 4 Curriculum, learning and teaching	Workstream 5 Re-opening of schools for staff and learners	Workstream 6 Finance/legislation and closing the gap
Phase 4 (tbc)	•	•	•	•	•	•

Section 1 – Responding to closures on 23 March

In the period prior to the announcement of blanket school closures across Scotland, Moray Education staff were dealing with increased pupil and staff absence and preparing to support home learning by considering how learning could be maintained at home.

Head Teachers and Nursery Managers received daily briefings up to the Easter break and thereafter, weekly briefings, guidance and advice. This included timely, dynamic updates from the Head of Education where more immediate updates were necessary based on emerging national guidance.

Curriculum, learning and teaching

Throughout the period of closure, expectations across the Broad General Education were to provide weekly learning tasks and activities focussed on Literacy, Numeracy, Health and Wellbeing and Interdisciplinary Learning where learners can consolidate and apply their skills and knowledge across a number of contexts and subject areas. This was captured in guidance issued to schools in support of Care and Learning for all learners, along with further guidance issued to our Childcare Hubs. A pro-forma – "My Learning Diary" – was further issued for school use in order to capture learning at home, knowledge development, experiential learning and wider skills development. Early Years has retained focus on development of play pedagogy as an approach to developing children's skills.

In the absence of one universal digital solution, learners engaged with learning across a range of platforms already in use. This changed as the lockdown continued with the use of Microsoft Teams and Google Classrooms within Glow emerging as the most commonly used digital platforms.

Moray COVID-19: Remote Learning and Teaching Overview (April/start of May 2020)

Buckie High School	Cluny Primary School	Cullen Primary School	Findochty Primary School	Millbank Primary School	Portessie Primary School	Portgordon Primary School
• Virtual Learning: Show My Homework (BGE) and MS Teams (Senior Phase); gradual move to G-Classroom (GLOW) • Positive engagement building overall, BGE and Senior Phase (new t/t)	• Using Google Classrooms (GLOW) • Most pupils engaging positively and Groupcall has supported issuing message to boost engagement • Paper packs for equity	• Class Dojo in use across the school with positive engagement and feedback • P7 using Microsoft Teams (GLOW) and P4-P7 Digital Leaders; P3-P7 G-Classroom • P7 – reviewing Google Classroom (GLOW)	• Using Google Classrooms (GLOW), App with positive engagement of most • Designing challenges for pupil engagement – e.g. HWB Beehive challenge • Paper packs for equity • "Lucy's Lockdown" book – pupil COVID understanding	• Using Microsoft Teams with most pupils engaging positively across stages • Paper packs sent out to families identified for equity; use of Groupcall for contact messages and check-in • Positive engagement	• Using Google Classrooms across school – set up with learning tasks, L&N, HWB "Food Diary", challenges • Positive engagement in learning overall • Paper packs for equity where required issued • Positive engagement	• Using Microsoft Teams across the school • Positive engagement with learning activities for L&N, HWB, wider curriculum areas to be extended • Paper packs for equity, issued, Learning Grids • Linking with Portknockie

Portknockie Primary School	St Peter's RC Primary School	Elgin Academy	Bishopmill Primary School	East End Primary School	Seafield Primary School	St Sylvester's RC Primary School
• Microsoft Teams adopted across the school • Positive engagement in learning overall • L&N, HWB, IDL based tasks • Support staff keen to be involved also in support of learning	• Learning grid posted on School App – work sent back via GLOW e-mail with feedback • Paper packs "doorstep dropped" • Reviewing GLOW as platform to use	• Virtual Learning: Show My Homework and School Website • Move towards MS Teams across the school (GLOW) – remote supporting • Positive engagement overall	• Using school website for posting learning, Twitter and Microsoft Teams check-ins • Overall positive engagement • Paper packs as appropriate – check-ins	• Physical resources sent out to families/doorstep dropped • Microsoft Teams check-ins – staff on Teams and attending webinars • Overall good engagement – ICT access for families	• Using Seafield App for learning, with paper packs further issued • GLOW Team meets with teaching and support staff • Overall, positive engagement in learning across stages	• GLOW Microsoft Teams set up for classes and work underway – L&N and wider curriculum/HWB • Learning packs also issued to identified children • Engagement positive over time including EAL

West End Primary School	Elgin High School	Greenwards Primary School	Linkwood Primary School	Mosstowie Primary School	New Elgin Primary School	Forres Academy
• Digital resources issued using GLOW Microsoft Teams, Class Dojo • Almost all pupils engaging digitally (5 not engaging digitally, no paper packs) • Overall positive – L&N, HWB, curriculum tasks	• Virtual Learning: Show My Homework, Scholar, GLOW – Microsoft Teams/Google Classroom • Positive engagement across the school – more in BGE, Senior Phase with t/t change increase	• Digital resources through Microsoft Teams (4-7) and School website (1-3); extending to GLOW Google Meet (Staff) • Paper packs issued for equity (new jotters offer) • Positive engagement	• GLOW Microsoft Teams rolled out from P1, class notebooks • Closed Facebook pages for communication/sharing/challenges/optional grids • Paper packs for equity • Positive engagement	• Seesaw learning journal, sharing learning using Facebook, Education City • Daily greeting to school, work posted and sent in/marked electronically • Overall positive engagement in learning	• GLOW Microsoft Teams, One Note for P4-P7 • Initially physical packs, p1-P3 and learning grids posted – closed Facebook groups/class groups • Extending GLOW use • Positive engagement	• Virtual Learning: Show My Homework, Scholar, GLOW – Microsoft Teams • Individual learners supported for equity including ASN – resources • Overall positive engagement

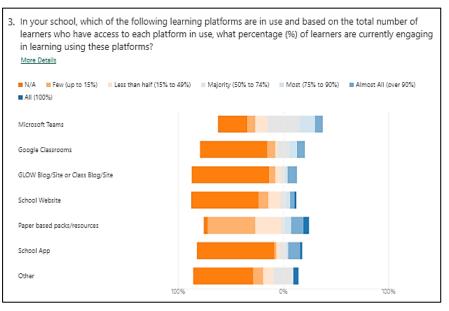| Alves Primary School	Anderson's Primary School	Applegrove Primary School	Dallas Primary School	Dyke Primary School	Kinloss Primary School	Logie Primary School
• Home learning issued by class via GLOW blogs sharepoint, learning challenges set – L&N, HWB, curriculum areas • Learning logs to capture learning. Positive engagement in learning	• Class Dojo with weekly messages, learning grids and learning tasks • L&N, HWB, IDL, creative • Looking towards GLOW – upper stages and P7 transition; positive engagement overall	• Learning grids issued weekly – GLOW Google Classrooms across stages • L&N, HWB, IDL, creative • Working well, positive engagement, mapping engagement	• Microsoft Teams, challenges and learning activities – L&N, HWB, IDL, creative tasks • Sharing learning, Twitter for celebrating • Positive engagement across school to date	• GLOW teams and e-mail – positive engagement in learning – L&N, HWB, IDL across stages • Overall positive engagement in learning to date – staff meetings supporting learning	• Using Class Dojo and Microsoft Teams, positive engagement • Using Twitter for celebrating success – staff reading for literacy • Targeted support/packs • Positive engagement	• Using Glow Teams, learning in L&N, HWB, IDL, curriculum areas • Education City, Purple Mash, learning packs (hard copy), e-mails • Digital passport • Positive engagement

Pilmuir Primary School	Keith Grammar School	Botriphnie Primary School	Crossroads Primary School	Keith Primary School	Newmill Primary School	Rothiemay Primary School
• Learning through GLOW Google Classrooms • Physical packs delivered to targeted children and families, check-ins • Groupcall – messages • Overall positive – building engagement	• Virtual Learning: using Show My Homework, Scholar, GLOW Microsoft Teams, GLOW Google Classrooms • Overall positive engagement in learning	• GLOW e-mail groups for issuing learning – children e-mailing once a week; (GLOW Teams) • Physical paper packs issued (+more requests) • Positive engagement of learners	• Using GLOW Google Classrooms set up across stages – L,N,HWB, IDL • Extra physical packs being provided as identified for support • Positive engagement	• Using GLOW Google Classrooms/Teams, App • Monday Learning Grid/teacher creative tasks and challenges incl. L,N,HWB, IDL; standard Mon e-mail (barriers) • Positive engagement	• GLOW e-mail groups for issuing learning (GLOW MS Teams) • Paper packs initially and as requested for identified learners • Overall, positive engagement	• Google classrooms (GLOW) across stages • L&N, HWB, IDL, creative tasks – curriculum areas • Mapping engagement and targeting as required for support • Positive engagement

St Thomas RC Primary School	Lossiemouth High School	Burghead Primary School	Hopeman Primary School	Hythehill Primary School	St Gerardine Primary School	Milne's High School
• Hard copies issued (p1/2) and virtual learning using GLOW Microsoft Teams, App • Children uploading work for teachers, based on L,N,HWB,IDL learning; positive engagement in learning	• Virtual Learning: Show My Homework, GLOW Microsoft Teams, school website for comms, targeted pupils for equity/inclusion • Positive engagement in BGE, senior phase with t/t change	• Class Dojo as main communication method • Extending to GLOW – Google Classrooms • Paper packs for equity delivered to families • Positive engagement overall – Mon Dojo learning tasks	• Using e-journals and mapping learning • P1-P3 emerging literacy and play based resources, L&N; P4-7 looking at Teams Positive engagement overall • Initially physical packs	• Using Class Dojo and Microsoft Teams through GLOW • Home learning paper packs also provided • Positive engagement overall – celebrating success using social media feeds	• Using Class Dojo and (extending to GLOW) • Blocked learning and physical packs delivered to more vulnerable • Positive engagement overall, most pupils engaging in learning	• Virtual learning: Show My Homework, GLOW Microsoft Teams and Scholar; considerable Teams investment • GLOW Teams central platform for learning • Positive engagement of all

Lhanbryde Primary School	Milne's Primary School	Mosstodloch Primary School	Speyside High School	Aberlour Primary School	Craigellachie Primary School	Glenlivet Primary School
• Home learning grids, issued Tuesdays, L&N, HWB, creative/IDL • GLOW MS Teams, HWB Diary, Twitter challenge every day – using GLOW, Twitter and App • Positive engagement overall across stages	• Learning using School Website and GLOW Teams, book out to all P4-P7 for literacy • L&N, HWB check and IDL, paper packs (equity) sent out • Overall positive engagement, all stages	• Using GLOW for virtual meets, GLOW Teams • Teacher packs – "taste and try" and L&N, HWB • "Family Tasks" to support family learning • Learning log in pack – option of family log • Positive engagement all	• Virtual Learning: Show My Homework, GLOW Microsoft Teams, G-Classroom, SMH • Celebrating learning/success – Twitter feeds (school/HT/depts.) • Positive engagement learning activities by all	• Using Facebook (private groups) based on parent feedback – L&N, HWB, creative tasks • Paper packs for equity issued • Positive engagement in learning across stages in learning	• Learning grids issued from Admin a/c to parent e-mails; L&N, IDL, creative tasks • Learning shared through MS Teams • Packs for equity; Craft packs available for collection at school	• Home learning packs issued through poly-tunnel, parent e-mail contact • L&N, HWB, creative tasks – Internet connectivity an issue • Very positive engagement of all

Knockando Primary School	Mortlach Primary School	Rothes Primary School	Tomintoul Primary School			
• GLOW Microsoft Teams across stages, Sumdog • High levels of engagement with MS Teams • Offering physical packs every 2 weeks for families with ICT issues	• GLOW Microsoft Teams in use – L&N, HWB, IDL • Paper packs for equity if required • Almost all engaging in online digital platform, positive feedback • Twitter, e-mail, blog	• GLOW Google Classrooms, P1-P3 have option of jotter completion/uploading • Paper packs for equity • Very positive engagement across stages	• Timetabled Literacy/Numeracy challenges and practical/creative activities;P5-7 on GLOW • Paper based resources for equity as required • Parent e-mails; Internet connectivity issues			

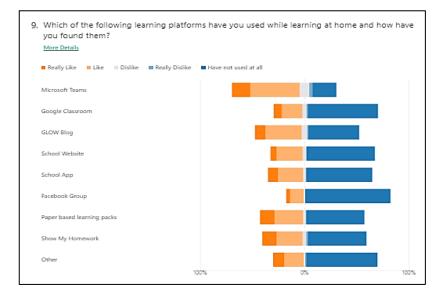...for Moray's children and young people. Thank you!

In the Senior Phase, learners have been supported across a range of digital platforms as above and through paper-based learning resources in order to ensure continuity of learning. In Senior Phase, this is critical where there was uncertainty initially regarding whether the SQA examination diet 2020 would take place. Following the announcement that these would not take place, schools in partnership with the local authority and Moray College UHI undertook a range of strategic and operational processes to ensure all estimate grades for Senior Phase National Qualification courses were in place and quality assured at all levels. Moray submitted 100% of their estimates on time and in addition, submitted Unit passes for a wide range of courses. On results day on 4 August 2020, central officers will analyse results and initiate appeals procedures where necessary. We await further advice on the SQA examination expectations for the 2021 Examination Diet.

Moray Schools Survey of Learner Participation and Engagement in Home Learning: In terms of learner participation and engagement with learning platforms and home learning resources, Microsoft Teams, Paper-based Packs and Google Classroom prove to be the most favoured platform by schools with highest uptake by learners. Other platforms included Class Dojo (Primary) and Show My Homework (Secondary) also receive favourable comments as indicated in the graph to the right. Higher participation and learner engagement is noted in these platforms in use. Paper based packs

were provided for both access to learning for all and due to learner and parent preference for learning. Returns to this survey were received from all of our 53 schools.

Moray Learner and Parent Survey of engagement and participation in home learning: linking with the information contained in the school survey above, learners show preference for Microsoft Teams and Paper-based learning packs, also finding GLOW Blogs in use as supportive of home learning. Show My Homework was once again favoured by Secondary School age pupils. Microsoft Teams in particular are in use in around 75% of our Moray Schools. At close of questionnaire, 1,481 responses to the learner and parents' survey had been gathered using the e-form created with numerous comments supportive of next steps.

It is important to ensure that the good practice developed during the pandemic continues to be a key feature of our plans as we prepare for return to a new normal service. The progress made in engaging learners across a range of digital platforms should be built on and steps taken to increase the use of digital technology as we seek to further improve learning and teaching and outcomes for learners in Moray. There is a need for further agility as we traverse through this pandemic and a great deal of resilience to adopt and embrace new ways of working to provide educational continuity.
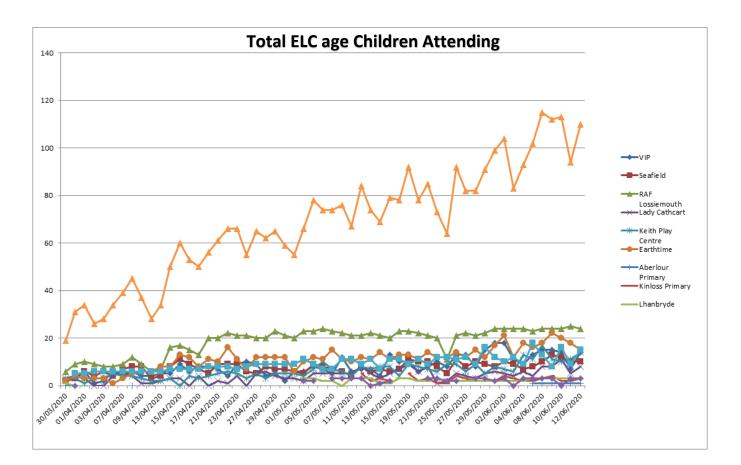
The Education Service established 11 ELC Childcare Hubs, 3 of which were located within school settings. In addition, 8 Emergency Childcare Hubs were also established in school settings in response to the Covid-19 pandemic for Primary and Secondary school age children (P1 to S2). Initially, 704 requests were made for places. Attendance has increased week on week with nearly 350 children now attending on a daily basis across ELC and Primary Hub settings. Hub settings also include vulnerable children and a number of children with additional support and severe/complex needs. Our Hubs also support our extended Moray community including forces families.

Childcare Hubs were initiated for the children of key workers – health care workers, social workers, emergency services, critical military workers, others agreed locally.
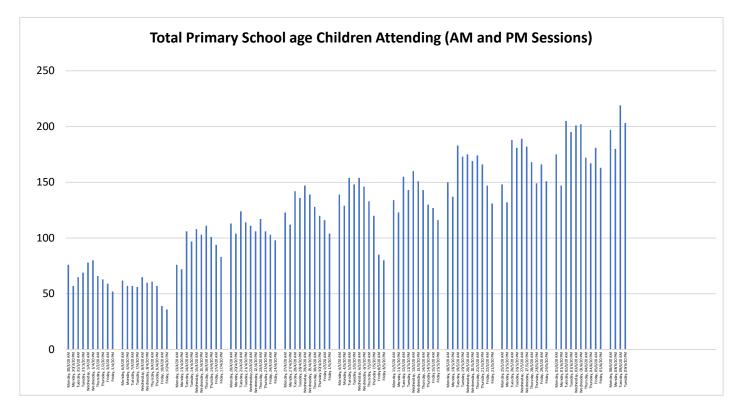
The criteria is as follows:

- *Category 1* refers to workers who are most critical to our response to COVID and includes front line emergency services from health, emergency services and defence
- *Category 2* includes other health care workers and public sector workers who have an important role to play. This group includes the Police and Social Workers
- *Category 3* refers to workers who may not be directly involved in the response to COVID but who have an important role in keeping civil society and the economy running

Moray have asked for all category 1-3 worker to submit an online application and to date, all applications have been accepted across categories.

Each Hub is reliant on volunteers with Hub Coordinators overseeing operation at a local Hub level. All Hubs are supported by Central Officers. Staffing within each ELC Hub has come primarily from Moray Council ELC practitioners or partner providers. In Primary/Secondary School Hubs, an e-form was used to request volunteers from our Moray Teaching and Support Staff workforce with over 400 volunteers offering to support across Moray. Graphs below highlight increasing demand for both ELC and Primary/Secondary school age Childcare Hubs in operation across Moray:

Total Primary School age Children Attending (AM and PM Sessions)

Total Secondary School age Young People Attending (AM and PM Sessions)

Supporting vulnerable children and families

The Connect Team Service

Connect teams will model relational practice, offering supports designed to keep vulnerable children and families safe and minimise the impact of isolation, trauma, loss and change. Markers of vulnerability will include young people and families:

1. In receipt of free school meals
2. Looked After Child at home
3. Child Protection Register
4. Child Protection investigation ongoing and not yet concluded
5. Welfare concerns (e.g. parental substance misuse; parental mental health condition; domestic abuse and violence in the home, young carers)

6   Families whose needs are likely to escalate significantly as a result of the COVID-19 situation (e.g. lone parents of children with significant and complex needs; families that are no longer accessing any respite)

7   Pupils who have significant health and / or social, emotional and behavioural needs as identified within a Child's Plan

In order to protect these children, this workstream supports the Universal Named Person Service and other partners to connect the most vulnerable with targeted wellbeing and community resources. Education, Social Work, Health, Police Scotland, Commissioned Services and 3rd Sector partners were involved in identifying need and shaping the service this workstream offers.

Multi-Agency Screening Hub (MASH)

As part of the Connect Workstream, the multi-agency support forum (MASH) was established to:

- Offer advice and support to the Named Person service and other partners around wellbeing concerns; screen Connect Team referrals and referrals to Childcare Hubs; signpost to services; allocate resources and refer to Social Work as appropriate for further assessment
- Focus on providing an early intervention and prevention level of support
- Allocate, track and monitor level 3 and level 4 wellbeing supports offered to children, young people and families – adjusting levels of support according to changing circumstances
- Agree individualised multi-agency packages for vulnerable children, young people and families including consideration of severe and complex on-site provision
- Connect to the Moray Resilience Team to act as the one point of contact for the Grampian Covid-19 Assistance Hub (GCAH) which is a centralised service offer which directs people to the supports available

Membership of the MASH is designed to facilitate a coordinated multi-agency discussion that is specific to the child, young person and family's wellbeing needs (including protective and risk factors), and to plan for and authorise a holistic and timely response.

Head Teachers and central officers have proactively engaged and shared practice and knowledge including feedback from learners and parents to shape up and understanding and picture of how Moray staff and families have been affected at this time. Although the number of cases has been low, the impact of isolation and social distancing will have had an effect and there is a common appreciation that this will impact on individuals in different ways requiring different levels of support as we embrace different phases of recovery. This intelligence helps us to plan appropriately to meet the needs of our children and families and has informed our reviewed service plan and return plan.

Level 1: UNIVERSAL
Delivered by named person serivce
Wellbeing concern advice and guidance offered to parents and carers, as required
Delivery method personalised to school/work context
Available during the normal working day

Level 4
TARGETED INTENSIVE SUPPORT
Clients identified and supported by social work
Personalised interventions delivered through social work and Connect Team partnership
Following risk assessment, children may be allocated a space at a Childcare Hub
Following wellbeing assessment, individualised packages may be put in place
Support from MASH as required

Wellbeing Supports offered to children, young people & families
NB: Normal Child Protection procedures apply at all levels

Level 2
UNIVERSAL WITH SUPPORT
Delivered by the named person service and/or the central support person that is currently linked to the child's school/locality
1 x weekly wellbeing contact by phone, text or online
Provision of electronic/ hard copy wellbeing support resources/activities
Delivery method personalised to school/work context
Support from MASH as required

Level 3
TARGETED SUPPORT
Delivered by centrally staffed Connect Teams
2x weekly wellbeing contact by phone, text or online
x1 fortnightly 'eyes on' support
Provision of electronic/ hard copy wellbeing support resources and activities
Personalised signposting and resource packages
Online visual wellbeing conversation and group activities
Support from MASH as required

Additional Support Needs: Severe and Complex Workstream

This is to provide support for children and families where the children have severe and complex needs and ASN, with 14 children on average attending Hubs with identified needs. The support offer can include:

- Access to Childcare and ASN hubs for children with severe and complex needs/ASN
- Regular phone call/online support
- Telephone support
- Online resources/blogs

Free school meals and voucher system

Supermarket vouchers were given to parents or guardians of pupils eligible for free school meals. Vouchers to the value of £25 have been provided for each child. The allowance per day is higher than the current price of a school meal.

This means that families would not have to make a journey into schools. The move ensured children and young people will get access to the food and nutrition they need during coronavirus, while allowing social distancing to be better observed.

The children and young people eligible within this scheme are those in a Moray Council primary or secondary school whose household income has been assessed and a free school meal award made. This does not include other children within primary 1 to 3 who were eligible under the Scottish Government free school meal scheme.

The scheme started on Monday 6 April and eligible parents or guardians were contacted directly about the vouchers. The first voucher was issued on Monday 6 April covering what would have been the two-week Easter holiday period. Vouchers were then issued fortnightly from Monday 13 April 2020 whilst schools remain closed. This has been extended over the Summer holiday period. Once schools return in August, there will be no school meal provision for the first term with the voucher scheme remaining in place. Where children are in school over a holiday period, a packed lunch should be taken.

Vouchers were emailed to parents or guardians who provided an email address to their school, or by text message if only a mobile phone number is held. Free School Meals and snack options were also provided to children and young people attending the Childcare Hubs. An example of 5 weeks uptake is provided for information below:

SCHOOL MEALS (WEEK TO)	3 June	27 May	20 May	13 May	6 May
No of free school lunches provided within the School Hubs	717	642	609	536	541
No of children / young people for whom e-vouchers were provided to support the provision of free school meals	1,723	1,715	1,701	1,676	1,511

- Only e-vouchers redeemed are invoiced
- £214k cost of voucher scheme to date; £184k invoiced as at 29/05
- £203k estimated net cost of voucher scheme to 03/07 (net cost = cost of the vouchers less the savings from food and catering consumables). Noted for Food Fund allocation
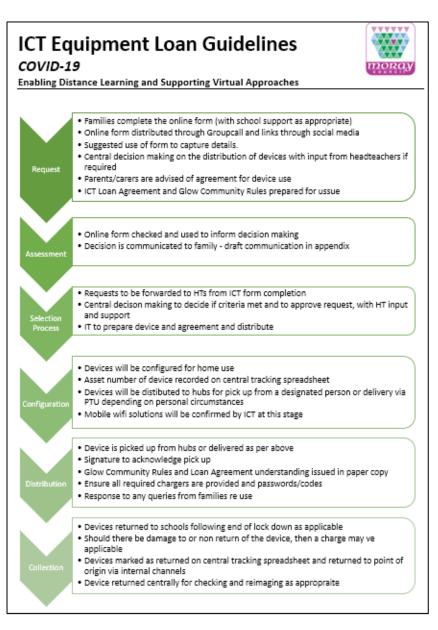
Digital offer

Following the use of an online form to gather information on families and learners who don't have access to ICT devices or wifi to support online learning, Moray Council schools have gathered information to ensure an equitable provision for all our children and young people.

The schools have issued devices and the ipads (80) and laptops (400) and wifi connections (30) have been distributed by schools to the families eligible. This supports our Moray-wide support of our most vulnerable families in order to develop equity and opportunity for our children and young people.

At this time, we have paused the process as schools fulfil current requests and in order for ICT and schools to assess their remaining stock. We will recommence this from August as we progress with blended learning and the return of pupils to school on a phased and planned basis.

We have benefited from funding and support from the Lord Lieutenants fund for the wifi connection and continue to work with William Grant and Sons to progress their offer of donations which has taken a bit longer than expected. We also await further advice from Scottish Government as to how their funding for ICT devices will be distributed nationally.

ICT Equipment Loan Guidelines
COVID-19
Enabling Distance Learning and Supporting Virtual Approaches

Request
- Families complete the online form (with school support as appropriate)
- Online form distributed through Groupcall and links through social media
- Suggested use of form to capture details.
- Central decision making on the distribution of devices with input from headteachers if required
- Parents/carers are advised of agreement for device use
- ICT Loan Agreement and Glow Community Rules prepared for ussue

Assessment
- Online form checked and used to inform decision making
- Decision is communicated to family - draft communication in appendix

Selection Process
- Requests to be forwarded to HTs from ICT form completion
- Central decison making to decide if criteria met and to approve request, with HT input and support
- IT to prepare device and agreement and distribute

Configuration
- Devices will be configured for home use
- Asset number of device recorded on central tracking spreadsheet
- Devices will be distibuted to hubs for pick up from a designated person or delivery via PTU depending on personal circumstances
- Mobile wifi solutions will be confirmed by ICT at this stage

Distribution
- Device is picked up from hubs or delivered as per above
- Signature to acknowledge pick up
- Glow Community Rules and Loan Agreement understanding issued in paper copy
- Ensure all required chargers are provided and passwords/codes
- Response to any queries from families re use

Collection
- Devices returned to schools following end of lock down as applicable
- Should there be damage to or non return of the device, then a charge may ve applicable
- Devices marked as returned on central tracking spreadsheet and returned to point of origin via internal channels
- Device returned centrally for checking and reimaging as appropraite

Section 2 – Planning the Return

On 21 May 2020 the First Minister made a statement in Parliament which detailed a Route Map for moving Scotland out of lockdown in four phases.

For schools and ELC settings, the Scottish Government provided a Strategic Framework for reopening schools with associated guidance which detailed the need for Local Authorities to start considering the local arraignments required to implement Phases 1-3 of the route map to support a safe, phased re-opening of schools. The supporting documents promote broad national consistency by stipulating what 'should' be done whilst ensuring appropriate local flexibility for education authorities, schools and staff to adapt approaches that best suit their communities' needs. In short, the guidance details what may be done, subject to local arrangements. Local Authorities are asked to give due consideration as to how to build an agile system ready to respond to either a return to lockdown or progression to Phase 4 of the Route map. The need for a Local Phasing Delivery Plan and School Recovery Plans are clear along with increased requirement for appropriate Risk Assessments.

Please see our Phased Return for Moray contained previously within this Moray Local Delivery Phasing Plan. Please see Appendix 1 – School Recovery Guidance, School Recovery Plan Guidance and School Recovery Plan Template contained within this suite of documents. All Head Teachers were consulted on these documents and approaches to school recovery. Moray Education collaborated with key Council departments and services to ensure approaches were consistent.

Section 3 – Local Delivery Phasing Plan

The Moray revised Education Plan is our high level plan and is available in Appendix 2. This Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in the national guidance and details a direction of travel for schools in order to realise equity and consistency wherever possible. The Corporate Strategic Framework for Recovery and Renewal in Moray provides a local vision allowing us to transition from lockdown through a period of recovery and renewal by

Delivering a strong, agile and inclusive recovery, flexing and innovating to regenerate the area so that Moray emerges more resilient and primed to deliver our corporate priorities.

We aim to

- **Understand** the impact of Covid-19 in Moray
- **Support** the ongoing impact of living with Covid-19 as far as possible
- **Learn** from the positive changes so that they are captured and built upon for the future
- **Re-engineer** the strategic policies and actions needed to ensure we will deliver our outcomes in the new environment

Key Principles

Our principles will be led by our **Corporate Values:** Fair, Ambitious, Improving and Responsive

The principles for recovery and renewal will be:

Collaborative – We will ensure that affected communities (of interest, geography, impact and others) are fully involved in the recovery and renewal process so that they have trust and confidence in our ability to deliver our shared vision for the area and its people

Empowering* - To emerge stronger and more resilient, we must work with our communities to build cohesion and mutual support

Equitable* – We will endeavour to be fair to all people and groups, recognising that the impacts of Covid 19 have affected some aspects of our community more significantly than others

Sustainable – This reflects three aspirations: Our plans must be achievable in a time when financial and staffing resources are under significant pressure; their impact must be enduring and we must work to protect our environment for the future

Entrepreneurial – To not only recover but prosper in a changed and dynamic environment, we must be adaptable, using the disruption caused by Covid 19 positively to create new and better systems and approaches and we must also be open to taking considered risks

* these are also principles in the current Corporate Plan

In addition to this within Education the following key principles mirror national guidance:

- scientific and medical advice will be taken into account so 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 provision
- planning will enable movement up and down the phases of the Route map
- clear and effective communication with all stakeholders will be key
- working collaboratively, collegiately and in partnership with our ELC private partner providers and across the Council and public protection partnership
- staff representative groups including Trade Unions will be involved in each step of recovery

Governance and Decision Making

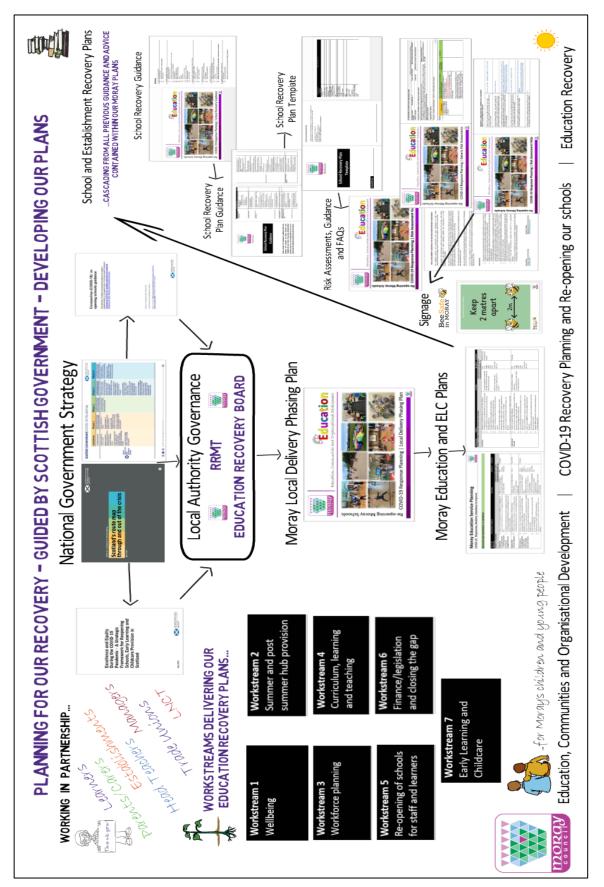Seven workstreams have been identified to take decisions around:

- Wellbeing
- Summer and post summer hub provision
- Workforce planning
- Curriculum, learning and teaching
- Re-opening of schools for staff and learners
- Finance/legislation and closing the gap
- Early Learning and Childcare

A workstream Lead has been identified along with a Sponsor who will report weekly to the Education Recovery Board. Further strategic reporting to RRMT will follow on a weekly basis to identify risks, financial implications, exceptions and progress. The workstream for Early Learning and Childcare provision is being led by the Senior Project Manager for the ELC expansion project along with the Service Manager for Early Years.

The scope of each workstream is detailed in the reviewed Moray Education Plan. The challenge in preparing for the return to school buildings is that all the workstreams are inextricably linked. Only by understanding the capacity of all rooms in a school, knowing how children can socially distance whilst moving in the school, understanding how many pupils may be transported to school at one time and understanding the workforce available to support in-school learning can we begin to structure the curricular experience from August. The Deputy Chief Executive (ECO), Head of Education (Chief Education Officer) and Head of Education Resources and Communities have a role in coordinating the work of the various workstreams to ensure that progress is aligned.   As a result of many interconnected elements, there is likely to be considerable local variation in School Recovery Plans.

As proposals are developed they are shared with Trade Union colleagues to ensure that everyone is satisfied with the proposals. Where any proposal involves a change to the way that services are delivered or would see the reinstatement of a service that was previously stood down, that proposal must go through the RRMT.

All proposals have been shared with Trade Union colleagues with discussion through LNCT. The service has invited feedback from colleagues through the Regional Improvement Collaborative and from Education Scotland. The final document was presented to RRMT on 23 June 2020 and to the Emergency Cabinet on 24 June 2020. An overview of planning for recovery and governance arrangements is provided below:

Timeline for Implementation

Almost all of our schools have been closed for ten weeks and a number of actions are identified in order for us to be ready to welcome our Moray learners back to school buildings in August and progress with blended learning delivery. Please see our Phased Return for Moray contained previously within this Moray Local Delivery Phasing Plan for detailed overview of actions and workstreams. Our critical timeline and activities are provided on the next two pages.

Lockdown (23 March – 22 May)	Phase 1 (23 May – 3 July)	Phase 2	Phase 3	Phase 4
• School staff deliver remote learning • 400 laptops, 80 iPads and 30 Myfi devices issued • School and Connect Service maintain contact with families to support wellbeing • Virtual support materials for learning and teaching – Wakelet developed, • Webinars and support for digital approaches through learning technologists • Provision of Emergency Childcare for over 350 children including vulnerable groups/ASN in partnership with Funded providers and childminders • Provision of lunch and snacks in childcare settings and Hubs • MASH established to track needs and inform targeted interventions • Review of emerging national guidance – strategy and planning • Transition arrangements developed for children and young people including the provision of 'virtual 'tours • Delivery of Free School Meal packed lunches extending to voucher system • Publication of Scottish Government National Education Recovery Framework • Finalise National Improvement Framework Plan as the high level return plan • HTs working with Property to prepare buildings for staff entry • HT and ASG HT Meetings to plan for recovery and brief on emerging plans	• Publication of Scottish Government supporting guidance on Education Recovery Framework • Publication of FAQs on the re-opening of school buildings • Risk assessment process for staff return begins • Risk assessment process for August return initiated • Work with Property to declutter schools and plan storage requirements • Direct Services initiated cleaning plan • PTU on alert to map school transport requirement and need • PPE and cleaning resources identified • Stepping up of Procurement team to support school purchases • Property to confirm safety checks required for each school and implement • Development of timetable models for reopening and accommodation • Draft School Recovery Plan Guidance, Template and associated support documentation • Finalise Risk Assessment process to enable access to school buildings by small groups of staff • Consideration of staffing arrangements for continuation of key worker Emergency Childcare and vulnerable pupil hubs over Summer and beyond • Plan Summer Hub provision • Engage with parents and carers and Moray Parent Forum • Share Local Delivery Phasing Plan with Trade Unions and colleagues from another Local Authority/Education Scotland for comment	• All School Recovery Plans completed and shared with stakeholders • On-going provision of Emergency Childcare and Vulnerable Hubs • Ongoing support for ELC funded providers to re-open • Set up of all classrooms in line with guidance • Installation of signage and floor marking • Installation of hand sanitizer stations • Production of floor plans to support pupil and staff orientation • Development of Learner guide • Development of Parent/Carer guide • Transition from school childcare to Summer Hub provision • NIF Data Gathering exercise to be completed for Scottish Government • SQA examination results and procedures – receipt of results, analysis and appeals process initiated	• NQT Induction day • Revised first day back guidance for staff Inset • Groups of children and young people return to school in keeping with School Recovery Plans • School buildings open to small groups of learners from 12 August • Blended learning for pupils with mix of in-school teaching and home learning • Emotional/Wellbeing support for pupils returning to school • Closure plan in place if virus status changes and Public Health advice changes • Free school meal vouchers to continue with children asked to take a packed lunch • Transition from Summer Hub provision to school based childcare provision • Establish Family Wellbeing Hubs	• Schools and childcare provision, operating with any necessary precautions

	• Approval of and publication of Local Delivery Phasing Plan • Issue School Recovery Plan Guidance and Template to guide capacity assessment process • Issue Risk Assessments (Generic) and schools to begin to consider and mitigate risks arising from the return of children to school from August in collaboration with School Estate Team to help develop School Return Plans • HTs to work collaboratively with staff in decision making • School staff to review and amend the generic risk assessment to enable groups of staff to return from mid-June • Agreement on principles of blended model for each sector • Implement transition plans • Survey of staff to help determine workforce capacity in August • Local agree change to school term dates in light of SNCT guidance and Inset arrangements • Re-open ELC admissions • Schools to continue to develop the Risk Assessment and mitigate risks in collaboration with relevant staff teams • Limited number of staff visiting buildings to declutter and reorganise classrooms • Schools engage with stakeholders in the development of their School Recovery Plans • Physical distancing arrangements considered for individual subject areas and faculties • Plan Family Wellbeing Hub Provision post-Summer		

Returning to Lockdown

In the event that we require to return to lockdown, schools and settings will revert to service as per Lockdown delivery model where school buildings will be closed and children will undertake remote learning.

Financial Implications

The financial implications of implementing this plan are considerable. Any additional costs (e.g. setting up and maintaining the new Emergency Childcare Hub Service in schools) have been collated under Covid-19 cost centre. Costs include:

- FSM Vouchers
- Additional COVID-19 costs for Hubs
- Staffing Costs (additional)
- Summer Hub Provision

Other costs will emerge as we enter further phases through recovery. There is assumption that there will be no further budget increases in August with costs met from existing budgets. A detailed financial report will be submitted to Council and will be available to the public on the m

Section 4 – Hygiene, Health and Safety Practices

Public Health Commitment

The Scottish Government will take decisions based on the scientific evidence and we may be asked to move up or down a stage on the Route Map at short notice. Updated expectations in terms of social distancing measurements may reduce the 2m rule in time.

In order to be prepared schools will be asked to note capacities if a metric of 1m was used as they develop their recovery plans. This approach is likely to lead to plans being well formed in advance of any national decision.

A change to a 1m distance would lead to capacities in schools being considerably increased. Some schools may be in a position to welcome nearly all pupils back into 'in school learning' whilst others may move to two groupings. Final decisions would be influenced by Public Health measures in place at the time.

There could be scenarios where Public Health Scotland advise of a need to locally 'lockdown' schools or communities. The Scottish Government has the power to reimpose lockdown nationally, in regions or locally. The Scottish Government has made clear that community engagement and consultation would precede any local or regional lockdown.

The Scottish Government also retain the power to close schools for coronavirus-related reasons by issuing an educational closure direction. Such a direction could close schools nationally, regionally or locally. The Scottish Government may choose to issue such a direction if they feel it necessary to reimpose lockdown or where there is an outbreak of coronavirus in a particular area or school.

It may also be the case that an outbreak of coronavirus in a school will not lead to the Scottish Government issuing an educational closure direction. The decision to close a school in this scenario would be for Moray Council as the Education Authority to take in partnership with the NHS Grampian Health Protection Team.

In these circumstances the Head of Education (Chief Education Officer) will represent the views of the Head Teacher and of Corporate Landlord in discussions with the NHS Grampian Health Protection Team. The views of clinical and medical experts will be the most important factor when deciding to close a school.

The Council has the authority to close schools for reasons of health and safety. These closures may be for relatively short periods, such as inclement weather. They may also be for more extended periods, such as when school buildings are damaged and become unsafe.

A move back to lockdown would see the practice outlined in section 1 of this report being reinstated with the additional establishment of secondary Hub provision for those in need of care and protection.

Each workstream established will consider the implications of the different phases in the Route map so that a full range of options are ready to be considered when changes are made.

The publication of new national guidance or identification of additional cost pressures will trigger a review of this Plan. Any changes will be approved through the Recovery and Management Team prior to publication.

Schools should be vigilant for staff, pupils and students developing such symptoms in school, and will have processes in place to safely isolate them pending an immediate return home (e.g. isolation room/space). Anyone who tests positive for COVID-19 will be contacted by NHS Grampian by phone so that close contacts can be identified as part of the national Test & Protect programme.

Who can attend 'in school' learning?

From August, all staff and pupils are anticipated to return, with the exception of those shielding, self-isolating and presenting with symptoms of COVID-19 in keeping with Scottish Government advice. This is also in line with school model for return. Staff, parents and carers should keep up to date with information available on NHS Inform.

Any member of the school community who presents with Covid-19 symptoms and cannot leave the building immediately, will be advised to wait in a pre-identified and well-ventilated space until they can be collected. Two or more cases will be reported to the Grampian Public Health Team. Accurate records of absences will continue to be kept through HR systems.

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, young people and staff should spend more time outdoors, with weather appropriate clothing, keeping at least two metres from others.

Effective outdoor learning can be delivered across many subject areas in 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.

Cleaning routines

Ensuring establishments are clean and safe is an essential component in the planned recovery of the council provision; it being recognised as fundamental in the prevention and/or control over the spread of infection. As such, a reliably clean and tidy environment provides the right setting for a confident return to the workplace.

The "Day Clean", would place all emphasis on the maintenance of high-touch areas and contact points. This would also involve a periodic surface wipe of all toilet/restroom areas used during the day, throughout the facility. Again, this will not influence on the existing current provision or frequency.

Revised provision on current scheduled cleaning days:

An enhanced cleaning regime has been implemented this consists of additional focus placed on high contact areas:

- Tables and chairs
- Countertops
- Stair rails
- All restroom surfaces including the toilets, cubicles and dispensers
- Desktops and all work surfaces
- Doors including door handles and push plates
- Light switches
- Sinks, taps and kitchen areas
- Water fountains and vending machines (where applicable/in use)
- Lifts and their doors and buttons
- Carpeted areas are vacuumed (in some sites this is on a rota basis)
- Hard floor areas are swept and mopped

A newly introduced day clean (between 10.00 am and 2.00 pm for smaller schools and for the duration of the day for larger schools) will consist of the following areas being serviced, high contact areas being the priority:

• Countertops
• Stair rails
• All restroom surfaces including the toilets, cubicles and dispensers
• Doors including door handles and push plates
• Light switches
• Sinks, taps and kitchen areas
• Water fountains and vending machines
• Lifts and their doors and buttons.

Whilst the list is not definitive it does give the outline of areas cleaned. The added influence of any building amendments made following a Risk Assessment could have an effect on areas of the building used, and subsequent on the required time for the day clean in any establishment.

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.

The use of PPE

Staff should use personal protective equipment (PPE) when participating in high risk activities as identified in local risk assessment including within Enhanced Provision environments. Examples of high risk activities are given below.

Activity	Circumstances in which PPE is required	What to use?
Staff directly supporting a child	When staff are doing the following high-risk activities: • Medical care, e.g. feeding or nappy changing is required and the staff member is within 2 metres for a period of 10 minutes or more • Physical direct care (within 2 metres) with individuals for a period of 10 minutes or more which might include movement of a client • Direct care to a child / young person within a childcare setting if they have a temperature or new continuous cough and is waiting for an adult to collect them where it is not possible to maintain the 2 metre distance	Aprons (change after every nappy) Gloves (change after every nappy) Fluid repellent surgical masks (change after each session of care)

It is essential that supplies are used appropriately to ensure they remain available for essential situations, which will be identified in risk assessments for individual pupils.

Thorough and effective hand washing and hand hygiene will reduce the spread of COVID-19. There are specific techniques to put on and take off protective gloves, if staff are not trained in using gloves, they can spread any contamination to their clothes and wrists.

Hand washing and hygiene

Where possible the white "Dymapearl Bactericidal" soap should be ordered. Stocks of soap should be checked, and replenished, regularly. All schools have access to warm water. Hand sanitiser will be available at each usable entrance and exit point to the building as well as strategic points around the building where there is no immediate access to soap and water in these areas. Stocks will be checked regularly.

Children, young people and staff should wash their hands with soap and water for at least 20 seconds (2 x Happy Birthday song), or use an alcohol hand sanitiser, when entering the building, before eating or handling food, when they blow their nose, sneeze or cough, and after going to the toilet. Children, young people and staff should avoid touching their eyes, nose or mouth, especially with unwashed hands. Children, young people and staff should cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use, wash hands or hand sanitise.

The risk assessment process

Risk assessments will be completed prior to staff returning in June. No member of staff will be able to enter a school building without being briefed on the mitigations identified as necessary through the risk assessment for the return of staff to school buildings process(see Appendix 2).

Updated risk assessments as well as those for vulnerable individuals will be developed at school level using local authority pro-formas provided to enable the school to welcome children and young people in small groups from 12 August. LNCT joint secretaries, health and safety and Education officers will help support this process. School risk

assessment must be agreed by all staff as per guidance issued to Head Teachers and discussed with the school Quality Improvement Manager. Completed Risk Assessments must be circulated to all staff.

Risk assessments are likely to be 'live' documents. Any changes to the mitigations put in place will be raised with staff as soon as reasonably possible with an updated copy of the risk assessment circulated soon after. Discussions around health and safety should feature as part of the daily school routine.

School Leaders will ensure staff are fully aware of expectations and ensure that all staff are clear of expectations of children and young people. Expectations will be clearly communicated to children and young people prior to re-entry to school buildings.

Practical mitigations which must form part of the school risk assessment process

Increasing separation and decreasing interaction are fully explored in the following section but there are other considerations for staff. Staff should avoid, as far as possible, physical contact with children and not make games and activities which encourage physical contact available. This may lead to staff having to review the order of courses and programmes.

Some resources are not easily cleaned and use of these should be avoided. As a general rule, resources which are soft and made of fabric should be removed from use. Most resources with hard surfaces can be relatively easily cleaned between uses. Where possible work completed during the day should be taken home with homework completed digitally or physically, as set by the class teacher. Staff should review the use of physical home/school communication to mitigate against contamination.

Children and young people should walk single file throughout the building and must not hold hands or hug each other. Signage and one way systems will support this where appropriate. The size of the playground will be assessed to determine how many children can safely be in a space whilst maintaining social distancing rules. Use of fixed outdoor equipment will be managed by Head Teachers and managers, ensuring risk assessment has taken place. A limited supply of playground equipment (which allows for social distancing) should be sanitised after each play session and risk assessed appropriately. Individual schools will consider how best to stagger breaks to reduce the number of children accessing shared spaces at one time to ensure numbers remain within safe limits and consider wet weather alternatives.

Particular consideration should be given to how school staff will comfort children who are distressed and individual risk assessments or risk mitigation approaches should be taken reflective of age and stage. The Educational Psychology Service will be able to advise individual schools on suitable approaches which should be agreed with families wherever possible.

If a staff member or child/young person develops a new continuous cough, notices a lack of taste and smell and/or high temperature, they should stay at home and not attend the setting. Staff or children/young people with these symptoms should stay at home for seven days from the start of their symptoms, even if these symptoms are mild. If a staff member or child/ young person lives with someone who has symptoms of cough and/or high temperature, they should stay at home for 14 days.

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 and avoid touching surfaces. Schools will consider the best location given the changed use of buildings. Isolation rooms will be cleaned after use in keeping with national guidance. School staff will be asked to be vigilant to any potential signs of Covid-19 and will always err on the side of caution.

Access to Toilets

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing within the toilet areas. Staggering break times should assist with this. Limits will be placed on the number of pupils accessing a toilet

at any one time, depending on the size of the toilet area. There should be a strong emphasis on hand washing after visiting the toilet, and hand washing may require to be supervised for younger children.

It is recognised that staff toilets can be limited in some school buildings. Very small staff toilets should be limited to single user only, using a visual mechanism to show when the toilet area is occupied. Where feasible, it may be appropriate to allocate some senior pupil toilets for staff use (taking them out of use for pupils). Schools may consider unisex toilet arrangements where it is appropriate, based on availability of toilets and building layout.

Section 5 – Practical measures to support physical distancing in school buildings

A number of measures require to be taken to minimise both the risk of infection and transmission. These include:

1. increasing separation; and
2. decreasing interaction

Increasing Separation

In order to safely welcome groups of children and young people to engage with 'in school' learning it is important to determine the number of children, young people and adults who can be in individual classrooms and the teaching spaces deemed most appropriate for use in each school building. The agreed metric of $5m^2$ has been used to help determine the maximum capacity of all spaces in school to help determine 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 current 2m social distancing rules. Schools will plan and test models as part of their school recovery planning and will work towards an attendance rate of 50%. However this is affected by many variables including capacity, transport, availability of staff, room sizes and number of rooms. The school estate is not consistent and many schools have capped the number of places resulting in high rolls during normal times.   There will be significant variation across Moray and each school will share their plan with parents/carers.   Where possible the potential to access to additional spaces or buildings will be explored.

The spaces used for 'in school' learning will require to be prepared to clarify boundaries and plans are being put in place at individual school level. This may include closing off some areas although different arrangements will be required in each school. It will be important to ensure that all staff and pupils are aware of the any changes in the use of the building. Staff spaces such as school staffrooms, kitchens and break out spaces will also be subject to social distancing arrangements. Groups of pupils will be planned and membership of groups will be static. This will help restrict the number of different interactions each pupil has. Every attempt will be made to ensure that family groups in a school access 'in school' learning on the same days although this is unlikely to be possible in all cases and where children attend different sectors.   All schools will aspire to provide a regular pattern of 'in school learning' with the same learners being welcomed into school buildings on the same days.

Decreasing Interaction

Limiting the numbers of staff who initially return will enable staff to comply with agreed expectations around social distancing. Some older school buildings have similar layouts with narrow corridor spaces although each is different in design. Where necessary a one-way system will be established to ensure social distancing with clear signage to indicate routes. Approaches to implementing one-way systems will be finalised when staff return in June to ensure arrangements are sensible and understandable for pupils. Where possible and beneficial children and young people may use external space to move around a setting or campus.

Groups of children arriving and departing at the same time will be avoided and year groups and classes may have staggered start and finish times to reduce the number of children and young people 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 head teachers and the school Quality Improvement Manager.

All schools will be asked to adopt an agreed protocol for drop off and pick up, this will include asking parents and carers to refrain from entering school playgrounds to further reduce numbers and consideration of if there are locations nearby that could be used to support a Park and Stride approach to limit traffic near site. Moray Council may close off some roads to further assist with Social Distancing. This will be clearly marked and school recovery plans will take account of any local arrangements. Being a rural authority travel planning will be one of the key considerations in the School Recovery Plan. Restrictions will be put on entering school car parks with only parents of children in Early Learning & Childcare permitted access to ensure that groups do not congregate. School reception areas will not be accessible to parents and carers during Phases 1-3 of the return with all enquires made either by phone or by e-mail. Visitors to school buildings will be kept to a bare minimum.

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 and gathering of parents/carers should be avoided.

Groups of primary children will be taught by a limited number of staff. The number of interactions will be limited as far as reasonably possible in secondary schools. Across the Broad General Education subjects young people will be allocated a base room with staff moving to them rather than the other way round to reduce interaction.

Where possible, furniture will be laid out to guide effective social distancing with surplus furniture cleaned and stored in any spaces not being used. Schools may have additional containers during phase 1-3 to store excess furniture and to maximise space and rooms available. In June School staff will agree a reference room, where rooms are of similar size/shape which will be used to guide classroom preparation over the summer holiday period. Arrangements will vary at individual school level depending upon the quantity of surplus furniture and the availability of storage space. Clear signage will indicate any items of furniture which should not be used where full removal is not possible. Council staff will support janitorial staff over the school holiday period to ensure that rooms are set up for staff returning on 10 August.

Clear expectations of social distancing will be shared with children and young people and available on the Moray Learner and Parent/Carer guides. These will be shared with parents and pupils prior to a return for pupils so that everyone is aware of actions to be taken should social distancing rules not be complied with. 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 and in some practical subjects subject to risk assessment.

Socially distanced dining arrangements

Nursery snack will be within the nursery kitchen 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. Social distancing in school kitchens will be a considerable challenge and will require time to be carefully planned for. Specific risk assessment on kitchens will be required.

All children will be asked to bring a packed lunch and the provision of vouchers for those in receipt of free school meals will continue for the first term of Session 20120/21. Many dining rooms in schools may have to be used as teaching areas to enable larger groups of children to attend in school learning. In older school buildings the dining area doubles up as a hall as well as being a main thoroughfare.

In most cases, and to reduce the requirement for cleaning between sittings, children will eat lunch in their classrooms. This reduces social interaction between class groups. Staggering break times, for example by different year groups, will be necessary to ensure that large groups of children and young people do not access outdoor space at the same time. Each school will require to consider the number of groups to determine local arrangements. This approach will also limit the number of staff accessing staffrooms and kitchen facilities 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.

Socially distanced evacuation arrangements

If the layout of facilities is changed, and/or circulation routes or entry exit points are altered, consideration should be given to evacuation procedures (e.g. in the event of a fire or other incident). Muster points should also be considered to ensure appropriate social arrangements are maintained between individuals/groups as far as practically possible. This should be included as part of the risk assessment for the setting. Evacuation arrangements for children with complex needs or disabilities should be reviewed in light of any changes with a review of Personal Evacuation Plans undertaken as part of the planning process. Updated evacuation arrangements should be shared with all those entering the building and a fire drill should be planned early in the session.

Socially distanced school transport

Children will be advised to try to avoid travelling to school on public transport with walking and cycling being promoted where safe to do so. Where walking/cycling is not appropriate and where parents/carers transport by private car, careful consideration will be given to travel plans with appropriate sites identified for "Park and Stride" routes identified out with the school site wherever possible and parents/carers encouraged to use these points to minimise activity around the school gates.

Due to the rurality of our authority there is a reliance on school transport in a number of areas. With social distancing requirements in place school transport capacity will be significantly reduced (eg a 55 seater will take 15 pupils and a 15 seater minibus can only carry a maximum of 3 children) some parents may choose to transport their children. Parents should advise the Head Teacher of this so that travel plans can be updated. Where possible and depending on availability and each local operator, larger vehicles will be deployed, double runs undertaken, or multiple vehicles will be used to replace an individual vehicle. This will impact on the deployment of Escorts. Transport providers will be required to adhere to Transport Scotland's Guidance for Transport Operators. Children will be advised to follow safer travel guidance, which would include the wearing of face coverings, where deemed appropriate, except for very young children or those with particular conditions. Transport operators will be responsible for their own signage and for the supply of sanitiser for entry to the bus. All children and young people will have to adhere to the arrangements for their bus and follow the advice of the driver in the case of an emergency or any other situation which arises.

Transport will be scheduled in line with available transport provider resources, the requirements of schools (eg staggered start times) and ensuring adherence to social distancing as far as possible. There is recognition that it will not always be possible for 2m to be maintained on passenger transport and risk mitigation will be put in place where this cannot be achieved, ie ensuring journey time is minimised and transport is as direct to school as possible. Where possible the same Driver and Vehicle will be used to transport the same group(s) of children. Where Escorts are deployed on transport, the same Escorts should also be used on each vehicle, so there is reduced contact between Driver/Escort crews and passenger groups. Where possible, schools should supervise the boarding and alighting of transport at school to ensure social distancing is maintained between the vehicle and school.

In situations where children become symptomatic of COVID-19 'in-school', parents/carers will be required to provide transport home. Transport providers will not be able to transport symptomatic children. Schools will also consider how bike rack/sheds can be managed to ensure social distancing and the cleaning of surfaces. These considerations at school level will be included in school risk assessments.

Orientation

Senior leadership teams will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. A map should be displayed and signage used as appropriate to act as an aide memoir. Agreement will be reached on how staff will ensure children are familiar with arrangements as assembly grouping will not be permitted at this time. Particular consideration will need to be given to the accessibility of plans for both those with English as a Second Language and for those who use alternative communication systems. It is anticipated that some orientation will be required virtually before children re-enter buildings as well as when they enter the building again for the first time.

Section 6 – Supporting the wellbeing and welfare of all

The Health and Wellbeing of our staff and pupils will be a major priority for us when they return in August and has been a focus since we entered lockdown.

Health and Wellbeing of Learners

With the introduction of the Connect service, plans will advance with the rollout of Family Wellbeing Hubs. This will move forward at pace and involve Head Teachers and central staff working closely to develop this to better meet the needs of learners. Multi-agency Connect Teams will work in Family Wellbeing Hubs to support children, young people and staff wellbeing (known and emergent on return to school) complementing and supplementing school wellbeing and pastoral provision. The Connect Teams will also continue to identify and support children, young people and families who need ongoing extended enhanced transitions to wellbeing and learning as a result of social, emotional or behaviour needs.

Moray Educational Psychology Service know that school staff are working hard to provide quality information to parents to help their children's wellbeing and education. As these are unusual and challenging times they have provided a wider service to families to help support this work.

Health and Wellbeing of staff

It is recognised and acknowledged that this is a difficult time for staff with many balancing difficult personal circumstances as well as adapting to new ways of working particularly the use of digital platforms. Staff are to be congratulated on their resilience and adaptability during this ever changing period with many embracing new ways of working as a norm. Head Teachers and managers have reported back the wide ranging ways that they are engaging and supporting individuals and groups of staff. As the length of time of disruption continues many report a roller coaster of emotions and feelings with many staff experiencing 'difficult' periods at different times and in different ways. Some miss the social aspect of coming in to work where others feel safe at home and are anxious about returning to their workplace.

A Health and Wellbeing site has now been set up containing support resources and links and it can be accessed through this weblink: https://glowscotland.sharepoint.com/sites/MorayCouncil/MC/HEAWELL. This will be updated and kept live and will remain a feature once schools return.

Trade unions offer a range of health and wellbeing support for members. Staff can request this via their local representatives and secretaries.

The Council has extended the Time for Talking Service until March 2021. This is a free, confidential, 24-hour counselling service which is available 365 days per year. Time for Talking can be contacted on 0800 970 3980 or via the website www.timefortalking.co.uk.

The Authority continue to share a range of professional learning offers for staff and officers. Promoted post appointments have continued and advertising for vacant posts has been restarted to support those staff who wish to move or take on a leadership role at this time. Our professional learning framework will be revised and updated and a full career long professional learning programme in place.

Adherence to Test and Protect

All school staff will be required to be familiar with Test and Protect strategy and be supported to follow up-to-date health protection advice on isolation if they or someone in their household exhibits COVID-19 symptoms, or if they have been identified by NHS contact tracers as a close contact of someone with the disease.

Head Teachers and managers will aim to minimise the operational impact of individual staff or groups of staff being required to self-isolate and will have business continuity plans in place to mitigate risks to provision of 'in-school' learning.

Section 7 – Delivery of the Curriculum

As school staff start to return to school buildings towards the end of June, there will be a reduction in the level of 'in home' learning being provided by teaching staff. This is necessary to ensure that staff can plan effectively for the safe return of pupils from August 2020.

Advice to staff and resources on delivering learning and teaching at this time are provided through a wakelet which is kept up-to-date by officers.

All schools will re-open to groups of pupils on 12 August. In-service days will be on 10 and 11 August and the payback for holidays lost this year will be an additional week at the start of summer 2021, as agreed through the Local Negotiating Committee for Teachers following receipt of guidance from the Scottish Negotiating Committee for Teachers.

Workforce Planning

The blended model of education that we expect to see for a period of time may lead to requirements for workforce flexibility and increased staffing where possible. Increasing staffing capacity across Early Learning and Childcare, through the phase 3 expansion period, may provide us with a challenge. Early indications are that staffing levels across schools, except in certain subject areas in secondary, should not pose too many problems.

A proportion of our staff may be shielding, pregnant with a gestation of over 28 weeks, or absent due to Covid-19 symptoms, which may affect their ability to attend physical settings.   Staff who are shielding will be asked to support 'in-home' learning and supply staff appointed, where necessary to support 'in-school' learning.

The workforce workstream will determine how central staff should be deployed if at all. This should include education support services working in Beechbrae who undertake peripatetic duties and who are not involved in the development of wellbeing hubs. This workstream will determine the availability of teaching and support staff to ensure that there is sufficient capacity in the workforce. Supply advertisements will continue and interviews will take place virtually to ensure that there is an up-to-date record and supply available as and when required on the supply list.

The assessment of availability will be used to inform and support School Recovery Plans. Ongoing monitoring of data and liaison between the business support manager and Headteachers will be vital. The ELC service manager will work with Continuous Support Officers and Nursery Managers to ensure that staffing across ELC settings is maintained. The recruitment of phase 3 nursery managers will continue and a decision taken after census day regarding the management of ELC school settings once rolls and other information is available.

Delivery of the Curriculum

Early Years (ELC and Primary 1)

Across the **Early Level** in Early Learning and Childcare (ELC) and Primary 1 play pedagogy will be a prominent feature. Developing play pedagogy is recognised in Realising the Ambition as the driver for learning and development across the Early Level. Using the current national health and safety guidance, practitioners and managers should consider

their approaches to play pedagogy and the balance of child initiated, adult-initiated/adult guided and adult directed learning to support children's development through health and wellbeing, literacy and numeracy. The Phase 3: guidance on reopening early learning and childcare services contains information on infection prevention and control, using resources to support play pedagogy within a bubble approach. In developing their models for reopening ELC settings and schools across the Early Level, practitioners and managers should identify how play pedagogy can be developed safely within the current parameters. The use of outdoor spaces and learning should play a key part in how we deliver ELC. A child-centred approach will continue to underpin the delivery of ELC across settings.

Primary Schools:

In the **Broad General Education**, initial focus will continue on a blended learning approach with a mix of "in-school" and "at-home" learning. The curriculum will adapt and change as we move through the phases in the Route map. In the first few days there will be focus on ensuring that children and young people are aware of the health and safety measures in place and a need to help learners make sense of recent events. This focus will ensure that children can re-engage positively with 'in school' learning and rebuild relationships with peers and staff. Schools may wish to consider replicating the ELC 'bubble approach' as part of Early Learning and Play Pedagogy approaches. The curriculum will focus on health and wellbeing, literacy and numeracy, and Inter-disciplinary Learning (IDL) with integration of challenge tasks for children and families in support of home learning.

Secondary Schools:

In the **Broad General Education**, to limit interaction, pupils will be limited to one classroom space, or 'home room' wherever possible with staff moving between a limited number of classes. Increased use of outdoor space will be made wherever practicable. The curriculum will focus on health and wellbeing, literacy and numeracy, and where possible Inter-disciplinary Learning (IDL). Some movement may be required to allow for specialism for S3 pupils. Decisions around what can delivered will be taken at individual school level. This will be risk assessed, movements will be staggered to avoid interactions and appropriate cleaning will take place. Schools will also consider their engagement data when planning their recovery models.

 In the **Senior Phase**, young people specialise in a range of specific subjects. In order to access specialist subject teaching, including practical rooms, they will have to move between areas, as required. As with S3 pupils, this will be risk assessed and carefully managed by schools. Appropriate cleaning will also be required. Consideration may be given to appropriate equipment being provided to enable young people to wipe down their desk/chair/ surfaces before leaving the room. To reduce movement schools may consider larger teaching blocks e.g. moving from a 6 period day to a 3 period day. Where practical rooms and equipment are required for SQA purposes, risk assessments will be carried out, social distancing protocols observed and appropriate cleaning will take place before a room is used by another group of young people. Content of courses may be re-ordered to support social distancing where this is thought to be of benefit and will not disadvantage learners.

Digital learning is likely to continue both in school and at home to ensure SQA courses are completed and that pupils have access to subject specialists. We will consider how schools may collaborate on the generation of digital content to support senior phase courses. College partnership started on 3 June virtually. This will continue from August 2020 and planning will be introduced to bring in students undertaking practical subjects in the first instance for face-to-face delivery. Where capacity allows, schools could increase 'in school' contact for those deemed vulnerable. The Authority will consider, in discussion with Head Teachers, to supporting requests from the SQA to release subject specialists nvolved in specific SQA teams to support and undertake the post-results service.

ASN

Appropriate arrangements will clearly be dependent on the needs of the individuals and should therefore be risk assessed on a case by case basis by considering the following:

The building and new environmental factors, pre-COVID-19 approaches to meeting need and the risks to the wellbeing of the child. Consideration must be given to the child's understanding of social distancing, medical needs, personal and intimate care needs, health and wellbeing needs, communication and understanding, the learning environment, daily routines etc.

The requirement for social distancing may be difficult for children and young people with additional support needs and additional space may be required, regardless of where they normally learn. Consideration should be given to additional staffing for Additional Support Needs children, cognisant of Covid-19 guidance. Some pupils may need to be taught in discreet bubbles, where wellbeing and social distancing requirements can be taught and practiced in a safe environment.

Where Risk assessments and care protocols already exist for children and young people with more complex needs, including those with emotional and behavioral needs, these will require to be updated as a matter of priority in light of changes to provision and COVID-19 Risk of infection, also environment and staffing should be Risk Assessed. Transition back into this new environment from home for all children with Additional Support Needs should be considered whilst also remaining mindful of the significant loss and change many young people may be experiencing due to COVID-19.

If risk assessments are not in place, they must be undertaken in accordance with this guidance and the Pupil COVID Risk Assessment guidance to follow.

Social Distancing and Bubbles

In some cases social distancing may be challenging to implement. In recognition of this a risk mitigation approach should be taken in line with national guidance. When assessing potential risks and how these can be managed and controlled, the following must be taken into account:

- The impact of social distancing on an individual in relation to medical needs, personal/intimate care needs, health and wellbeing, behaviour, communication, learning, learning environment and routines.
- The emotional and developmental ability of the child to practice social distancing and the expectations of this.
- The plans currently in place for each pupil need to be reviewed and updated e.g. Learner Profile and Strategies, Child's Plan, Co-ordinated Support Plan, Individual Education Plan, Intimate Care Protocol, CRISP, Personal Emergency and Evacuation Plan
- Arrangements for support ie wellbeing support, personal and intimate care, curriculum support, transitions or unstructured times: breaks, lunch times, down times, home time, will need to be managed as per Learner Profile. The creation of separate groups or bubbles for some children and young people may be appropriate.
- The social, emotional and learning needs of the individual must be taken into account when creating class bubbles, embedding strategies and providing consistency. Decisions will be made on a case by case basis, by using child planning to meet the needs of the child(Protocols, IEPS, LPS etc)
- There will be less designated quiet spaces for children to access and therefore when creating bubbles, the number of children in a bubble needs to be carefully considered
- Where possible every effort should be made to socially distance, but it is recognised that the age, stage and additional support needs of individual children will make this difficult
- Where the use of PPE is risk assessed as being required in a mainstream setting, staff should follow the Moray guidance to ensure they remain as safe as possible while dealing with intimate care. Individual schools will develop their own protocols in line with the guidance to follow.
- Parents of children with complex needs will be contacted by the school to help plan an effective transition back to school. The Severe and Complex Workstream has produced guidance and practice in relation to this which will be shared with all schools where there are pupils with Complex Needs
- All Risk assessments and individual plans will be completed in collaboration with parents and carers.

Advice and guidance around supporting children and young people with additional support needs will be forthcoming. This will include guidance for peripatetic staff.

Equity

The COvid-19 pandemic has led to a significant increase in the number of families impacted by poverty. As a result, there has been a considerable rise in the number of families claiming Free School Meal Vouchers. It will be important to ensure that families are able to access financial assistance as provided on the Moray Council website, Covid-19 link. The use of Pupil Equity Funding (PEF) is likely to be quite different to what schools had originally planned for in order to respond to changes in pupil and family needs following lockdown. Schools will need to consider the levels of engagement in learning and the impact this has on the expected progress of children. In addition to this, flexibility in use of funding will be required to support emerging attainment and wellbeing gaps and needs.

National Guidance Updates

Ongoing changes to national guidance continue to impact on our planning for recovery. This plan will be reviewed and updated in light of all guidance and where necessary, movement through the phases including a return to lockdown may occur. Please refer to plan version on the initial contents page.

Moray Education Service Planning

COVID-19: Responsive, Resilient, Readiness to Improve

RECOVER AND READINESS TO IMPROVE

Area To Be Addressed	What Needs To Happen?	Outcomes	By Whom?	By When?
PRIORITY 1 WELLBEING			WORKSTREAM LEAD: ▉	
			WORKSTREAM SPONSOR: ▉	
Supporting vulnerable learners - monitoring remote learning and engagement levels	• Refer to Connect Team for those families non-engaging and Access Team for families who are non-engaging but known to SW. • Consider how to best capture levels of engagement and when to commence gathering this data to ensure progression once schools and ELC restart	All learners are engaging in learning for positive wellbeing and achievement	HTs Connect Education	Ongoing
Update Child Protection guidance	• Respond to national updates re. child protection • Child Protection Process agreed re. summer holiday period e.g. Duty Named Person Service to be accessible for IRDs etc.	Guidance is continually reviewed and updated Process is agreed and implemented	▉	June 2020
Workstream on vulnerable learners, Connect Team, Level 5 and high level need families	• Connect Teams respond to requests from Named Person for contact/support with children, young people and families • Distribution of wellbeing packs • Connect Team is skilled up on resources and services available in the community by liaising with the Moray Community Resilience Team • Use the QI methodology to review and evaluate the MASH process and analyse data • Development of Covid-19 Child Planning Guidance	All vulnerable children identified will have contact and "eyes on" visits Individualised packages of support in place for identified vulnerable children Connect Team are knowledgeable about resources/supports available in Moray	▉ ▉ ▉ ▉ ▉ ▉ and SW	Ongoing

	• Childcare placements in hubs for vulnerable children and families	Digital solution in place for child plan meetings Progression in multi-agency working supported by MASH data		
Additional support needs	• Undertake a full review of ASN across Moray including future funding model • Ensure that August offer for children with ASN is fully planned for and supported, including additional staffing where required and training			

Area To Be Addressed	What Needs To Happen?	Outcomes	By Whom?	By When?
PRIORITY 2 – EMERGENCY CHILDCARE PROVISION FOR KEY WORKERS			WORKSTREAM LEAD: ■	
			WORKSTREAM SPONSOR: ■	
Summer period	• Removal of hub provision within school buildings • Find alternative accommodation within localities • New staffing identified (not school staff) • Period of dual staffing prior to handover period • Families reapplying for a place given stage of Scotland's route map, for the 5 week holiday period o New online form with both parents details • Consider which categories will be • Consider meal arrangements if any • Update guidance and risk assessments where necessary • Consider provision for vulnerable children and staffing allocation • Support for hub coordinators and volunteers • Budget for additional hub staff/volunteers	Provide emergency childcare provision for key workers		19 June
Post summer	• Consideration of location of hub provision either in school or alternative venue • Find alternative accommodation within localities • New staffing identified (not school staff) • Period of dual staffing prior to handover period • Families reapplying for a place given stage of Scotland's route map, for the 5 week holiday period o New online form with both parents details • Consider which categories will be • Consider meal arrangements if any • Update guidance and risk assessments where necessary	Provide wraparound childcare once children are returning to school	HoE/QIMs	End of July

Area To Be Addressed	What Needs To Happen?	Outcomes	By Whom?	By When?
PRIORITY 3 WORKFORCE			**WORKSTREAM LEAD:** ▓ **WORKSTREAM SPONSOR:** ▓	
Workforce Planning	• Nursery management to be planned for with new formulae as removal of this from HTs – phase 3 managers to be advertised and where possible appointed • Identify excess promoted posts as a result of linear formula changes • HTs to discuss staffing requirements with Business Support team • Allocate NQTs once known • Headteachers monitoring staff availability to work with consideration to those shielding, maternity implications etc • Keep updated with national/NHS guidance as it updates • Continue with recruitment processes which may include digital methods • Secondary HTs to plan for staff availability for SQA appeals evidence • Await updated SNCT guidance on 3 June in relation to appointment procedures, resignation, retirement, maternity, absence management, NQTs etc with regards to 11 August restart and holiday payback restart • NQT induction and programme to be agreed • ASN allocations to be agreed and any resulting staff implications managed • Plan for workforce to support childcare hubs from August	Workforce planning ensures continuity of service and staffing sufficiency	▓ ▓ ▓ QIMs HTs Education Resources staff HR	3 July

Note: This is an electronically retained document. All printed documents are uncontrolled.

Enrolments, Placing Requests and Admissions	• Any staffing implications as a result of the appeals process • Linkwood ASN enrolments temporary accommodation in other school provision	Continuity of learning experience for children and young people	▉ ▉ HTs	30 April
Workforce Support	• Continue to promote use of Time for Talking until March 2021 • Consider OH referrals for staff who are experiencing difficulties • Update and promote various online Health and Wellbeing supports to all staff • Consider the additional support likely to be required by NQTs from this year, where possible, next session due to reduced probationary year • Consider the additional support required for new NQTs due to reduced ITE year • Virtual and telephone meetings (including group and 1:1 sessions with individuals and Associated Schools Groups) in support of school and ELC leaders and their staff • Continue to promote Education Psychology offer to staff	• Maintained staff wellbeing and targeted support • Continuity for learners, service continuity and supported transition	▉▉ HTs ▉▉ QIMs QIOs	Ongoing
PRD/PU	• Review and update outstanding professional update from last session • Updated guidance to be shared with HTs and virtual session on changes and/or review of Moray way • Consider Glow Form to complete PRD remotely • HTs to consider which staff are in PU year and plan to undertake PRD with those as a priority • Use of GTCS professional standards • HTs to consider either remote VC or telephone call for PRD conversation • Officers to complete PRD for all HTs who are in PU year	Ensure registered teachers are fulfilling national requirements Continuity of service	▉ QIMs QIOs	29 May 3 July

Professional learning	• Review and update leadership and management framework • Review and update offer for session 20/21 across the leadership and management framework, professional learning courses and NQT programme • Update digital learning offer as needs develop • Provision of mandatory training on trauma, bereavement and mental health training, nurture (subject to LNCT agreement) • Develop guidance for staff on development work and collegiate time • Develop guidance on working day, pattern and wellbeing • Develop guidance for partner providers around 'training' as part of their contract.	• Professional learning offer reflects per Covid position and post Covid needs • All staff to have increased confidence in use of digital tools to support curriculum delivery • All staff to have access to professional learning to support vulnerable children and families	███ Learn Tech	29 May Ongoing (digital offer)
Change management plans	• Continue to develop and implement change management plans across the department	• Ensure capacity to improve	HoE HoER	ongoing

Priority Area	Actions	Outcome	By whom?	By When?
PRIORITY 4 CURRICULUM AND LEARNING AND TEACHING			**WORKSTREAM LEAD:** ■	
			WORKSTREAM SPONSOR: ■	
Curriculum	• Implement a blended approach to curriculum delivery • Develop guidance on a blended offer for schools and families • Develop models of school based curriculum and remote learning approaches • Develop a parent/carer guide with expectations • Develop a guide for outdoor learning approaches • Support secondary practitioners in delivery of practical subjects • Further develop the Moray digital curriculum offer • Develop the Moray digital learner offer including devices • Develop the Moray input and use of eSgoil • Continue to support and develop virtual meetings and delivery • Continue to extend and monitor the college virtual offer	Learning progression supported through refreshed national and local authority narrative Widened curriculum offer Progression pathways for all learners	HTs HoE QIMs QIOs ESOs CIOs Learn Tech NA DHT	Draft by 3 July Ongoing from August
Learning and Teaching	• Continue to support play pedagogy • Continue a focus on high quality learning and teaching of our Moray Strategy through a blended approach • Monitoring engagement of all learners • Ensuring that progress is tracked and interventions are in place for learners • Consider and implement a range of assessment processes • Further use of QAMSOs to develop digital moderation processes • Continued focus on gathering anticipated levels within the BGE and Senior phase	Continued focus on raising attainment Continued focus on high quality learning experiences	HTs HoE QIMs QIOs ESOs CIOs Learn Tech NA DHT	Ongoing

	- Integrate skills development within blended learning and teaching approaches - Develop the instrumental tuition service and how this could be delivered digitally - Develop the eSgoil national offer and how this will be supported across Moray			

Priority Area	Actions	Outcome	By whom?	By When?
PRIORITY 5 RE-OPENING SCHOOLS FOR STAFF AND LEARNERS			**WORKSTREAM LEAD:** ▉	
			WORKSTREAM SPONSOR: ▉	

Preparing for Schools reopening	• School and ELC setting Capacities
	• Risk assessments to be completed and agreed
	• Health and Safety protocols agreed at school level
	• Development of the local phased delivery plan
	• Comms strategy
	• Operational arrangements
	   o Clarity of expectations for young people with regards to social distancing and escalation
	   o Social distancing protocols, restricted spaces, one-way systems, limited contacts, capacity and layout of classrooms
	   o Hygiene – toilets, handwashing, hand sanitiser
	   o Cleaning routines
	   o School catering
	   o Transport
	   o PPE
		Schools reopened and adhering to current Government advice	Ed Res
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			HTs
			HoE/QIMs
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				Asap
				3 June

Priority Area	Actions	Outcome	By whom?	By When?
PRIORITY 6 FINANCE/LEGISLATION AND CLOSING THE GAP			WORKSTREAM LEAD: ▮ WORKSTREAM SPONSOR: ▮	
Finance	• Review and update PEF Guidance • Review updated locality poverty data to inform school planning • Implement changes to the DSM formula and monitor use of funding throughout the session	Closing the attainment gap particularly for those new gaps where learners have not engaged	▮▮▮ Cotsd team HTs/QIMs	3 July
School Estate Strategy	• Continue to develop and implement strategy with planning for new builds and closure of mothballed school	Ensure the school estate meets aspirations	HoER	ongoing
School Improvement Planning, SQR, PEF, NIF, other QI reporting and processes	• Priority must be given to supporting the recovery of school/ELC communities and particular children, families from the impact of COVID-19 and lockdown and to support remote learning, staff and pupil wellbeing and childcare hubs at this time • Current guidance should be updated and reviewed as well as a new section on COVID-19 expectations • HTs/managers should consider evidence already gathered from August to March – learning visits, SFF visits, internal QA processes, inspection documentation etc • HTs/managers should consider data they have from August to March eg attendance, attainment, exclusions and other data • HTs/managers should consider any views they have gathered through feedback, surveys, questionnaires etc. Google forms can gather information during school closure and are easy to set up	Planning for improvement and raising standards, improving performance Closing the attainment gap Monitoring emerging gaps and planning for reintegration into school based learning and monitoring progress Working towards achieving anticipate levels across all our schools and stages based on milestones	HTs HoE QIMs QIOs	Ongoing June 2020

	• HTs/Managers should consider planning for equity and excellence – widening groups in Literacy/Numeracy/HWB for individuals and groups due to school closures • PEF planning and monitoring delivering equity in the short, medium and long term • The role of PEF post COVID-19 and planning			
Moray Education Quality Assurance and Self Evaluation Processes	• School QA interactions (virtual visits) – SLT and ASG • Self-evaluation processes (SEP, SIP, SQR) and quality assurance • Term 1 (2020/2021) focus on QI 3.1 Wellbeing, Equity and Inclusion • Develop and maintain rigorous mechanisms for record keeping and monitoring all aspects of wellbeing, Equity and Inclusion	Improved rigour in school systems for monitoring performance in this aspect Greater support and challenge in school improvement planning	██████ ██████	Ongoing October 2020
Working Time Agreement (WTA)	• HTs to renegotiate WTAs to end of session, taking account of remote learning, remote professional development and supporting hubs • Discussion with LNCT joint secretaries how best to undertake consultation virtually with all teaching staff • Agree timescales to support the finalisation of SIP and school calendar • Await national advice to be disseminated through LNCT joint secretaries	Fully operational Working Time Agreement collegiately agreed within SNCT guidance	██ LNCT Education	TBC Ongoing

Priority Area	Actions	Outcome	By whom?	By When?
PRIORITY 7 EARLY LEARNING AND CHILDCARE		WORKSTREAM LEAD: ███		
		WORKSTREAM SPONSOR: ██		
Outline a new Operating Model	• Develop example operating models taking into account staffing ratios and outdoor learning (e.g. one for 600hrs and another for 1140hrs) • Support providers to develop their own operating models reflecting their own setting characteristics • Develop a template for providers to outline how their setting will operate	We outline a range of different bubble operating models that could be applied to Moray settings. This would be a preliminary step to supporting their own bubble operating model which is safe and fit for purpose.	████	June
Risk Assessment & Hygiene Protocols	• Review and up-date existing risk assessment and hygiene protocols in line with the new operating model	We ensure that the risk assessment approach and hygiene protocols support safe working practices.	██ ████	July
Financial Sustainability	• Review funding procedures to ensure payment is made for key worker & vulnerable children along with ELC funded place children • Up-date NAMs based on the return of template information from each setting	We review current payment arrangements to ensure that private providers are supported with the costs for vulnerable and key worker children.	███ ████	June
Parental Communication	• Create generic letters/emails that can be adapted for Nursery Managers to use for their settings giving an up-date for parents on progress.	We give appropriate information up-dates to parents with the aim that they have the confidence to send their children back to ELC settings.	███ ████	Ongoing (June, July, August)
Communication & Engagement with Private Partner Providers	• Ensure that Private Partners are members of the workstream groups • Ensure that Private Partners are up-dated on progress on a weekly basis	We engage with private providers and by doing so, demonstrate that they are valued partners in the development of the elc recovery plan.	███ ████	Ongoing (June, July, August)

	• Engage and consult with Private Partner Providers in relation to the output of this plan			
Outdoor Learning	• Develop an outdoor learning and play toolkit • Deliver online training and face to face training (observing social distancing requirement) • Develop a system of providing financial support for the purchase of key items of outdoor equipment	We fully maximise one of Moray's greatest assets -the outdoor environment -in terms deploying a new operating model.	██████ ██████	July
Transitions	• Transition planning continues to be deployed across all settings	We support the emotional wellbeing of children moving to nursery or to P1.	████████	June, July, August
Meals	• Confirm meal arrangements where provided by Moray Council	We look to provide the optimum meal proposition while social restrictions continue to limit what we can offer.	████ ████	June, July, August
Confirm Settings Operational Model	• Completed templates are returned from each setting and reviewed by the Continuous Improvement Officers	We are satisfied that all settings are safe to open.	████████ ████████	July

Version Number:	Date:
1	30 March 2020
2	4 May 2020
3	1 June 2020
4	8 June 2020
5	15 June 2020

Education

Education, Communities and Organisational Development

Re-opening Moray Schools

COVID-19 Response Planning | Generic Risk Assessments

ID: RA/COVID-19 01/06/20 School reopening for Staff			
		OPERATING PROCEDURE & RISK ASSESSMENT	
Document created: 01/06/20	**Version Number: 1**	**Version Date: 01/06/20**	**Next Scheduled Review Date: 22/06/2020**
Service: Education		**Section: All**	**Approved by Document Owner: Education**
Assessed by: John Watson, Senior Health and Safety Adviser			
Task: Reopening of school and management of infection risk of Covid 19. The suggested control measures in this document are ideal measures but have to be considered and practicable for each site that the risk assessment is conducted on. This generic assessment must be reviewed and adapted by each head of establishment/lead officer/line manager.			**Number of people affected: Employees/service users/members of the public**
Work Location: Various			
Equipment/Plant: Various			
Training or Competence Requirements: Infection control training where relevant			

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
1.	Covid-19 at risk categories At greater risk of significant health issues if Covid-19 is contracted.	Employee's that are classified as being on the Government shielding list as per https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19/coronavirus-covid-19-shielding should remain isolated at home whilst the current Government advice remains in place. Where employees have household members who are shielding, line managers should assess the work being carried out by the employee. If possible they should work from home, if the employee is required to work through being a key or essential worker strict social distancing should be in place and front facing work avoided.		

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
2.	Commuting to and from site Restrictions on maintaining 2 metre recommended social distancing and increased risk of infection as a result	• Wherever possible private transport should be used to maintain isolation from the public when commuting to the office. • If public transport cannot be avoided, the employee should be encouraged to follow current government advice in respect of "face coverings". • On arrival at the site, employees should thoroughly wash their hands for at least for 20 seconds or use hand sanitiser gel immediately on entry to the workplace. Where car sharing is unavoidable • If the employee has to travel with people outside their household group, they should try to share the transport with the same people each time and keep to small groups of people at any one time. • They should wear a face covering in an enclosed space where social distancing isn't possible and where they will come into contact with people they do not normally meet. • Employees should be aware of the surfaces they or others touch. If people from different households use a vehicle (for example through a car share scheme), they should clean it between journeys using gloves and standard cleaning products. Make sure to clean door handles, steering wheel and other areas that people may touch. • Where people from different households need to use a vehicle at the same time, good ventilation (keeping the car windows open) and facing away from each other may help to reduce the risk of transmission. Where possible, consider seating arrangements to optimise distance between people in the vehicle. • When finishing the journey, employees should wash their hands for at least 20 seconds or sanitise their hands as soon as possible.		

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
3.	Employee returning to work Risk to personal health, reduced social distancing potential risk to pandemic controls	• Any employees placed in vulnerable category classification to home work if possible, if they require to come into work a vulnerable persons risk assessment should be carried out. • Any employee with a vulnerable person within the household should home work if possible, if they require to come into work a vulnerable persons risk assessment should be carried out, to reduce the risk to other household members. • Any employee showing symptoms of Covid-19 or sharing a house with someone with Covid-19 should remain at home as per the government's guidance. https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection • Staff with Covid 19 symptoms should self-refer for testing immediately. https://covid19.nhsgrampian.org/for-nhs-grampian-staff/staff-covid-19-testing/ • If staff develop symptoms in the workplace they should immediately inform their line manager, leave the building as soon as possible or remain isolated in their own classroom until arrangements are made to get home • Test and protect procedures should then be followed • Only employees whose job requires to be carried out on-site should travel to the site whilst the governments stay at home advice exists. Home working should be retained in place where possible. • Consideration should be given as to how employees will commute to work, with the preference being focused on employees who don't have to use public transport. • Where appropriate home working should be encouraged, and resources provided to put this in		

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
		place in the medium term whilst the current government advice exists.		
4.	General classroom attributes.	• Face to face meetings of groups of people should be avoided, employees should make use of conference calls, virtual meetings etc. • Where practicable, minimising the mixing of groups within the school environment. This will assist with test and protect requirements in the event of a case of Covid 19. • Breaks being staggered to reduce contact with others • Regular hand hygiene to be practiced. • Use of floor marking and travel direction markings		
5.	School access – egress Peak periods, increased risk of social distancing failures, symptomatic employees	• To reduce the access – egress volume at lunchtime and the need for staff to go to the shops encourage all to bring in food or sandwiches. • Where feasible one way systems to be introduced in all corridors and office walk ways. In wide corridors >= 1900mm this can be a clearly demarked two way system. In narrow corridors this should be one way only. • Access to schools to be strictly controlled - every person accessing the building to follow entry control screening instructions. If unable to comply, they should be advised to return home and follow NHS guidance. • After accessing the building all employees and visitors to thoroughly wash their hands for 20 seconds or use hand sanitiser. • Hand sanitisers with alcohol content of > 60% to be available in communal areas such as lift, lobbies, building and school entrances and other strategic locations as identified in the building assessment. • Use classroom entrances if available or alternative routes into school.		Consideration needs to be given to the use of any lift facilities – to which these facilities are essential to access their classroom

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
		• Look at limiting the mount of sharing of common-use equipment, eg take microwaves, vending machines, etc our of use. • Apply occupancy limits where necessary, eg photocopier rooms • Where visitors may have to line up use 2m markings on the floor.		
6.	School culture Breakdown in procedures, employee weariness, reduced risk perception leading to shortcuts	• Staff should use their own classroom • Staff should operate a clear desk policy ie no clutter at the end of any visit to school buildings • No sharing, personal use equipment, eg phones, staplers, scissors, pens etc • Make house rules to regulated staff behaviours, eg no impromptu meetings in passageways, no unnecessary journeys etc • Signage throughout the school to re-enforce the need for social and hygienic controls in respect of Covid-19. • Two-metre social distancing markers at key points within the school, for example, reception, tea points main thoroughfare. • Staff to be pro-active in monitoring that all the school controls and social distancing measures are being adhered to by staff. • Reporting of any breaches to management for investigation • No communal food, i.e. sweets, biscuits etc allowed in classrooms and staff bases. • Admittance arranged by agreement with the HT ie no unannounced or unexpected visits • Visits should be as short as possible		
7.	Desks/tables and work stations	• All desk hard surface areas to be cleaned This to include, desk, chair arms, keyboard, mouse and any other items regularly touched or handled.		

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
	Surface contamination transfer of Covid-19 virus	• Telephones and headsets if used to be sanitised at start and end of the day with appropriate sanitiser. Wipes should be used when in use during the day. • Workstations/desks to be clearly marked with 2m distance and staff should not stand and talk within that space.		
8.	High contact areas Surface transfer throughout the office, door entry and egress, tea & coffee points, rest area, staff rooms	• Door entry may be via swipe cards, however where there are push buttons or other manual exit requirements these will be cleaned as for high contact points. • Provide hand sanitisers at all high contact points – areas such as entrances, tea points, rest areas and other designated points throughout the building. • For multiple occupancy rooms, instigate regular cleaning of all high contact points with a suitable disinfectant. For single occupancy areas a reactive cleaning regime should be implemented.		.
9.	Cleaning – infection control Risk of contamination of surfaces in high use areas and across the office	• Suitable disinfectant cleaner to be used throughout the school and available within each room at high use areas for all staff and pupils to use at their own desks workstations and chairs. Staff to be trained in its use and COSHH assessment to be in place. • Where practicable, consideration should be given to having available a day cleaner within each school to ensure all high use areas are thoroughly cleaned on a scheduled basis. An alternative approach is to ensure a cleaning regime carried out by building users can be implemented and managed locally. • In PPP buildings agreements to be in place in respect of the cleaning of the communal areas within the building. • Staff to wash hands regularly, ideally on entry to any classroom using hand sanitiser or sink if available. • Before schools re-open a thorough clean should be conducted.		High levels of sickness absence may have an impact on the availability of cleaning staff. This will be monitored.

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
10.	Rest area/staff rooms High use area – higher risk of social distancing breaches and contaminated surfaces	• Maximum occupancy of the rest area/staff room to be defined by the lead officer/head of establishment based on two-metre social distancing rules. • Signage to be put in place identifying maximum numbers allowed in each room. • Where possible access and egress route into and out of rest area should be defined with two-metre social distancing markers along route. • Suitable disinfectant to be available in the area to wipe down surfaces and equipment that has been used. • If tables and chairs within the area are used these should be wiped down, where appropriate before and after use with the provided disinfectant and paper towels. • Where rest area/staff room is not large enough to allow staff to have lunch in the area whilst maintaining social distancing staff should be allowed to have staggered breaks.		
11.	Food and beverages hygiene Risk of cross infection from contaminated food items in fridge or store cupboards	• Staff where possible should bring their lunch into the school in clean plastic containers that can be removed at the end of the day. • Staff should provide their own crockery/cutlery and remove at the end of the day • All work surfaces in kitchen areas need to be cleared eg mugs stored in cupboards or removed • Only essential items to be stored in any fridge. All items in containers to be wiped down with disinfectant before the item is stored in the fridge or after use and replaced in the fridge. Limit food storage in fridge to lunches brought from home and milk. • Staff should wash hands after replacing items in the fridge; this will ensure they have no contamination		

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
		from the items if previous controls mechanisms have broken down. • Fridge to be cleaned daily and unsealed items removed. • Daily stock check of the fridge to be conducted by the site responsible person to ensure only essential items are stored in it • Hygiene notices to be displayed in the rest area and check sheets for cleaning and fridge checking to be on display. • Shared food or communal food is not permitted.		
12.	Toilets and showers Risk of infection from contaminated surface, reduced social distancing	• Instructions for all to wash hands after use of facilities and wipe down surfaces. • Two-metre social distancing markers should be used where applicable • Hygiene signage to be placed within toilet areas. • Where necessary take out of use alternate cubicles to maintain 2m social distancing. • Use cubicles only, remove urinals from use. • Limit the number of persons who can use the facilities at any one time. • Place signage on the door advising of maximum numbers allowed in. • Ensure adequate supplies of soap and paper towels for hand drying.		
13.	Building and office vestibules and reception areas Risk of symptomatic visitors, cross contamination from hard surfaces	• Regular cleaning of areas and hard surfaces with suitable disinfectant to be undertaken. • Hand sanitisers to be available in all communal areas. • Social distancing signage to be in place. • Covid-19 isolation signage to be in place at entrances to building and office areas.		
14.	First aid Risk of cross infection	• First aiders should be provided with the following PPE in case they have to administer first aid, apron, goggles, fluid resistant surgical face mask, nitrile	Plastic aprons IIR Surgical masks Nitrile disposable gloves	Over the month of June, unlikely to have first aiders available, 999

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
		gloves, the injured person should also be provided with a face mask. • If CPR is required, the person's mouth must be covered before CPR, Hands-Only CPR is to be performed whilst waiting on emergency services. CPR can be carried out in conjunction with a defibrillator if available. • First aiders to remove PPE and wash hands as set out in PPE guidance and dispose of in a sealed double bag or as clinical waste if necessary. • Each building to have a room identified which can be used by symptomatic persons if required while waiting on transport home.	Goggles Hand sanitiser Resuscitation face shields Training on donning and doffing PPE	procedures would apply. HTs to advise staff. Training will need to be provided by August
15.	Emergency procedures Social distancing procedures	• During the month of June, normal fire drill procedures should be followed		All fire drills will need to be re-written for August
16.	Deliveries Maintaining social distancing and integrity of access/egress and escape routes	• Establish an area within the building or office area for deliveries that avoids them being taken through the work areas. • Where possible agree delivery times to avoid access and egress peak periods.		
17.	Disabled users Maintaining social distancing during an evacuation	• Due to the close proximity that may be required during a disabled evacuation, PEEPs need to be reviewed.		
18.	Stress and wellbeing Mental health wellbeing, feelings of isolation, concerns over pandemic	• Wellbeing checks to be incorporated at regular meetings..		Consider wellbeing champions for August
19.	Occupational hazards Skin exposure, dermatitis additional use of hand sanitisers	• Single-use nitrile gloves to be used for infrequent cleaning. • Low-risk detergents to be used. • COSHH risk assessment to be available to all staff. • Managers to identify staff who require skin surveillance though frequent use of cleaning agents.		
20.	Air con use of fans	• Aircon and fans should be prohibited in multi-occupied office spaces when occupied as there is		

Number	Safety Hazard	List of control methods that must be followed to protect your health and safety.	PPE/Training Requirements	Concerns
	Lack of natural ventilation in confined spaces increase risk of spread of Covid-19 via air con or use of fans.	evidence that these can spread the virus significant distances, further than the two-metre social distance. • For office cooling, aircon can be used at night and blinds during the day to reduce solar gain or reflective film. • Wherever possible natural ventilation should be used within the offices. • Meetings should be restricted to well-ventilated rooms only • Reduced capacity to assist in keeping heat gain down		
21.	Contactors – only essential repairs and maintenance should be getting carried out at the current time	• Admittance shoujld be arranged by agreement with the HT ie no unannounced or unexpected visits • Maintenance shoul be out-of-hours where possible • Triage health check should be carried out beforehand, eg by phone just prior to the visit or physical distancing, hygiene, etc • Make contractors aware of expected behaviours on arrival (ie induction on house rules, traffic system, no entry areas, etc) • Use hand washing facilities as necessary, eg in toilets, hand sanitiser • Provide hand sanitiser stations at strategic points of the building		

Additional Documentation	

Education

Education, Communities and Organisational Development

Re-opening Moray Schools

Note: This is an electronically retained document... responses to different cases... from pupils...

COVID-19 Response Planning | Risk Assessment FAQs

FREQUENTLY ASKED QUESTIONS – GENERIC RISK ASSESSMENT
COVID 19 JUNE OPENING OF SCHOOLS

'Staff use own classroom' this would make some of the recovery models unworkable as we would need staff to move for S1 and 2 classes	This is for June only – staff will be working in their own rooms
'General Classroom attributes - Face to face meetings to be avoided' - this could be taken as a reason to refuse to be in front of pupils if they are perceived as a gathering of people	As above for June only
I read at the end that this is for June but we are unlikely to have the signage and products mentioned in this time - our order for handwash, sanitiser etc is in and we have been told that there is no stock meantime.	School will be unable to open if the handwash, sanitisers etc are not available. Signage would not be necessary as long as guidance provided about moving around the school or controlled by the rota agreed for staff using the building.
Do we need medical confirmation regarding shielding of staff or is their word enough? Should they have sought medical advice or is self-diagnosing from the NHS info enough?	A copy of letter should be provided to the school.
We need to consider our staff who car share and cannot drive who are travelling from areas with poor public transport	Added to the risk assessment in line with Scottish Government guidance - https://www.transport.gov.scot/coronavirus-covid-19/transport-transition-plan/advice-on-how-to-travel-safely/#section-63888
Should we be trying to manage working from home for all who are vulnerable. If we have a vulnerable member of staff who needs to access the building to collect resources, clear their classroom etc does a RA need to be done for this one visit?	Yes
	Risk assessment to be amended for pupils returning in August

Staff in own rooms in June not a problem but the possible models we are looking at, staff would not be in own room in term 1. Should it not be clear surfaces (thinking of shelving etc in classrooms) and not just clear desk?	
Who will check and clear fridges at end of every day?	To be agreed at school level – may need to consider removing from use if all staff are accessing
Will we get centrally provided templates for signage	Further information to follow re central provision.
First aid is a voluntary role, what if people do not want to do this in current circumstances?	999 protocol should be followed if there is no first aider in school
Our main school office has no windows or natural ventilation apart from the hatch, is this enough?	Alternative provision may be required
Is there central procurement for Sanitiser, PPE or are schools to do this themselves?	This is being looked into to provide a central online ordering system
Is there advice required in terms face masks?	Will be dependent on individual risk assessments and should be in line with current Scottish Government guidance
"Where employees have household members who are shielding, line managers should assess the work being carried out by the employee. If possible they should work from home, if the employee is required to work through being a key or essential worker strict social distancing should be in place and front facing work avoided."	

I would be concerned doing this and would rather a more consistent approach from HR?	Advice and guidance will be forthcoming to ensure consistent approach.
Front facing work is required in almost all aspects of the school	Risk assessment if for the majority of staff who are front facing. This refers specifically to staff who are shielding or have underlying health conditions.
Who does the risk assessment? Training issue. Is there a standard format? Done through OH?	Risk assessment carried out by trained person in conjunction with the individual member of staff
"Any employee with a vulnerable person within the household should home work if possible, if they require to come into work a vulnerable persons risk assessment should be carried out, to reduce the risk to other household members."	
"if possible"? It is possible for a teacher to deliver online learning materials from home – but they then can't do the job of supervising pupils in school.	Will be captured in the risk assessment for August
Can we have a clear understanding of how this is then covered? Do we attempt to get non-specialist supply teachers in to babysit pupils or do we keep the pupils affected by their teacher being isolated at home? If we are covering – access to ICT in school would be important so they can access learning materials – otherwise the ones in school will be disadvantaged over the ones who are at home.	Will be dealt with in the workforce planning workstream.
We need to readdress home-working ICT facilities with the recent increased restriction on using Glow. An agreed methodology for the safe saving and sharing of information whilst home working is required as a matter of urgency. ICT tutors to develop safe working practice for staff saving and sharing information.	Advice and guidance and saving and sharing information to be developed by ICT tutors.

Are floor marking etc required for the (minimal) number of staff?	Can be overtaken by clear guidance being given to staff prior to entering the building with a view to it being in place in August.
"Where practicable, minimising the mixing of groups within the school environment." Does this mean by day? Would have an influence on how we set the school day structure up. Mixing will be inevitable.	Yes Should be addressed by having a rota system in place or a booking system for staff in June.
Don't understand how you can have 2m spacing using a 1900mm corridor as a two way corridor. Assuming a 300mm depth for each person that only gives 1.3m between them – assuming they hug the walls as they pass.	To be developed further for August.
Are we going to have common, agreed "entry-control screening instructions" as I've no idea what these might look like.	This has been issued to HTs
Fire-exit doors will need to be propped open to allow exit/entry - which poses a security and practical issue with wind-tunnelling.	Should only be used if safe to do so.
Will need occupied/vacant signs on doors that don't have viewing panels – can we centrally procure these?	Consideration needs to be given to propping doors open as much as possible.
Are photocopiers going to be cleaned? It isn't just buttons. Site single use gloves by each one? Limit who uses them?	Wipes to be provided and consideration be given to having dedicated staff to carry out reprographic work.
Staff working in shared classrooms will need to be re-located.	

Note: This is an electronically retained document. All printed documents are uncontrolled.

	For the month of June, staff sharing a classroom may need to come in on different days and the classroom must be cleaned before the second member of staff can use. Social distancing rules should apply if safe to do so if both staff are attending.
Time needed to declutter as staff left in a hurry in March	Part of the reason for schools opening in June
May need to buy more storage/shelving	Storage being provided centrally
Centrally produced/procured signage?	Yes
"Pro-active in monitoring that all the school controls and social distancing measures are being adhered to by staff. " Monitoring by whom?	Wording changed on the risk assessment
Can we be clear that breaches may lead to disciplinary?	if necessary at school level
Is this part of cleaning regime or will users have to do this?	Staff should be responsible for cleaning any items they use and worksurfaces used.
What about manual doors? Of which there are many in schools. We can put cleaning stations inside entrance doors – but there are many manual fire-check doors in corridors – will we need one at each of these as we can't prop them open. That will be dozens in our school.	Should be in the August risk assessment and would be included in any cleaning protocol for cleaners on site during the day. Consideration should be given to propping doors open if safe to do so.
"Suitable disinfectant cleaner to be used throughout the school and available within each room at high use areas for all staff and pupils to use at their own desks workstations and chairs.	

Staff to be trained in its use and COSHH assessment to be in place." Who is going to deliver the training?	Still to be agreed. Should have been included in the August risk assessment
Where practicable, consideration should be given to having available a day cleaner within each school to ensure all high use areas are thoroughly cleaned on a scheduled basis" This is imperative to a half day model? And we would need more than one cleaner.	This is being discussed centrally
Who is going to wipe down equipment etc?	Staff will be required to wipe down equipment used before leaving the classroom. Will be included in protocol for cleaning staff.
Does that mean we need hand-gel stations in ones that don't have?	Rooms with no readily available washing facilities will need hand sanitisers.
Need very clear understanding of the extent of this – previous memo refers to 'clearing shelves' for cleaning – that is a massive job. Is that cleared for the long term – in which case where is everything going to go?	It is clearing for the long term. Additional storage and skips will be available.
Who will do all of this? Cleaners? Do we need to appoint fridge monitors for each fridge?	Consideration needs to be given to removing the use of communal equipment. Responsibility for cleaning equipment used lies staff.
We will need tape etc to remove urinals from use. – signage is suitable for the month of June.	Further consideration needed for August.

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In/out signage for toilet doors	Turnable sign where necessary, laminated for use in June. Alternative only use single occupancy toilets.
Do we need to take hand-dryers out of use?	Yes – signage for staff toilets. Equipment for handtowels will be required
Real concerns about the safety of staff at our very open reception, that is quite unusual, and I have had initial discussions with Moray Macleod about what we can do to reduce the risk here.	Alternative provision may be required
PPE will be required for staff who assist evacuation Will we get guidance on this?	Yes to be developed for August and would be included in individual risk assessments.
"Aircon and fans should be prohibited in multi-occupied office spaces when occupied as there is evidence that these can spread the virus significant distances, further than the two-metre social distance." Science technician area could be an issue unless only one person working?	Risk assessment needed to be carried out by science technicians.
"Triage health check should be carried out beforehand, eg by phone just prior to the visit or physical distancing, hygiene, etc" Who is responsible for doing this? Is there an agreed script	To be developed but script may already exist in areas were contractors have been onsite.
Should risk assessments to be shared with hubs	Yes as Hub risk assessments may need amended for shared facilities for the month of June?

Can staff take their own children into the school in the month of June	staff should not be taking their children into school in the month June – they are classed as key workers and would have access to hubs.

Education

Education, Communities and Organisational Development

Re-opening Moray Schools

COVID-19 Response Planning | Risk Assessment Guidance

RISK ASSESSMENT GUIDANCE FOR HEADTEACHERS/NURSERY MANAGERS

The attached generic risk assessment has been developed to help Head Teachers/Nursery Managers plan the safe return of staff to work at the current time.

This generic risk assessment covers the period up to the end of term, with further information and advice to follow regarding updated risk assessments for pupil access/return in August.

The risks from Covid-19 generally are through direct contact (through lack of physical distancing) or indirect contact (infection by contact with contaminated surfaces and then touching the mouth, eyes or nose). The assessment is structured to address the risk of each within particular areas of the school environment or ELC setting.

The risk assement for August is being developed but will add (and not change) the current risk assessment for June.

We are currently sourcing and amending generic risk assessment for use in developing indivual risk assessment for staff with underlying health conditions.

A list of FAQs is attached for information and may thanks to all who responded to the orginal consultation. Please continue to send in questions re risk assessments to the Joint Secretaries of LNCT.

Instructions:

- The generic risk assessment should be considered within your own school context
- Please do not remove any of the safety hazards (column in yellow) – if it does not apply to your situation then put N/A in the control methods box.
- Identify the additional measures which would work in your school and amend the control methods box.
- Consult with the appropriate staff (your TU representatives and or health and safety representative from all unions) before implementation. In the absence of TU reps (for all staff), consult with your WTA committee (teaching). For support staff please contact joint secretaries for advice (email L Stanley by Thursday 11th June).
- Make arrangements to implement the agreed identified measures in question
- Share risk assessment with all staff
- Staff should only be entering the school in agreement with the HT and if necessary a rota put in place to ensure required hygiene standards are maintained and social distancing can be adhered to
- Bear in mind that circumstances change and Covid-19 is a particularly fluid situation
- Should you be considering any form of transition arrangement with pupils/parents on the premises, a further risk assessment will be required

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