

# *Recovery Curriculum and Operational Guidance*

August 2020

## Foreword

The Scottish Government has announced the easing of restrictions and that all learners could return to school on 12<sup>th</sup> August 2020. The School Team have been working extremely hard behind the scenes to create the safest and most effective way to enable our school to reopen. I cannot express strongly enough how much of a challenge it has been to unpick and respond to the huge amounts of information that has been published on a daily basis by the Scottish Government. Consequently, as a school we have worked closely with the Local Authority to create these workable measures to safeguard all members of the school community as we reopen the school.

Although we have enjoyed welcoming back our learners, we need to continue to ensure we follow Scottish Government and Local Authority guidance, and the practicalities of those requirements within our physical space. Complying with these requirements to ensure the health and safety of the learners, staff and parents means that we have had to make changes to the way that school operates. Our Recovery Curriculum and Operational Guidance sets out how we, Newtongrange Primary School, are managing the reopening of school in line with guidance and requirements and will support everyone in being aware of the responsibilities, processes and procedures needed to keep safe.

Our Recovery Curriculum and Operational Guidance will continue to evolve as national guidance changes and I hope that this plan provides some clarity as to what to expect over the coming months. Your child's safety, education and health and wellbeing is paramount.

Finally, despite all of the changes and some continued uncertainty we will all do our very best to ensure that all learners continue to experience learning in an environment that nurtures, supports and challenges them to **ASPIRE** for great things, **BELIEVE** in themselves and **ACHIEVE** with all their might.

Vicky Morgan  
Head Teacher



## Part 1: Recovery Curriculum

Everyone will have been aware of, or have been affected by the global Covid-19 pandemic in some way. As a response to the Covid-19 Pandemic our curriculum delivery has been temporarily reshaped to ensure the safety and recovery of our whole school community. It is vital that we focus on individuals' wellbeing and mental health in light of real or perceived trauma caused that may have been caused by recent events.

We have been thinking about what the curriculum will be like for each and every one of our learners, at whatever age, stage or ability level on the day they walk through the school door. We recognise that learners will not simply pick up the curriculum at exactly the same point at which they left it on their last day at school. Too much has happened.

Our Recovery Curriculum is designed to recognise our children's recent life experiences as a result of the Covid-19 pandemic, provide opportunities for them to establish and learn new ways of living and learning including:

- Supporting our children to build positive relationships with others.
- Supporting our children to manage their feelings and behaviours.
- Supporting our children to enjoy school and make excellent progress.
- Supporting our children's physical health and well-being.
- Supporting our children to understand the Covid-19 situation and how it has affected them and others.

Every child is recognised as a unique individual, and for them to be successful in their transition back into school they need to feel safe, secure and have positive emotional wellbeing.

Our children and our Newtongrange community, need time and space to recover and our aim of the initial term of Recovery is to have fun, enjoy, feel a sense of belonging, be kind to each other and start to engage in learning.

Our Recovery Curriculum will be based on the 6 nurturing principles:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important in the development of wellbeing.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

As educators, our mission will be to journey with each individual child through a process of reconnection and developing resilience, which will lead them on to being effective learners.

The format of our Recovery Curriculum, will be familiar to our children as many aspects of it will build upon and are already part of our HWB Curriculum. Children will be able to apply their previous learning and skills to help them to better cope, build resilience and move forwards.

### Supporting our children to build positive relationships with others

We recognise that our children will need opportunities to rebuild the strong relationships they previously enjoyed in school, and for many reasons, some may require support to achieve this. They may need to re-learn how to interact in class, take turns and share, problem solve, seek help from an adult when it's needed and know which adults help and keep them safe when they need them.

To support this area, our curriculum will:

- Build in opportunities to develop turn taking and sharing.
- Provide children with independent learning opportunities to develop joint play.
- Ensure adults build in opportunities to give sole attention to learners to rebuild relationships.
- Build in HWB opportunities to explore which adults in school keep us safe, and how they do that.

### **Supporting our children to manage their feelings and behaviours**

Many of our children will experience emotions and feelings that they may not have had in the past, which can lead to new behaviours being communicated. Our recovery curriculum will support learners to understand their emotions and feelings and begin to process the experiences they have had. It will support them to relearn some positive behaviours they may have forgotten and we will further equip our children with self-regulation strategies to help them feel safe, calm and able to cope in different situations.

To support this area, our curriculum will:

- Be built around clear routines and communication for all children.
- Build in opportunities for children to express themselves and share their experiences during the school closures.
- Make use of clear behaviour expectations, focused wholly on our 'Positive Behaviour Expectation' Policy.
- Build in tools to support children in communication, such as Zones of Regulation, circle time and mindfulness sessions.

### **Supporting our children to enjoy school and make excellent progress**

We wish for all of our children to experience once again, the many moments of success and achievement in school. This learning will be within our children's abilities and sits alongside an understanding that potential trauma experienced by our children during the school closures may impact on our children's ability to learn in the near future. Despite this, we will build in new learning opportunities that will look like familiar structured sessions that the children are used to (such as phonics, maths, reflective reading etc.) so that our children can rejuvenate with the feeling of success and the desire to engage and achieve.

To support this area, our curriculum will:

- Provide lessons that will be familiar to our children.
- Provide opportunities for our children to engage in some independent learning.
- Make use of resources that our children are familiar with (such as Maths Basic Facts and reading task mats).

### **Supporting our children's physical health and well-being**

We also understand that many of our children will need to re-engage with physical health and well-being routines, whilst also learning new routines to keep themselves and others safe with regards to infection control. As a school, we have introduced a great number of safety measures and rules that our children must adhere to. We will take the necessary time to explain these changes to our children and the reasons for their introduction. We will reiterate to our children that keeping them safe at all times is our number one priority.

To support this area, our curriculum will:

- Include sessions that explore how school life and the learning environment is different to how it used to be.
- Seek to teach children explicitly about hand washing and hygiene practice.
- Ensure all children are clear on the new expectations in school and know where to go if they have any questions or concerns.

### **Supporting our children to understand the Covid-19 situation and how it has affected them and others.**

It is important we support children to understand the Covid-19 situation, recognising what happened, the impact it had on ourselves, our family, our community and the wider world. Children need opportunities to explore gratitude and give thanks to those who have helped keep them safe.

To support this area, our curriculum will:

- Include creating our School Living History log, to collate how we, as a school community, responded during this Covid-19 lockdown.
- Exploring gratitude and appreciation and the importance of positive thinking.
- Include session the explore loss, bereavement and change and how resilience can help us cope during these times.

We recognise that in moving forwards, some children may require further support as the country continues on this journey of recovery. Children requiring more intensive support will either receive the additional recovery support through small group activities or on a more individual/ bespoke curriculum design, alongside class based learning. As a school team, it is our priority to support all of our children to transition back to school and continue forwards on their learning journey.

In addition to Health and Wellbeing, during the Recovery Curriculum we will initially place a particular emphasis on Literacy and Numeracy. We will ensure that all children are accessing high quality learning and teaching that builds on and develops their literacy and numeracy skills.

Other curricular areas will be used to enhance core learning within HWB, literacy and numeracy. We will support the children through a variety of learning contexts to demonstrate their learning, skills, knowledge and understanding across the curriculum. This will include discussions, writing, reflection, observation and practical activities.

We will be carrying out careful assessments of our children with regards to their academic progress. We understand that children's experiences during the home-learning period may vary from one individual to another. With that in mind, we will be ensuring that our curriculum matches the needs of all our children, using teacher assessments in class, and planning to address any gaps that are identified.

We will utilise our Pupil Equity Funding (PEF) to target gaps that may have emerged over the period of school closure, and to continue our efforts to close the poverty related attainment gap.

This plan sets out our strategic priorities and provides detail about the recovery process for our school. As always, if there is anything that you wish to discuss in relation to the plan, please contact the school through the usual channels.

Recovery Plan Priorities 2020-2021	
<b>Priority 1</b> Improvement in attainment, particularly literacy and numeracy.	<ul style="list-style-type: none"> <li>• We will continue to work hard on improving our listening and talking, reading, writing and numeracy skills.</li> <li>• To provide children within early years with quality experiences to develop early literacy and numeracy skills through play.</li> </ul>
<b>Priority 2</b> Targeted Interventions.	<ul style="list-style-type: none"> <li>• To ensure all learners have access to appropriate high quality, individualised 'in class' strategies to support their learning.</li> </ul>
<b>Priority 3</b> Improvement in children and young people's health and wellbeing.	<ul style="list-style-type: none"> <li>• To implement a recovery curriculum focused on building resilience and nurturing practices, prioritising the impact Covid19.</li> <li>• To ensure all learners feel safe, respected and cared for in our school.</li> </ul>
<b>Priority 4</b> Improvement in skills for life, learning and work.	<ul style="list-style-type: none"> <li>• To improve our digital literacy skills.</li> <li>• To implement our Keys to Achieve Progression Framework throughout the school.</li> </ul>



## Part 2: Operational Guidance

Following the latest scientific evidence and advice, and the significant progress that Scotland has made in suppressing the virus, the Scottish Government have now advised that it is safe for children and young people, in all year groups, to return to school full-time from August.

The COVID-19 Advisory Sub-Group on Education and Children's Issues has published scientific advice on physical distancing in schools. The advice states:

*'Subject to continued suppression of the virus, and to surveillance and mitigations being in place, the balance of the evidence suggests that no distancing should be required between children in primary schools.'*

This section of the guidance sets out the key procedures and protocols Newtongrange Primary School have undertaken and put in place to ensure the safe return to school for children and staff, follow the advice from the Scottish Government and Midlothian Council.

### Risk Assessments

As a response to the COVID-19 Pandemic we have worked closely with Midlothian Council Health and Safety Advisors to complete a whole school COVID-19 Risk Assessment, ensuring that we are implementing protective measures in our education setting to ensure the safety of learners, staff and parents. As we receive new guidance from the Scottish Government we will amend our risk assessment to reflect this. When required, risk assessments for individuals will be implemented.

## Organisation and Structure of the School Day

### Staggered start and end of school day and daily routine

The arrangements for parents and carers to drop off and collect children requires careful consideration, to ensure that large gatherings of people can be avoided and physical distancing between adults and children of different groupings is maintained. In order to effectively achieve this, we will have staggered starts and ends of the day. This will allow us to carefully manage the movement of learners around the school site.

We have also staggered the daily routine to limit the likelihood of groups overlapping at transition points.

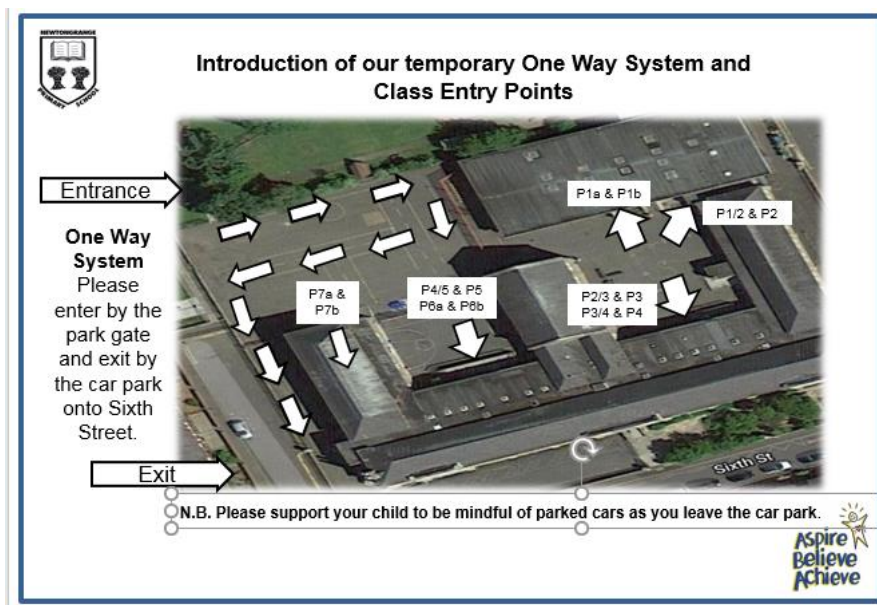
The table below details the staggered start and end times for the different groups.

Staggered start and end times	
Start time 8:45am – End time 2:55pm	Start time 9:00am – End time 3:10pm
P1a	P1b
P2	P1/2
P2/3	P3/4
P3	P4
P4/5	P6a
P5	P6b
P7a	P7b

During this time, parents will not be allowed to accompany their child to their class line. There will be a one way system for dropping your child off in the playground and some markings to reinforce social distancing. Staff will be in the playground during drop off and pick up times to support with learners coming into and out of school safely.

Unfortunately during this time we cannot allow any Parents and Carers to come into the school building. If you need to advise us of something urgent please tell the member of staff in playground or contact the school by telephone or email.

The map below details the one way system in our playground, and which doors classes/ groups will use to enter the school building.



### Late Arrivals

We encourage all parents and learners to ensure they arrive on time within their allocated start and end time. However, if a learner is late, they should come to the main entrance of school.

### Movement Around the School Building

Careful timetabling will be in place to minimise movement around the school building. A one-way system will be used where possible. Bells will be switched off to allow for staggered movement at changeover times e.g. break and lunchtimes.

Initially there will be no school assemblies and similar activities unless these are delivered remotely, avoiding large group gatherings.

### Classrooms

Our ELC Setting, P1a, P1b, P1/2 & P2 classes will follow the ELC guidance to allow children to continue to experience a play based curriculum. Children will be able to play and learn in cohorts of up to 32 learners.

P2/3 – P7 classes will be organised following national guidance to ensure a safe learning environment for learners and staff. Classroom environments have been reorganised to reduce to contact points through appropriate storing of equipment including soft furnishings. Work-stations will be allocated consistently to the same staff and children rather than having spaces that are shared. Where possible, we will ensure movement of individuals between work stations is minimised and where work spaces are shared there is cleaning between use.

Access to outdoor spaces will enhance the recovery curriculum and the experience of our learners.

### Resources

Resources are stored away from learners and once used are disinfected before being storing to reduce risk. Learners will have individual resource packs for items regularly used such as pencils, rubbers and whiteboard makers. This will reduce the handling of items in school.



## Children should **ONLY** bring the following items to school:

- School bag
- Reading book
- Labelled lunchbox, if they are bringing their own packed lunch

During this time, the cloakrooms will be closed. Learners will keep their coats on the back of their chairs and their school bags under their desks. PE kits will not be required. Children are discouraged from bringing toys from home to school or to share their personal belongings with others.

Children will still have access to toys and equipment to support learning, these resources will be easy to clean. Resources such as sand, water and playdough will only be used by a consistent grouping of children and should be part of relevant risk assessments.

Children and staff can take books and other resources home. In school, they will have individual work packs and unnecessary resource sharing, for example, textbooks should be avoided. Cleaning between uses will be in accordance with the Health Protection Scotland Guidance for Non-Healthcare Settings.

Reading books and other similar resources will be quarantined for 72 hours between different children using the resources.

Learners will not be able to drink from the water fountain. They should bring a water bottle to school. This can be filled up using the water fountain.

## **Classroom/ Other Rooms Layout and Organisation**

The layout for furniture in classrooms and other areas needs to take account of the social distancing rule for adults with other adults and adults with children. It also ensures the following should also be considered:

- Children in P2/3 – P7 should sit at the same desk.
- Rooms should be well-ventilated where possible.
- Doors, **except fire doors**, should be propped open where possible to minimise touching of door handles and bottlenecks of learners and staff.

## **Use of Outdoor Spaces**

In order to enrich the learning experiences delivered, outdoor spaces will be used as often as possible. The outdoors can provide extra space for distancing between consistent groups of learners, help to decrease the risk of transmission, and improve the physical and mental health and wellbeing of children.

## **Practical activities, experiments and investigations**

Practical, “hands-on” learning and activities, experiments and investigations are an important part of the curriculum across all subject areas. Staff will consider how to adapt learning experiences to allow for learners to carry out these activities in a safe way.

## **Physical activity and sport**

Opportunities to participate in physical activity and sport have the potential to enhance children and young people’s mental and physical wellbeing and will support children and young people to lead healthy, active lifestyles now and in the future. We will follow Guidance on organised outdoor sport for children when planning and preparing for physical activity and sport. During this time, PE will take places outdoors. It is important children bring sportswear for all weather.

## **Music/singing**

On the initial return to school, singing activities will be avoided until there is further guidance on how these can be managed safely.

### **Play times**

Break and lunch times will be staggered to continue to be a time to promote play experiences within safe environments. A maximum of 4 classes will share a playground area. The shared playtimes will remain consistent.

### **Lunches**

Lunchtimes provide an opportunity for our learners to develop social skills, independence and to fuel up ready for the rest of the day! As a response to the current pandemic our arrangements for lunches has been altered to reduce levels of risk in a variety of ways.

Learners will remain in their learning spaces to eat their lunch. Learners can bring a packed lunch from home or have a school packed lunch. Hot meals will not be served during this time.

Tables will be disinfected before and after eating. This will be done by the cleaning team and school staff.

All learners will undertake supervised handwashing before eating.

### **Free School Meals**

Currently, BACS payments are set up for those families who qualified for free school meals based on the criteria applied during the lockdown and summer period. As of the start of the new academic session ALL P1-3 children are entitled to free school meals. It has not been possible at this time to expand the BACS payment system for ALL P1-3 children. Therefore:

- From Monday 17 August, **ALL** P1-3 children will be provided with a free packed lunch from our school meals service- until then they should bring a packed lunch to school
- This can be ordered on a weekly basis, with further information about the ordering system being issued by the end of w/b 10 August to schools.
- For all other children and young people from P4-P7 who are entitled to free school meals, BACS payments will continue until Friday 18 September and they should continue to bring a packed lunch to school until then or are advised otherwise.
- Children in ELC will be provided with packed lunches initially.

The most up to date information regarding school lunches can be found on the Midlothian Council website: [www.midlothian.gov.uk](http://www.midlothian.gov.uk)

### **Parental Engagement and Family Learning**

With current health and safety guidance preventing parents from attending events in school, we will continue to seek creative ways to connect, consult, share with and support all families.

### **Visitors in School**

Within Midlothian there are a range of multi-agency professionals who deliver support for children and young people across our educational establishments. These services are valued and provide considerable specialism in schools for children, young people and families. All visitors will follow our Covid protocols and policies to ensure the safety of all.

Any unnecessary visits to the school during this time will be postponed to a later date.

### **Maintenance Work**

Any facilities management work carried out within the school setting will adhere to the principles of physical distancing and be subject to risk assessment to put in place mitigating actions. Procedures are in place for deliveries to minimise person-to-person contact.

### **Transport and Travel**

When travelling to and from school, families are encouraged to follow physical distancing and to wash or sanitise hands before and after travelling. Where possible children will walk, cycle or scoot to school. Families are discouraged at this time to car share and if using public transport, face covering must be worn, in line with national guidance.

## Prevent and Response to Infections

In order to assess the risks identified in our risk assessment, we will, with Midlothian Council implement core public health measures, ensuring a positive and safe learning environment for all children and staff.

Essential public health measures include:

- Enhanced hygiene and environmental cleaning.
- Minimising contact with others.
- Wearing appropriate personal protective equipment (PPE) where necessary.
- A requirement that people who are ill, stay at home.
- Active engagement with Test and Protect.

### Personal Hygiene

Children, staff and any others for whom it is necessary to enter the school will maintain Covid-secure personal hygiene throughout the day including:

- Frequent washing/sanitising of hands for 20 seconds and drying thoroughly, and always when entering/leaving the building, before/after eating and after using the toilet.
- Avoid touching their faces including mouth, eyes and nose.
- Using a tissue or elbow to cough or sneeze into, and use bins that are emptied regularly for tissue waste.

It will be the responsibility of every individual in the school to observe good hygiene practice to minimise the risk of infection. Within the Recovery Curriculum, importance will be placed on reinforcing the importance of Covid-secure hygiene measures throughout the school day, as part of their work on responsible citizenship.

Handwashing stations are set up throughout the school and signage is applied appropriately to support Covid-secure hygiene measures.

### School Uniform

School uniform/clothing should be washed/cleaned as normal and during this time, there is a relaxed attitude to dress code. Where possible, we continue to encourage all children to wear school uniform. School uniform can be ordered through our school office. We also have a supply of quality second hand school uniform available for 'free' to families. Please contact Lee Grieve, our HSP to check our uniform bank.

During this time, PE changing rooms are to remain closed and children are not encouraged to change for PE. We advise that on the days children have PE, they come to school dressed in sportswear. We will communicate with you what days your child's class has PE in due course.

### Enhanced Environmental Cleaning

Cleaning will be carried out during the school day in accordance with Covid-19 – guidance for non-healthcare settings. Desk surfaces, chairs, doors, light switches, banisters, sinks and toilets will all be cleaned regularly throughout the day. There will be routine cleaning and disinfection of frequently touched objects and surfaces (e.g. telephones, keyboards, door handles, desks and tables). Each setting will be cleaned every night/ morning.

### Ventilation

Wherever it is safe to do so, doors and windows will be kept open to increase natural ventilation (this advice will be reviewed as we head into the winter months). This will also help to reduce contact with door handles.

### Signs and Symbols

There will be signs and symbols clearly displayed around the school acting as prompts to ensure social distancing and handwashing expectations are followed.

## PPE and Other Protective Barrier Measures

For the majority of staff in school, PPE will not normally be required or necessary. Where it is required or necessary, the following arrangements will apply.

The use of PPE by staff within schools will be based on a clear assessment of risk and need for an individual child or young person, such as personal care, where staff come into contact with blood and body fluids or lift children and young people.

## Face Masks, Face Coverings and PPE in schools

Midlothian Council policy is for all school staff to wear face visors as enhanced protection. Some staff may wear face masks to support any children and young people who are working in close proximity to pupils or choose to do so for personal reasons. You may wish to discuss this with your child to ensure that they are prepared for staff wearing visors and masks. Children and young people will be familiar with people wearing visors and face coverings if they have been out and about in their local facilities and communities. In certain circumstances, staff may wear enhanced PPE as required when working in specific environments.

Face coverings should not be required for most children (those clinically advised to wear a covering are an exception). However, any child wishing to wear a face covering in school will be supported to do so.

## Staying vigilant and responding to COVID-19 symptoms

The whole school community will continue to be vigilant for the symptoms of COVID-19, and understand what actions should be taken if someone develops them, either onsite or offsite. The most common symptoms are:

- New continuous cough.
- Fever/ high temperature.
- Loss of, or change in, sense of smell or taste (anosmia).

All children and their families and staff working in school, will be supported to follow up to date health protection advice on household or self- 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 virus. Guidance on this is available from NHS Inform.

**It is essential that people do not attend school if symptomatic, but instead self-isolate (along with their household) and follow guidance on NHS Inform and from Test and Protect.**

We are working in partnership with Midlothian Council and NHS Lothian Board Health Protection Team (HPT) to ensure we are implementing Midlothian Council's *Guide to support workplace communications, training and actions to prevent the spread of COVID-19 and in the event of an outbreak*.

If a child is awaiting collection, it is important we find them somewhere safe to sit which is at least 2 metres away from other people. We have identified a room and a designated toilet for individual use, where they can be isolated behind a closed door with adult supervision as appropriate, depending on the age and needs of the child.

## Test and Protect

Test and Protect is Scotland's approach to preventing the spread of coronavirus. Anyone experiencing a new, continuous cough, a fever/high temperature, and/or a change or loss in taste and/or smell should self-isolate (with their household) and get tested.

Many other illnesses have some symptoms similar to COVID-19. Without a test, anyone experiencing those symptoms should self-isolate for at least 10 days (and 14 days for their household). They can only come out of isolation once the 10 days have passed, and only then if their symptoms have improved and they have been without a fever for at least 48 hours. Acting early and getting tested means that, should they test negative, they can come out of isolation once their symptoms improve and they feel well enough to do so.

If someone is experiencing other symptoms e.g. blocked/ runny nose, headache, sore throat, etc., but **not** including any of the classic COVID-related symptoms, they should stay off school until their symptoms have improved and they feel well. There is no need to self-isolate for 10 days, no need for their household to isolate, and no need to get tested for COVID-19.

If at all unsure, they should consult with their doctor for advice.

## Contingency Planning

If the further unlocking of restrictions results in an increase in cases within Scotland and/ or in the event of a local outbreak of the virus, we need to be prepared for the temporary school closure to help control transmission.

Our contingency plan includes the blended learning model and using digital classrooms to support ongoing learning. We will have one week's worth of learning activities on our school website for all children, and families will continue to have access to the digital platforms we used during to lockdown to ensure that remote learning can commence at very short notice in the event of another school closure.

In partnership with Midlothian Council, we also continue the work we have been undertaking in relation to tackling digital exclusion.