



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

June 2020



GLASGOW: Nurturing City





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Background

The First Minister has proposed that, as part of a phased approach, schools should start to return in June with pupils not returning to their primary and secondary schools until August 2020.

The full framework is published here: [Framework for decision-making](#)



Consultation

In the last three weeks, Education Services has been consulting widely with heads of schools and nurseries on the issues which concern them about a return to work and how they would organise their establishment to maximise learning for children and young people. The Executive Director and one of the Heads of Service met with three different groups of secondary-aged young people to seek their views on a return to school.

In addition, through a partnership with the Glasgow City Parent Group, three sessions were set up to enable parent representatives ask questions directly to the Executive Director. These were very positive sessions. A summary of the consultations with parents are available at [Parent summary](#). They are also available on Glasgow City Parent Group Facebook page.

There have also been sessions with headteachers of primary, secondary and ASL and with the unions.

These consultations have helped inform planning. In addition, the regular linking with other Directors/ Heads of Service in the West Partnership and from other local authorities across Scotland has helped support planning through the sharing of ideas, challenges and potential solutions.

Throughout the lockdown period, Education Services has communicated with as many staff as possible through advice documents sent to heads for onward sharing with staff. Communication with staff is carried out through Education Services' intranet.

We recognise that there is a need to continue to communicate with parents. Two parents' letters have been sent out via schools and nurseries. While communication is best done through the school or nursery, there are overall messages which need to be delivered to parents and other stakeholders. A new page has been developed on the Glasgow web-site under Schools and Learning [RRR2020](#)

Recovery Planning

The recovery planning has been structured in phases with each phase informed by government guidance as it is published.

Phase 1

Schools and nurseries open in June 2020 to staff and to children and young people for transition purposes;

Phase 2

Childcare is delivered to children of keyworker families, holiday food programme is delivered and some schools to provide targeted summer programmes;

Phase 3

Schools and nurseries open in August 2020 to all children and young people, attending on a part-time basis with a blended model of in-school and out of school learning;

Phase 4

Schools and nurseries open fully to all children and young people.

The timing of the phasing is dependent on advice from government. There is no indication yet of the timing of Phase 4.





As a Nurturing City, compassion, care and wellbeing are central to our work in delivering high quality education to all children and young people.

From the outset, we recognised the importance of keeping connected. Now as we plan our recovery, we must take time to recognise the impact of the pandemic on the wellbeing of children, young people and staff.

The following is taken from Glasgow Psychological Services paper on Recovery, resilience and re-connection. The full paper is available [RRR2020](#).

'The transition back to school following the COVID-19 closure will be one that is new to all of us. The circumstances which led to a rapid closure of schools in March 2020 meant that staff were limited in the work they could do to plan for and support the transition out of school and to home for what was to be an unknown and extended period of time. During this time of school closure education staff have been acutely aware of the impact of inequality for some of our families; the challenges of maintaining good mental and physical health and the increased risk for some

children and will approach reconnecting to school with concern about how these will affect children as they return.

Additionally the time of year that the closures were implemented meant that much of the usual transition work and celebration for children starting a new school, moving classes or leaving school for work or further education did not happen or happened under constrained circumstances.

Staff will also have moved, retired, taken up new posts, gone on maternity leave etc. and teams will have been limited in how they mark these significant events for each other.

How beginnings and endings are managed is important for our wellbeing, our sense of connection and belonging. However within our Nurturing City education staff in Glasgow are very familiar with Nurturing Principle 6 – **transitions are significant in the lives of**

children - and will already have many skills and strategies which enhance their teaching and inform the relationships they have with children and young people at transition points.

We will need to plan carefully together to ensure this time of reconnection to school is a time of recognising the emotional needs of the whole school community, ensuring children and their families feel welcomed back and looking forward with hope to new learning and renewed relationships.'

As we move through each recovery phase we will continue to prioritise wellbeing.



Phase 1: June



On the 29th May, the Scottish Government published comprehensive guidance opening schools

In this first phase there is no expectation that all staff are to be in all day every day during June. This is for planning and preparation.

It was suggested that staff come in small groups into schools and nurseries. For staff who use public transport, consideration was given to staggering visits across the day to avoid busy times.

From w/c 8 June, the hubs were no longer working and children were supported in their own school or nursery setting.

Advice has been provided to schools and nurseries on the support for staff who are defined as 'extremely clinically vulnerable', 'clinically vulnerable', pregnant women and BAME.

Week Commencing - 8 June 2020

- Groups of staff coming in on a planned basis to meet with senior staff to discuss in-school arrangements for June, including support staff
- Groups of nursery staff in on a planned basis to meet with senior staff to discuss in-school arrangements for June
- Children who were attending the hubs to go to their own school.
- Planning for August to start
- Planning for transition

Week Commencing - 15 June 2020 and 23 June 2020

- Continued planning for August with staff working between school and home
- Planning for potential summer programmes
- Transition visits, where appropriate



Phase 2: Summer July/August



Childcare

The Strategic Framework document instructs local authorities to continue to provide free childcare for key workers.

Parents have applied for summer childcare through an on-line application process. The childcare for primary-aged children will be provided through out of school providers and/or third sector providers using a hub model.

If a nursery-aged child is already attending a nursery and the parent is a key worker then this care will continue through the summer either in their current nursery or in another nearby nursery.

During the summer, the Council's holiday food programme will provide support for children through projects across the city. A summary of this and other activities in the summer is provided at [RRR2020](#)

August Childcare

We recognise that increasing numbers of parents will be returning to their work and that a blended approach to learning with potentially only two full days in school for primary-aged children or mornings only for nursery-aged children will not suit all parents.

It is likely that there will be restrictions on the numbers of children that we can provide childcare for on the days they are not in school. Therefore, we will be asking working parents to engage with their employer to explore how they can continue to work from home on a part-time basis to reduce the number of children requiring childcare. We will be appealing to employers to be supportive.

We have opened an on-line application for August childcare [RRR2020](#). Breakfast clubs will continue to be available in our primary schools. However, we may have to restrict the numbers. This will be included in the application process for August childcare. Applications will be assessed against the criteria set by the government.

The following categories will be applied when deciding who will get access to available childcare. The full paper is here [Keyworker Guidance](#)

Whilst decisions are being taken at the local level, we would expect this to include consideration of:

Category 1

Health and Care workers directly supporting COVID response, and associated staff; Health and Care workers supporting life threatening emergency work, as well as critical primary and community care provision; Energy suppliers (small numbers identified as top priority already); staff providing childcare/ learning for other category 1 staff.

Category 2

All other Health and Care workers, and wider public sector workers providing emergency/critical welfare services (for example: fire, police, prisons, social workers), as well as those supporting our Critical National Infrastructure, without whom serious damage to the welfare of the people of Scotland could be caused.

Category 3

All workers (private, public or third sector) without whom there could be a significant impact on Scotland (but where the response to COVID-19, or the ability to perform essential tasks to keep the country running, would not be severely compromised).





Phase 3: August



The First Minister has announced that all schools and nurseries are to open from Tuesday 11th August.

After consultation with trade unions, it has been agreed that our in-service days will be Monday 10th August and Tuesday 11th August. That is for all schools and nurseries, including nurseries that are open all year round.

All settings have developed risk assessments for opening in August. The risk assessments should aim to maximise teaching time for children and young people.

Safety of children, young people and staff is paramount. The health and safety team in Education Services have been preparing clear advice and guidance which should be taken into account in risk assessments.

As scientific and medical evidence is improving, risk assessments will be regularly reviewed and updated.





Models of Delivery



All settings will maximise the time that children spend outdoors.

Early Learning and Childcare

Guidance for early learning and childcare settings is to be published on 15th June. You can read the current information on our RRR page. <https://www.glasgow.gov.uk/article/25947/Recovery-Resilience-and-Reconnection-2020>

The duty on Council's to deliver 1140 hours from August 2020 has been relaxed. We still have a duty to provide at least 600 hours of early learning and childcare to every eligible child.

This means that heads are going to have to consider how we can meet this duty with fewer places available in the nursery.

Heads and their staff are considering the layout of their nurseries to decide how many children can be safely taken in each area. The minimum number would be half the registered capacity but this is viewed as a starting point. However, we are encouraging nurseries to do whatever they can to maximise their use of the outdoors and any other available spaces in the nursery to enable as many children as possible access early learning and childcare.

For working parents, the advice for families remains that they should work from home wherever possible. However, by August, under the government's phasing it is likely that other people, such as friends and family (not extremely clinically vulnerable) could be able to look after children.

Priority will be given to the children of key workers for full-time early learning and childcare. The key worker guidance will need to be firmly applied in order to be able to maximise access to early learning and childcare for all eligible children. For example, two parents who are keyworkers would be a first priority. Families should be encouraged to consider alternatives, such as other family members. Parents may be unaware that the 31st March guidance on closure of schools and nurseries says:

"Where essential, children can also be cared for at home by a non-vulnerable carer from another household. This should be the same person wherever possible (i.e. this should not be multiple different people). This could be a non-vulnerable

relative or friend, a nanny or babysitter."

Heads will then prioritise vulnerable children and pre-school children.

1140 hours

The government has relaxed the duty on local authorities to provide 1140 hours by August 2020. If our nurseries (Council and partner providers) are only able to provide fewer places due to restrictions on physical distancing then our priority must be fulfil our duty to provide all eligible children at least 600 hours of free early learning and childcare. That is, there will be more children with part-time places and few with full-time places. This will mean parents not being able to access 1140 hours which will be disappointing to some. If the scientific/medical advice changes to allow us to increase the number of children in our nurseries then we will be increasing the number of funded hours available to parents.





Primary schools

Each school is developing their own plan taking into account their staffing, layout and context. In order to maximise teaching time for children, primary schools will amend the timing of the school week and the school day. Teaching groups will be created which can be accommodated in the available teaching spaces in the school. General Purpose rooms and gyms may be used as teaching spaces.

It is likely that almost all children will be offered two days a week in-school teaching. Monday/Tuesday or Thursday/Friday. Some children may be offered a different pattern, such as five mornings, which would better meet their needs. All children will have a minimum of 11 hours of in-school teaching.

In a teacher's contract they have 2.5 hours every week for planning and preparation – called non-class contact time (NCCT). Normally this is spread through the week, in this model, all the NCCT is taken on a Wednesday. This approach allows us to maximise the number of teaching groups.

When they are not in school, children will be expected to be cared for at home and be continuing their learning at home. As noted above, there will be childcare available for the children of keyworkers and some vulnerable children.

Secondary schools

Each school is developing their own plan taking into account their staffing, layout and context. We have asked them to prioritise senior phase pupils (S4 to S6). Young people will be offered at least 12 hours of in-school teaching in S1 to S3 and at least 14 hours of in-school teaching in S4 to S6 (or equivalent over two weeks).

Given the different sizes, layouts and contexts of each secondary school it is not possible to have a consistent model across the city. Here are some examples of models, they are all based on having two groups of pupils:

Secondary School Models

Half Day Model:

Group 1 attends in the morning with those eligible for free school meals collecting their lunch with Group 2 attending in the afternoon.

Full Day Model (Alternate Days):

Week 1: Group 1 attend full day Monday, Wednesday and Friday; Group 2 attend full day Tuesday and Thursday.

Week 2: Group 1 attend Tuesday and Thursday; Group 2 attend Monday, Wednesday and Friday

Full Day Model (Alternate Weeks):

Week 1: Group 1 attend full day Monday, Tuesday, Wednesday; Group 2 attend full day Thursday and Friday.

Week 2: Group 1 attend Thursday and Friday; Group 2 attend Monday, Tuesday, Wednesday



Additional Support for Learning

Given the diverse range of needs in our stand-alone schools and enhanced provisions it would not be sensible to prescribe an approach as this would not meet the needs of all children and young people.

Primary-aged children in enhanced provisions as part of a mainstream primary should be considered, in so far as is reasonable, as part of the plan for the primary school. Discussion will be needed with parents around planning and transport.

Similarly, secondary-aged young people in enhanced provisions as part of a mainstream secondary should be considered, in so far as is reasonable, as part of the plan for the secondary school.

For our free-standing ASL schools, staff are working on bespoke plans for individuals or small groups of children and young people.

When planning bespoke programmes, consideration is being given to the layout of learning settings and the learning outdoors should be maximised.

Communication

Each school and nursery will be communicating clearly with their parents on the model they are planning to implement and the brief reasons as to why this model was chosen.

Health and safety, cleaning and catering

For nurseries, primary schools and ASL schools, Catering and FM are responsible for the cleaning. For secondary schools and one primary school, Amey are responsible for the facilities management.

Education Services' health and safety team have been working very hard keeping up to date with all the relevant guidance. They have issued exemplar risk assessments and a full health and safety manual will be available by August.

Property and Land Services are developing a well-planned and comprehensive cleaning regime for all schools and nurseries. There is a similar plan for the schools managed by Amey. Revised cleaning specifications have been established. An emergency response service is place to respond to health and safety incidents and measures are in place to ensure stocks of cleaning materials are maintained and readily

available in establishments. In response to risk assessments, priority for day cleaning services will be to ASL schools and nurseries.

A Glasgow company have provided us with child-friendly hand-sanitiser stations, signage and floor vinyls. Over the summer these will be installed in every nursery, primary and secondary school. The hand-sanitiser stations will be placed at the entrance to the building. They will not be provided throughout the building as it remains the case that handwashing with soap is a much more effective way of reducing the risk of the virus.

Schools and nurseries will continue with regular handwashing throughout the school day.

We have also designed posters with the help of children which have been issued to all schools.

Transport

Parents will continue to have the option of their child using school transport in August. We will be encouraging pupils to walk and cycle more to school. Education Services will follow the most up to date advice for transport as provided by Scottish Government. Our transport team is regularly liaising with SPT and taxi companies.





Provision for supporting children through the summer

A brief paper outlining the provision for supporting children, particularly those eligible for free school meals is available [RRR2020](#)

Curriculum

<https://scotlandscurriculum.scot/> provides clear advice and guidance on Scotland's curriculum. It remains the position that 'the curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts: opportunities for personal achievement; interdisciplinary learning, ethos and life of the school as a community and curriculum areas and subjects'.

Given that pupils will have less time in-school learning during academic session 2020/21, it is unlikely that each school/nursery will be able to deliver fully on the range of entitlements that are described within curriculum areas/ subjects. However, it should also be remembered that 'individual settings and practitioners are empowered to make the decisions needed to provide a flexible, enriched and coherent curriculum that is adaptable and responsive to

the diverse needs of individual learners and which reflects the uniqueness of their communities.'

Literacy, numeracy and health and wellbeing remain at the heart of the curriculum. Heads will be using the flexibility offered in the guidance to develop a curriculum which meets the needs of their learners reflecting the uniqueness of their community.

We also want our children and young people to experience a breadth of curriculum. We recognise that many children flourish when they are given opportunities for personal leadership, in the expressive arts and in sport. Schools will continue to find innovative ways to ensure our children and young people have opportunities to achieve but this may take longer than usual.

Further advice for primary and secondary schools is available [RRR2020](#)

We have had to take a number of difficult decisions which will be kept under review as the scientific/medical evidence improves and changes.

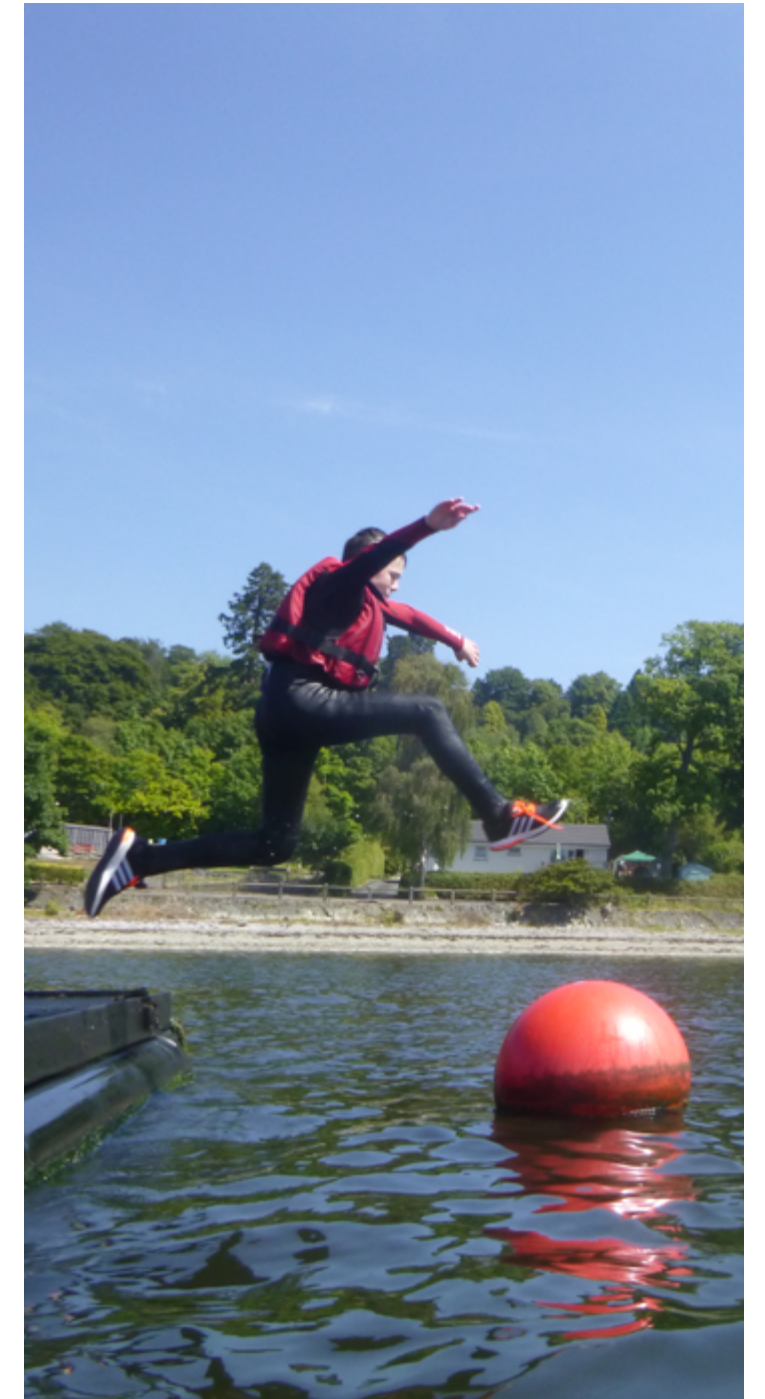
There will be no additional musical activities on offer on a Saturday at City Halls.

There will no primary swimming programme.

There will be a very limited provision to support art and design at the Tramway.

Blairvadach Outdoor Centre will continue to support outdoor learning across our schools – these will take place at Blairvadach and at Pinkston Watersports centre as well as in our parks. There will continue to be an opportunity for residential activity albeit on a smaller scale.

Active Schools Coordinators will continue to support our schools. The Physical Education, Physical Activity and School Sport (PEPASS) team are reviewing their programme for 2020/21.





Financial Implications



The financial implications of the measures we are taking to maintain services and support the recovery phase have the potential to be significant. For example, a total of £3.8m will be incurred on the Farmfoods scheme by the end of term. Through the school closures our fixed costs for catering and cleaning have remained the same. Other areas of exposure include the health and safety response, enhanced cleaning regimes, and additional staffing costs to support childcare provision outwith term time. There is ongoing investment in the production of home learning materials and additional resources are being deployed to support acceleration of the connected learning programme and the I-pad roll out. In addition, we continue to support the financial sustainability of our Early Learning and Childcare providers through the commissioning framework.

We have also recruited additional teachers to enable us to maximise the number of teaching groups available in primary and secondary schools.

In accordance with national guidance, some flexibilities have been secured in terms of the use of ring fenced Scottish Government Funding across ELC expansion, PEF and SAC funding. The flexibility is limited as we must continue to prioritise raising attainment and achievement. An element of financial risk remains as Glasgow had largely committed these resources in terms of staffing commitments which continue to be met and our advanced state of readiness for the introduction of 1,140 hours of ELC provision from August.

There are secondary financial implications as a result of the COVID-19 situation such as loss of income and the financial position continues to be closely monitored in conjunction with Corporate Finance.

Maureen McKenna
Executive Director of Education

