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### Education Services: Framework for Recovery, Resilience and Re-connection

8 June 2020

#### Background

The First Minister has proposed that, as part of a phased approach, schools should start to return in June.

The Executive Director of Education has been working closely with other Directors/Chief Education Officers in the West Partnership to develop, in as far as is possible, a consistent approach across the eight authorities in the West. This would bring greater consistency for parents, some of whom may live in one local authority but work in another local authority area.

#### 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.

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

Summaries of the consultations are available at [Parent summary](#) on Education Services' intranet. They are also available on Glasgow City Parent Group Facebook page.

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. The advice documents have been placed on Education Services' [intranet](#). In addition, two parents' letters have been sent out via schools and nurseries and placed on [GCC COVID](#) under Schools and Learning.

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

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- **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.

### Wellbeing

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 [here](#) on Education Services' intranet.

'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.

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### Phase 1: June

On the 29<sup>th</sup> 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 should be given to staggering visits across the day to avoid busy times.

From w/c 8 June, the hubs will no longer be working and children should be supported in their own school or nursery setting. This means that staff – teachers and support staff – should be part of a rota to supervise. Active schools and Blairvadach staff may continue to provide support as they are able.

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 BME.

#### **w/c 1 June 2020**

- Schools and nurseries to be cleaned
- Senior leadership teams in schools and nurseries to return through the week to prepare
- Other staff could attend in a voluntary capacity
- Childcare to continue at the hubs
- Risk assessments to be completed

#### **w/c 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

#### **w/c 15 June 2020 and w/c 23 June 2020**

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

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### Phase 2: Summer July/August

#### Childcare

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

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).*

Plans are being developed where the childcare for primary-aged children would be provided through out of school providers and/or third sector providers using a hub model. Parents will require to apply for this through an on-line application process.

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.

If the parent is a key worker whose child is not currently in a nursery and they are seeking a place because their circumstances have changed then they should contact the nursery or childminder their child was in prior to lockdown to apply, if they cannot contact them then they can email [EducationELC@glasgow.gov.uk](mailto:EducationELC@glasgow.gov.uk)

We are also linking with Community Planning colleagues to maximise the support provided through the holiday food programme.

#### 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 encourage employers to be supportive.

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We will be opening an on-line application for August childcare later in June. 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.

### **Phase 3: August**

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

Our opening date for children and young people was 13<sup>th</sup> August with 11<sup>th</sup> and 12<sup>th</sup> allocated as in-service days. We are currently consulting with the teachers' side of LNCT and support staff unions as to how we reconcile our planned calendar with this instruction. In-service days before schools and nurseries start are essential.

All settings need to develop 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. <http://www.goglasgow.org.uk/Pages/Show/2347>

A health and safety manual is being developed and when ready will be placed on the above web-site. It will be kept as an electronic resource as it will require to be frequently updated as guidance nationally changes.

### **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 not due to be published until 15<sup>th</sup> June.

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 need to consider the layout of their nurseries and consider how many children can be safely taken in each area. The minimum number would be half the registered capacity as a starting point. However, we would encourage nurseries to do whatever they could to maximise their use of the outdoors and any other available spaces in the nursery.

The advice for families remains that they should work from home wherever possible.

Priority should be given to the children of key workers for full-time early learning and childcare. We need to be firm in our application of key worker guidance 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

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consider alternatives, such as other family members. Parents may be unaware that the 31<sup>st</sup> 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 should then prioritise vulnerable children and pre-school children.

Snacks and lunches need to be carefully planned and will not be able to be provided universally. Priority should be given to vulnerable families.

### *Primary schools*

Each school will develop 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.

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

### *Secondary schools*

Each school will be developing their own plan taking into account their staffing, layout and context. We have asked them to prioritise senior phase pupils (S4 to S6). Given the way in which secondary schools are timetabled, it is not possible to have a consistent model across the city.

### *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.

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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.

### 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 are developing their health and safety manual which will be kept on the intranet to enable it to be updated regularly [RRR2020](#) .

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 and a cleaning programme will commence between now and the start of the new academic session. 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 prioritised to ASL schools and nurseries.

A Glasgow company have provided us with child-friendly hand-sanitiser stations, signage and floor vinyls. Over the summer we will be looking to provide these in every nursery, primary and secondary school. These 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 will be 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.

### Free school meals

When the lockdown took place from 23<sup>rd</sup> March, Education Services worked quickly to put into place steps to ensure that children who would normally have access to free school meals were supported when schools closed.



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Pre-paid cards were sourced from Farmfoods. They have a number of stores across the city, mainly situated in areas of multiple deprivation. Their shops provide a range of fresh food, including halal. Over 32,000 cards were sent out to families – one for each child who was in receipt of a footwear and clothing grant.

The cards are topped up remotely every two weeks. Overall, the system has worked well. A small team responds to enquiries.

Over the summer, the holiday food programme which provides funding to a range of third sector organisations will ensure that families experiencing disadvantage across the city will continue to be supported. Children attending the keyworker childcare will also be provided with snacks and lunch.

When the schools return in August, children and young people eligible for free school meals will continue to receive them on the days they are in school. The children who are accessing childcare will also receive snacks and lunch.

Education Services are considering how to provide lunches to those children entitled to free school meals on the days they are not in school. We recognise that the pre-paid cards have not met everyone's needs. For example, some families may not have had a Farmfoods shop close by and will have required to travel. We are exploring ways in which we can provide them with a direct payment which would offer greater flexibility for parents.

In conjunction with the Headteacher who leads on Glasgow's Improvement Challenge, Farmfoods were asked for any support they could offer for resources to support children's learning. Farmfoods have offered £100,000 to enable us to provide a range of literacy and numeracy resources as part of the Challenge.

### 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.

Education Services are engaging with headteachers to consider what curriculum guidance would support them.

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## **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.

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