



# Heathryburn School

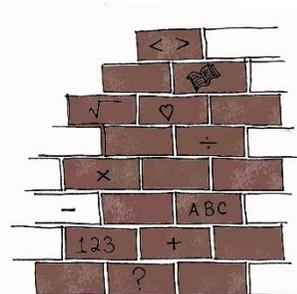
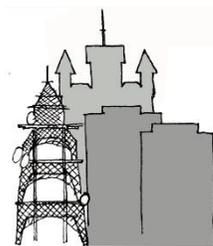
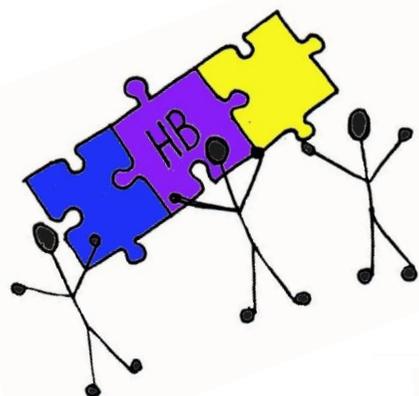
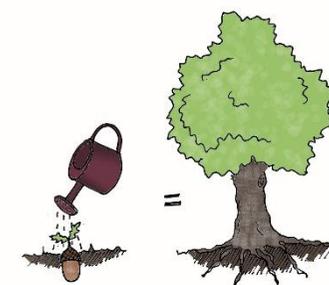
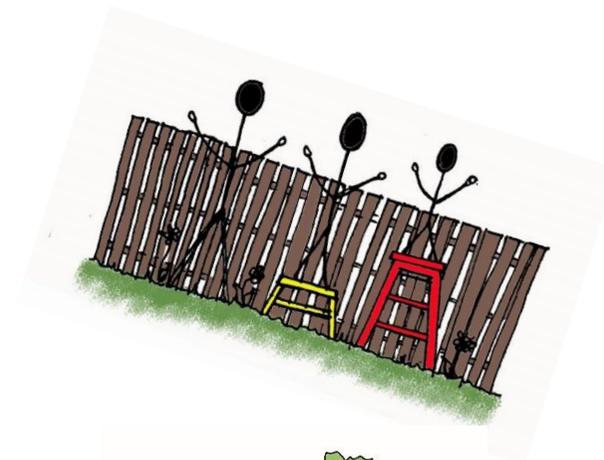
## Standards, Quality, Improvement and Recovery

### Plan 20/21

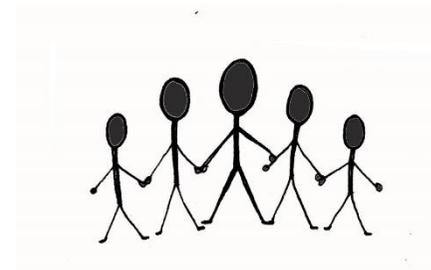
#### CURRICULUM DRIVERS

The key Drivers for our curriculum are as follows:

- Excellence and Equity
- Raising Attainment
  - Nurture
- Quality Teaching and Learning
  - Community Involvement
- Partnerships and Family Learning
  - Teamwork
- Developing the Young Workforce
  - Citizenship
  - Resilience
  - Creativity



*Learning is Life Changing*





<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people's health &amp; wellbeing</li> <li>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p><b>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</b></p> <ul style="list-style-type: none"> <li>• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.</li> <li>• 90% of children and young people will report that they feel mentally well by 2026.</li> <li>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</li> <li>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</li> <li>• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</li> <li>• 25% fewer young people (under 18) charged with an offence by 2026.</li> </ul>
<p><b>School Improvement Priorities (Last Year)</b></p> <p><b>Priority 1</b> – Improvement in attainment, particularly in Literacy and Numeracy</p> <p><b>Priority 2</b> - Closing the attainment gap between the most and the least disadvantaged children and young people</p> <p><b>Priority 3</b> – Improvement in children and young people's health and wellbeing</p> <p><b>Priority 4</b> – Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p><b>School Improvement Priorities (This Year)</b></p> <p><b>Priority 1</b> – Consistent delivery and responsive implementation of the curriculum in a blended model of high-quality learning and teaching</p> <p><b>Priority 2</b> – Improvement in children and young people's health and wellbeing.</p> <p><b>Priority 3</b> - Improvement in attainment, particularly in Literacy and Numeracy</p> <p><b>Priority 4</b> – Negate potential impacts of changes to learning structures and effects of COVID 19 upon the attainment gap between the most, least and disadvantaged young people.</p>
<p><b>Context of the school:</b></p> <p>Heathryburn School is a place where children come to develop their skills, learn and grown in a safe, supportive, encouraging and nurturing environment. Our learners are at the heart of our curriculum; we are passionately committed to supporting them to become successful learners, responsible citizens, confident individuals and effective contributors. We strive to create a culture of creativity, innovation, fun, challenge and wellbeing that meets the needs of all our learners, whilst developing their resilience, skills and preparing them for the future. Our vision is to provide high quality education which inspires our learners to achieve their full potential and equips them with the skills for a successful healthy and happy life – Learning is Life Changing. At Heathryburn School, we share a clear vision, value and aims, that were created in collaboration with all stakeholders.</p> <p>Over the last three years all stakeholders have been consulted and have contributed towards the creation of our <a href="#">HB Curriculum Rationale - Version 1</a>. Our key drivers and the design of our curriculum have been identified based on the school's shared vision and the uniqueness of our local context and setting. The key drivers for Heathryburn School are: Excellence and Equity, Raising Attainment, Nurture, Quality Learning and Teaching, Partnerships and Family Learning, Teamwork, Developing the Young Workforce, Citizenship, Resilience and Creativity. We aim to support every child with the appropriate opportunities to develop skill for life and learning and encourage positive destinations for all. Our curriculum ensures that learners are actively engaged in high quality learning and teaching and that we are visible to and</p>	



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engaged with our local community. Furthermore, it reflects our ethos, our unique character, our determination and our desire to succeed and respond with resilience in the face of challenges.

Heathryburn School is located in the Northfield area of Aberdeen. In 2019/2020 25% of pupils in Primary 4-7 were entitled to Free School Meals. During the COVID 19 crisis this increased to 33% of pupils. We have also been able to identify 28% of pupils in Primary 1 to 3 being eligible for Free School Meals due to their level of need and deprivation during the national pandemic and beyond. 15.22% of pupils in Heathryburn School are in the lowest 20% of The Scottish Index of Multiple Deprivation with 77% of pupils in Quintiles 1 to 3 and less than 0.9% in Quintiles 8 to 10. Heathryburn School has been allocated £108,082 from the Scottish Government Pupil Equity Fund for 20/21.

The school roll has remained consistent over the 2019/2020 session, with a current roll of 325 young people, and the Nursery full to capacity at 80 young people. This session our Early Learning and Childcare provision participated in a trial for the expansion and roll out of the 1140 provision, which has now been halted due to COVID. With 13 classes our building is now at capacity which has resulted in larger overall class sizes in Primary 4 to Primary 7 in 20/21. The Blended Learning model has lended itself for us to create an opportunity to capitalise on having smaller groups of learners in to ensure we can work collaboratively and effectively to reduce the effects of COVID on their wellbeing and attainment and ensure the biggest impact during face to face learning provision.

Our staffing during 19/20 has been stable in terms of vacancy, but with significant long-term absence which as impacted continuity of learning for some learners, especially our targeted support provision across the establishment. Children with identified learning needs who require additional support have not had the same level of support for learning and this has impacted their attainment, progress and ability to engage effectively in learning experiences that meets their needs. We have worked hard to facilitate this gap by upskilling our nonteaching staff to provide a level of support in Numeracy and Literacy for these young people. However, with only minor changes over the year we have worked hard to ensure our school improvement journey has continued in the planned direction of travel. Within the SLT Team, Heathryburn School, continues to have an Acting Head Teacher, a DHT and an Acting Depute Head Teacher who commenced post in January 2020.

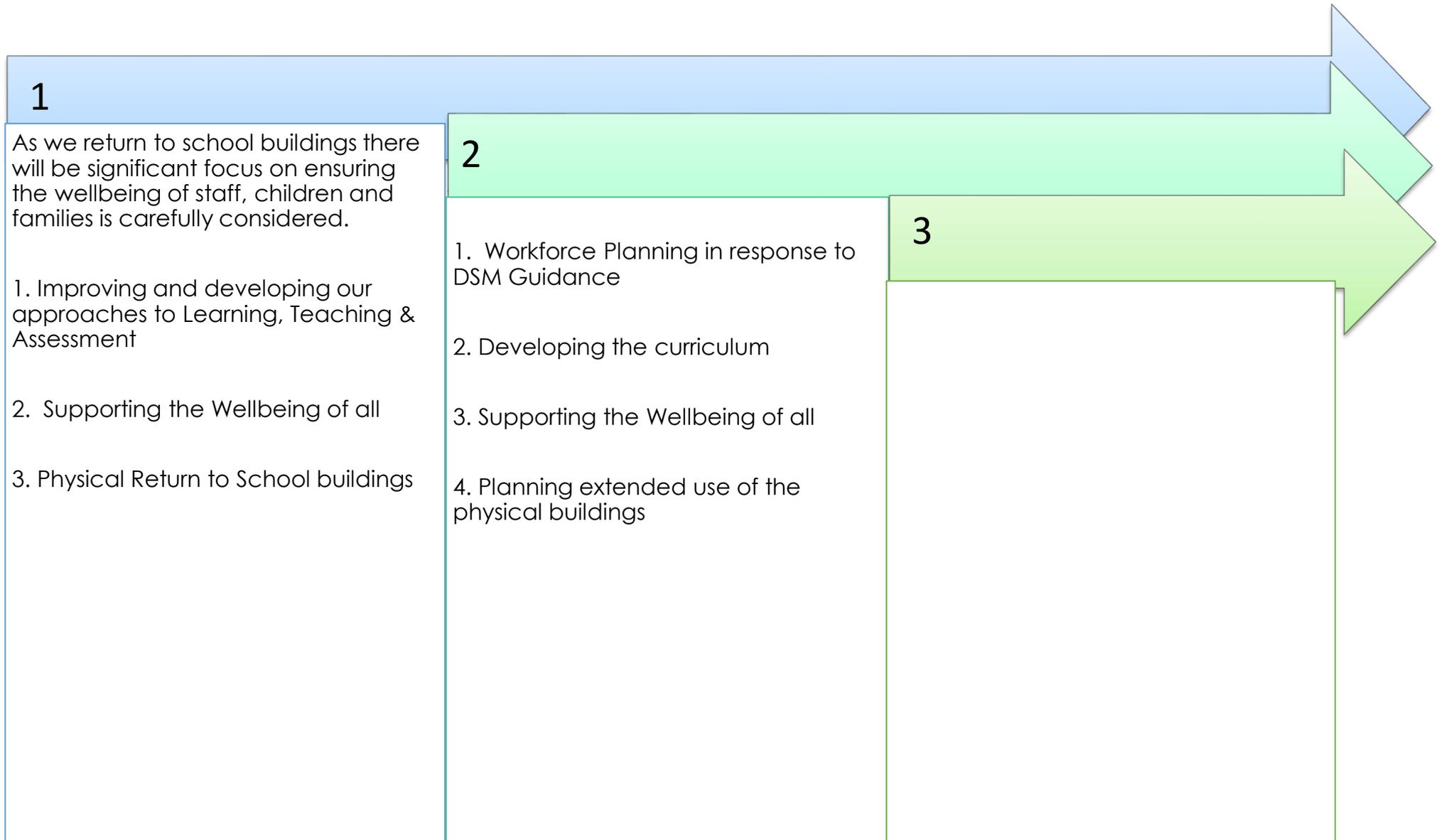
During our Quality Improvement visits this session, involving a team of Quality Improvement Mangers and Quality Improvement Officers from the Local Authority, as well as peer Head Teachers, the feedback shared mirrored our whole school self-evaluation, which is an integral feature of school life at Heathryburn. The ethos in almost all areas of the school is nurturing and supportive with evidence of pupils fostering a sense of empathy, inclusivity and resilience in their actions and interactions with their peers. There are positive relationships between almost all staff and learners across the whole school community. Most children are developing themselves within the four capacities, as eager and motivated learners, and are fully engaged in their learning. There is evidence of effective collegiate working which leads to continuous improvement in outcomes for our learners. Most learners are independent and there are opportunities for pupil leadership in some classes. There are high expectations for all learners across the school and we have adopted creative approaches to engage families through utilisation of our Family Learning Worker and Barnardos Worker. These effective partnerships have secured positive impacts for our young people and families in our community. Almost all children, staff and young people feel valued and supported and there is an increasing knowledge and understanding and use of the wellbeing indicators as an integral feature to school life. We have ensured our curriculum offers opportunities to explore diversity and multi faith issues and are beginning to use outdoor spaces effectively to promote positive relationships and wellbeing. Attainment Levels in Literacy and Numeracy are a central feature of Heathryburn's priorities for improvement and raising attainment and we have a robust tracking of attainment over time. Attendance levels currently do not reflect the added value in individual pupil progress.

[Attainment by class - April 2020](#) and [Tracking over time - June 2020](#)

Heathryburn School prides itself on being an inclusive learning environment that provides our young people with the necessary support and interventions necessary to succeed.



High Level Plan





## **Section 1 - Key principles**

The Local Delivery Phasing Plan (LDPP) incorporates the principles and expectations set out in national guidance and details a direction of travel for schools in order to realise equity and constancy wherever possible. The approaches agreed in the LDPP has guided the development of this School Recovery Plan for Heathryburn School, which will act as the School Improvement Plan for the coming session.

The Heathryburn School Recovery Plan reflects the key principles as set out in the LDPP and in national guidance:

- Implementation will take full account of scientific and medical advice that it is safe to proceed.
- The wellbeing of 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 and Emergency Childcare provision.
- Planning will enable movement up and down the phases of the Route map.
- Clear and effective communication with all stakeholders will be paramount.

### **What will this mean for Early Learning and Childcare?**

The use of outdoor space will play a key part in how we deliver Early Learning and Childcare (ELC) at Heathryburn School. Heathryburn School may be able to increase the number of children attending by making routine and extended use of the outdoor environment. The ELC setting will be divided into three areas: Nursery A (Indoor Learning and Out to Play, Nursery B (Indoor Area and Nursery Garden), Nursery C, (Indoor Area in Parents Room and Out to Play) to enable five cohorts of eight children to attend the setting.

Our children will enter the Early Learning and Childcare setting directly and not through another part of the school. The organisation of drop off and pick up will be carefully coordinated to maintain social distancing when parents are on site.

If our capacity allows, Heathryburn School will increase 'in school' contact for those deemed vulnerable.

It is acknowledged that maintaining social distancing with children aged 5 and under is extremely difficult. Children will therefore be arranged in small groups, along with the appropriate number of adults to supervise that group. The membership of the groups (including



the adults) will remain the same at all times until restrictions on social distancing in schools are lifted. Whilst members of each group will not be required to remain distances from each other, staff will need to ensure that each group of children maintains a distance of at least 2m from other groups at all times.

Further plans and decisions in relation to the model of ELC are being developed line with national guidance which has only been received this week.

**What will this mean for Primary School?**

Within Heathryburn School, our estate of closed classrooms and wide corridors makes planning for taking social distancing into account less challenging. The plan of the school is annotated here: [HB School Plan June 2020 - Version 2](#)

Whilst keeping primary aged children 2m apart is very difficult, altering the number of pupils in a class and changing the setup of the classroom will support social distancing. Heathryburn School can have a maximum of 14 individuals per classroom that supports social distancing guidance. This figure includes adequate staffing to meet pupil needs. Classrooms will be arranged to enable social connections between peers but will respect physical distancing guidance.

It is proposed that all year groups in primary school return, but in reduced groups with a regular rota system in place so that parents and children have a consistent routine. At Heathryburn School, all year groups will return, but in reduced groups with a regular rota system in place over a two-week rolling period. Heathryburn School could adopt a model which would enable almost 50% of learners to return on a regular rota system with a consistent routine of two days in school learning per week. This could be achieved by relocating two classrooms to the Gym Hall, one class to the Dining Hall and extending the space in one classroom by opening up inner partitions. Classes within Heathryburn School will be divided into two groups with children attending in blocks of days: Group A (Red Team) Monday and Tuesday; Group B (Yellow Team) Thursday and Friday. There would be one day available for teaching staff to plan for digital delivery, NCCT as well as an enhanced in school learning experience for our more vulnerable learners.

Monday	A	A
Tuesday	A	A
Wednesday		
Thursday	B	B
Friday	B	B



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Some groups vary in size to effectively meet learners needs and enable additional support and staffing to be allocated where required. Movement through Heathryburn School will be limited, and most children will spend their time in the one classroom. Children will enter the school building through their external classroom door to limit interactions with others whilst moving through school.

Heathryburn School could have the capacity to increase 'in school' contact for those deemed vulnerable using our Targeted Support Classrooms, Outdoor Learning classrooms and the classroom space that has been relocated to the Gym Hall. In effect we could recreate the success of the Hub provision within our own school building and children with vulnerabilities and additional support needs could access a softer curriculum and additional blocks of in school learning to complement their Blended Learning experience.

Below illustrates the percentage of pupils that could be offered an in-school learning experience with the proposed model:



#### Heathryburn School Percentages of In School Learning

##### Induction Period

	Monday	Tuesday	Wednesday	Thursday	Friday
% of children in school Week 1	Inset day 0%	50%	TBC	50%	50%
% of children in school Week 2	50%	50%	TBC (17.5%)	50%	50%

##### Weekly Model

	Monday	Tuesday	Wednesday	Thursday	Friday
% of children in school	50%	50%	TBC (17.5%)	50%	50%

Local Authorities have been asked to prioritise childcare provision for key workers. It is unlikely that standard breakfast and afterschool provision will be available for all families whilst this expectation is in place. Heathryburn School have a dedicated space to provide childcare for keyworkers. The Meeting Room could be considered depending on the need for this provision.



Additionality could be offered to vulnerable learners every Wednesday, with Class Teachers using this for NCCT and planning for Digital Delivery. This would require additional planning once the induction period of school recovery has taken place. We could increase our weekly offer to 17% of learners who are deemed vulnerable.

**Avoiding physical / social contact within the playground**

Heathryburn School playground spans across 21,544 square metres, therefore, can accommodate groups of children safely whilst maintaining social distancing rules. There will be no use of fixed outdoor equipment permitted at this time. Each class group or team will be allocated a limited supply of playground equipment (which allows for social distancing) which will be sanitised after each play session and risk assessed appropriately.

Heathryburn School will adopt two start and end times to the day, as well as staggered break and lunch pattern to reduce the number of children accessing shared spaces at one time to ensure numbers remain within safe limits. The proposed patterns are:

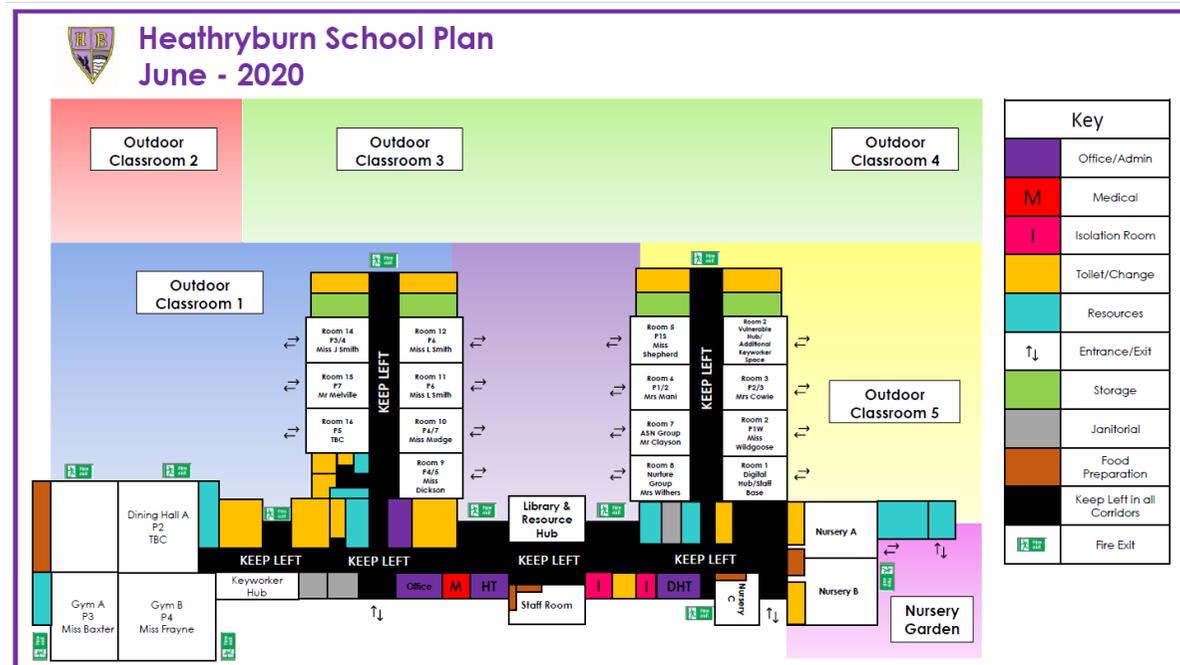
<b>Pattern 1</b>	9.00am	10.30am	11.45am	2.45pm
<b>Pattern 2</b>	9.15am	10.45am	12.45am	3.00pm

If there is a need for wet weather intervals, all classes will remain in their individual classroom spaces and will be supervised by non-teaching staff. Children will be allocated zones in the playground for before school, break and lunch times, [Playground Zones June 2020](#) and where possible children will be encouraged to come into school grounds independently. Where parents need to support young people to come into school, holding or drop off zones will be identified by coloured markers or zones on the ground.



**Ventilation in buildings and the use of outdoor space**

Staff at Heathryburn School 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. There have been Outdoor Learning Classroom spaces identified within the grounds of Heathryburn School to enable effective outdoor learning within the remit of national guidance.



Effective outdoor learning can be delivered across many subject areas and the 3-18 learner journey and will be an integral part of the Blended Learning model within Heathryburn School. These outdoor classrooms set within our local context will be used effectively to promote high quality learning experiences for our young people. These areas will be fully accessible and well-resourced to meet the needs of our learners and provide a breadth of experiences across a range of curricular areas. There will be Early, First and Second CFE Level resource boxes available for all classes.



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#### **Management of symptomatic building occupants**

If a child or young person attends Heathryburn School 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 will be isolated in a private well-ventilated room/area and avoid touching surfaces. Within Heathryburn School, two isolation rooms have been identified within the central corridor with good ventilation and easy access out of the building. These are clearly identified on our school map. Isolation rooms will be cleaned after use in keeping with national guidance.

The Head Teacher will then contact Robertsons and ensure appropriate cleaning takes place. Current guidelines:  
<https://www.hps.scot.nhs.uk/web-resources-container/COVID-19-guidance-for-non-healthcare-settings/>



## **Section 2 – Hygiene and health and safety practice**

### **Cleaning routine**

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

All other areas will be cleaned by Robertson's cleaning staff before the start of every day, paying special attention to door handles, table/counter tops and other areas touched regularly by staff and children, with additional cleaning during the day. Staff will have access to sanitising wipes in their classroom.

All areas of Heathryburn School will be in use and will require adequate cleaning. The Gym hall changing rooms will not be used during Phase 1-3 of the Recovery Plan for changing but the toilets will still be accessible for pupils. Pupils will be asked to bring their own filled water bottle to school as fountains will be out of use.

Sanitising wipes will be provided to school staff to clean telephones, laptops/desktop computers and associated peripherals and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses.

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 Barnardo's Office and the Teaching Resources Room, which have been rebranded as Isolation Rooms, require special attention for cleaning. The Staff Room, has shared communal space throughout the day, also requires special attention. The Targeted Support Rooms, where young people will find social distancing and COVID procedures more challenging, also require special attention for cleaning. Lastly, the Medical Room will require enhanced cleaning.



## Use of Learning Resources

Heathryburn School staff will be given sanitising wipes and anti-bacterial cleaning materials, to undertake cleaning of resources, toys and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses. Some resources, such as fabric resources which cannot be easily cleaned between uses, will not be used for in school learning.

Resources which are not being used will be removed from class bases to aid this process and will be stored in the Upper and Lower peg areas at the top of the corridor. These peg areas will be out of use for pupils.

Staff will be guided to carefully consider an appropriate provision of resources for 'in school' learning.

Books and related resources within libraries will be put out of use. The Library will be used as a general resource storage and teacher base. This teacher base will be to give staff who do not have an allocated classroom their own designated workspace and will not be shared.

All learners will have their own individual resource packs stored in a clear wipeable folder that staff will be required, or learners if they are able too, to clean on a regular basis throughout the school day. All learners will have their desks wiped down at the beginning and end of each session throughout the day and will be supported by staff to do this if multiuse if required, otherwise this will be the responsibility of Robertsons cleaning staff. All learners in the early years, and beyond if required, will have their own personal emerging literacy resource box as well as a bank of resources to aid learning and teaching and play based experiences, such as an individual tub of lego, numicon, counters, beads, mini whiteboard etc.

Any shared resources which can be easily sanitised, will be cleaned by staff prior to and after use. PSA staff will be allocated time in their working day to support this process. Small world toys play based learning resources, or any other construction type resource will be washed daily using mesh bags and sterilising solution in the dishwasher. In our ELC setting, water, sand and playdough can only be used by one cohort of children and Nursery children should be discouraged from bringing any resources from home. All soft furnishing resources will be removed.

Learners will have access to jotters for their own personal use and work can be shared with class teacher or non-teaching staff for feedback through sharing on Google Classroom or Seesaw. All classes will have access to a visualiser for sharing of learning and timely and effective feedback of learner's work.



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## Hand washing

Health Protection Scotland advise that soap and water should be used for hand washing where this is available. Alcohol based hand gels / sanitiser will be used where there is no access to soap and water. In Heathryburn School, hand sanitiser will be available at the Main Entrance, Dining Hall door, PE corridor entrance and Nursery entrance as well as all classrooms that do not have sinks in their rooms. All other areas of access to the school building have direct access to soap and water for handwashing. Stocks will be checked on a regular basis by Robertson's staff.

Stocks of hand sanitiser and soap will be stored centrally in the cleaning cupboard in the central corridor (identified on the School Map) and will be replenished and managed by Robertson staff. The janitor will keep the HT regularly updated with regards to stock levels and the School Administrator will update the Central Team via the agreed ordering system when stock levels needs replenished.

Stocks of soap will be checked, and replenished, before the start of every day by Robertson's staff.

Children, young people and staff will be reminded to wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when entering the building, before eating or handling food, after blowing their nose, sneezing or coughing, and after going to the toilet. Children, young people and staff will be reminded to avoid touching their eyes, nose or mouth, especially with unwashed hands. Several posters have been displayed around Heathryburn School to remind everyone of the need for regular handwashing.

Children, young people and Heathryburn staff will be reminded to cover their nose and mouth when coughing or sneezing with disposable tissues and dispose of them in the nearest waste bin after use and wash hands. Tissues will be available in each classroom, and pupils should be reminded to use the crook of their elbow if no tissue is immediately available.



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#### Access to Toilets

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing within the toilet areas. This will be managed by Class Teachers and Pupil Support Staff. There will be a live, online toilet record, one for the Upper Corridor and one for Lower Corridor, that staff can check before allowing pupils to leave the classroom for the toilet. Pupils will mark red against their class name when going to toilet then will change this back to green when they have returned. This will enable staff at Heathryburn School to ensure there is not unnecessary pupils in the corridor at any one time.

Heathryburn School will have two staggered break times to assist with this. Only two people will be allowed access to any one toilet at any one time. Each pupil will have a name tag which will be hung outside the toilet so pupils can clearly identify if the toilet area is safe to access. There will be a strong emphasis on hand washing after visiting the toilet, and hand washing may require to be supervised for younger children. The maximum number in each toilet area will be limited to two girls and two boys per toilet. The entrance into the toilets will be wedged open to avoid unnecessary hand contact with door handles.

Heathryburn School have accessible and plentiful staff toilets spread around the school building. Every staff toilet will be limited to single user only, with a visual mechanism to show toilet occupancy in toilets that cannot be directly locked to prevent access. The Disabled Toilets at the end of the Upper and Lower Corridors will be for staff use.

Staff toilets will require signage to identify occupancy and pupil toilets will require small plastic hooks for their individual visuals to be stored when in the toilet. Children in P1 – P3 will be accompanied by the toilet by non-teaching staff, who will supervise hand washing from the door entrance. All children will be encouraged to wash their hands in the classroom upon return. These procedures are in line with ACC guidance which can be found here: [School Recovery Planning - Managing Toilets.docx](#)



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

### **How will we increase separation?**

All staff spaces will adhere to social distancing and will be subject to restricted numbers and staggered sessions to complement the model and ensure health and safety and wellbeing is the primary factor in the decision making.

The agreed metric of 5 sq.m 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 2m social distancing rules.

In Heathryburn School, each classroom has a maximum capacity of 14 people to allow for social distancing. Learners will be allocated a class in accordance with their age and stage. Each class will be separated into two groups: Group A (Red Team) and Group B (Yellow Team). Each group will vary in size to accommodate for additional staffing to support and meet learners' needs. All family groups from Primary 1 to Primary 7 have been allocated in the same grouping so they can attend school on the same allocated days. Where possible, we will try to accommodate this within our ELC provision too.

All classrooms will be used for teaching and learning which is clearly annotated on the school map. Our Targeted Support classrooms could enhance the Blended Learning Model for our more vulnerable learners. Outdoor Learning classrooms have also been identified to ensure physical distancing is adhered too. A link to the school map can be found here: [HB School Plan June 2020 - Version 2](#)

Within the model we plan to adopt, two classrooms will be relocated to the Gym Hall, one will relocate to the Dining Hall and one classroom area will be increased in capacity by removing a partition wall. This would be a practical measure to support social distancing for these larger classes. One classroom area would then be used as the Digital Learning Hub for Staff leaving one room for additional Keyworker provision or to support the additional offer to vulnerable learners if staffing allows for this.

Classroom layout will take into consideration physical distancing but will create opportunities for social connections between peers and staff. It is important we do not let physical distancing prevent establishing and maintain positive relationships between staff and peers. All soft furnishings will be removed from classrooms and all learning resources that cannot be easily sanitised without damage, such as games and textbooks, will be returned to the central holding area in the library.

The spaces used for 'in school' learning will be prepared to clarify boundaries. In Heathryburn School there will be no access to the Gym Hall or Library for shared groups of children. The cloakroom area at the end of the Lower and Upper wings have been identified as



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storage areas and will be out of access for all pupils. Room 1 will be used as an Online Learning Hub for staff supporting the digital learning provision so less confident staff have a base where they can develop their skills in a safe, supportive and their own space and access to technology. However, if the Dinning and Gym Hall space was to be used for teaching spaces consideration would need to be given to the toileting capacity for learners to use this space for learning whilst continuing to comply with increase separation and decreased interaction guidance. It is feasible for the Gym Changing Rooms to be used for toileting and additional capacity by using the Disabled Toilet located in the central corridor. The same online toilet record system could be adopted to these spaces.

For any staff and young people who develop symptoms, there have been two isolation rooms identified and annotated on the School Map [HB School Plan June 2020 - Version 2](#). These rooms are accessible from all areas of the school and symptomatic individuals can leave the building safely with very little cross over with any other individuals.

The Isolation Room will be kept well ventilated at all times and will not be used for any other purpose, as they will require to be intensively cleaned after being used by any symptomatic individual

Outdoor Learning will become an integral part of everyday learning and teaching. Heathryburn Staff and pupils will be encouraged to use the local context to enhance learning experiences. There will be outdoor learning resource boxes available to support this. All resources will be easily sanitised and maintained.

All office spaces within Heathryburn School currently support social distancing. No staff members other than the School Administrator, School Support or SLT Team should enter the School Office. Communication should be done from the corridor. There will be allocated times at the end of the school day where teaching staff can enter the Main Office to facilitate phone calls to parents. There will be capacity limits identified on the doors. Five people may be in the School Office, three people within the DHT Office and four people within the HT Office.

Heathryburn Staff and pupils will be aware of the changes in the use of the building. This will be communicated prior to return via video and newsletter and they will have the opportunities to ask questions of clarify understanding via an online form. All staff and pupils will have an orientation session on their first day back in the building.

Groups of pupils will be planned, and membership of groups will be static within their planned rotation days. This will help restrict the number of different interactions each pupil has. Where possible, there will be a limited number of staff within membership of a pupil group. Each wing will have an allocated member of the SLT Team and their membership will also be static too.

Reconfiguration of furniture in these spaces may be required to support this.



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

### How will we decrease interaction?

Within Heathryburn School, the corridors are 2.4metre wide, so naturally lend themselves to social distancing. All staff and pupils will be encouraged to adopt a key left system to ensure social distancing practice is established and maintained.

In Heathryburn School, a limited number of staff will be assigned to each group to ensure there is a balance between adequate support for learning and appropriate social distancing.

Groups of children arriving and departing at the same time will be avoided and classes will have staggered start and finish times to reduce the number of children and young people together at one time. Heathryburn School will adopt the following school day pattern:

<b>Pattern 1</b>	9.00am	10.30am	11.45am	2.45pm
<b>Pattern 2</b>	9.15am	10.45am	12.45am	3.00pm

Parents or carers of pupils in Primary 1 to Primary 4 will be allowed to enter the playground to drop and collect children. Where possible pupils in Primary 5 to Primary 7 will be encouraged to enter the school grounds independently to support decrease of unnecessary interaction.

All parents, carers and pupils will enter the school grounds via the gate at the Nursery entrance and will leave the school grounds via the gate on Davidson Drive. Pupils will enter the school building via their classroom door, and there will be a clearly identified waiting area where social distancing must be adhered too. This will be facilitated and supported by Heathryburn School Staff for the initial two-week cycle to ensure there is a shared understanding of expectations.

All pupils will be encouraged to walk to school where possible, and this will be supported by a whole school initiative. Restrictions will be put on entering the school car park which will remain for Heathryburn Staff only. Pupils with additional support needs who had previous arrangements will be permitted access to ensure that groups do not congregate. School reception area will not be accessible to parents and carers during Phases 1-3 of the return with all enquires made either by phone, e-mail to [Heathryburn@aberdeencity.gov.uk](mailto:Heathryburn@aberdeencity.gov.uk) or direct to Class Teachers via Google Classroom.



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The playground within Heathryburn School will only be accessed by children for the purpose of attending in-school learning or any parents or carers of children in Primary 1 to 4 who are supporting drop off and collection. Only an emergency will trigger a need for anyone else on site so that carefully calculated capacities can be maintained. There will be an entry point identified as the Nursery Gate entrance and an exit point identified via Davidson Garden Gate. Access to the building will be strictly controlled.

Groups of primary children will be taught by a limited number of staff. During break and lunch times, pupils will be supervised by non-teaching staff who have been allocated to their group to further reduce unnecessary interactions. Pupils in Heathryburn School will be allocated a zone in the playground to decrease any interactions. Please see a link to the map: [Playground Zones June 2020](#)

In Heathryburn School, furniture will be laid out to guide effective social distancing with surplus furniture cleaned and stored in the Lower and Upper wing storage areas. Clear signage will indicate any items of furniture which will not be used where full removal is not possible.

In some circumstances (including where the 2m rule will be difficult to apply) a risk mitigation approach will be followed in keeping with Scottish Government guidance. In these circumstances, a group or 'bubble' of set members will be established. This will be applied to our targeted support groups allocated in Room 7 and Room 8 due to their additional support needs.

Where children attend childcare within school, movement between areas and groups will be risk assessed and managed to limit contact as much as possible. Children with additional support needs who we feel will find decreased interactions and social distancing challenging have this factored in to their PCRA's.

### Dining arrangements

All children in Heathryburn School will be asked to bring a packed lunch and the provision of free school meal vouchers will continue. Children will be asked to take any uneaten food / waste wrappers etc home with them, to help reduce the risk of infection spread. Children will eat lunch in their classrooms. This reduces groups of children mixing. There will be two staggered lunch breaks, with a fifteen-minute interval in between to reduce cross over and decrease an unnecessary interaction. These timings will enable smaller groups of pupils to access the playground at one time and smaller numbers of staff accessing staffrooms at one time. Pupils will be allocated a zone within the playground during their break time. This can be zone on the map [Playground Zones June 2020](#)

All staff and 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.



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There will be no changes made to the pattern of staff breaks and lunches, with nonteaching staff continuing to have rest periods in two groups and this will be mirrored for teaching staff. The timings of a 15 minute interval and 45 minute lunch break will remain the same.

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

### Evacuation procedures

Circulation routes and entry/ exit points have been reviewed and evacuation processes have been amended to reflect this. Muster points have been spaced further apart to allow for social distancing. The Fire Evacuation Plan has been amended in response to this School Recovery Plan and shared with all stakeholders. Links to these documents can be found here: [Fire Policy - JUNE 2020](#) and [FIRE PROCEDURES JUNE 2020](#)

Evacuation arrangements for children with complex needs or disabilities have been reviewed with refreshed Personal Evacuation Plans in place.

### Orientation

The Senior Leadership Team will brief staff on circulation patterns and revised school layouts to ensure that all staff are aware of new restrictions. A map will be displayed, and signage used as appropriate to act as an aide memoir. All children will be advised of arrangements prior to their return, through a virtual tour, Google Meets with Q and A with member of SLT, with health and safety a key focus when groups first join 'in school' learning in August.



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#### School transport

Children will be encouraged to avoid travelling to school on either public or school transport with walking being promoted where safe to do so. Where walking is not appropriate and where parents/carers transport by private car, careful consideration will be given to travel plans with 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.

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 will be scheduled in line with available transport provider resources, the requirements of schools (e.g. 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, i.e. 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.

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.

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

In Heathryburn School there is only one statutory requirement required for provision of transport. Discussions will take place to encourage this parent to facilitate transport themselves to reduce risk to all. This young person already travels alone, should transport still be required. There is no escort provision in place so there will be no changes made.



## Managing Visitors / Managing Reception

External visitors to Heathryburn School building will generally not be permitted. The only exceptions to this will be for:

- Local authority officers required to visit the school to provide essential support to pupils or staff (by pre-arranged appointment only)
- Contractors required to access the main building or grounds to undertake essential planned maintenance or repairs (by pre-arranged appointment only)
- Contractors working on a closed construction site within the school building or grounds, where appropriate measures have been taken to entirely separate the construction site and contractor personnel from the rest of the school, and the work has been approved to go ahead by Corporate Landlord officers
- Any other visitors required to enter the building for emergency purposes, including emergency repairs

**Parents will not be permitted to visit school to speak to teachers about their children.** This will be communicated clearly to all parents via Groupcall, newsletter and our social media platform of Twitter. Where parents require to contact a teacher, they should be asked to make contact initially by email, and by booking an appointment in advance through the School Office. The School Administrator will direct parents to teaching staff who will manage their own appointments. There will be allocated slots when the school office phone will be available for staff use.

Signage will need to be placed in the School Office and the gates at the carpark, Nursery entrance and Davidson Drive. The School Office telephone number 01224 788180 should be displayed as the School Administrator and School Support will manage all calls from visitors.

Where possible visitors permitted access, will remain within the reception area of the school and speak with the relevant member(s) of staff via the Reception desk window / hatch.

The name and contact telephone numbers of all visitors entering the building will be recorded, along with the date and times of their attendance, in order to support the national Test and Protect Strategy.

If a visitor has an appointment to access the building, they will be asked first to confirm that they are not displaying any COVID-19 symptoms. Those displaying symptoms will not be permitted access. All visitors to Heathryburn School will be asked to sign in and share information in line with national and local guidance. Contractor staff must also sign in at School Reception as well as with Robertsons.



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#### Action Plan 2

#### QI 2.3 Learning, Teaching & Assessment

QI 2.3 Learning, Teaching & Assessment					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Learners are ready to learn and feel supported to do so	Engagement in learning activities will be positive Positive interaction with all school members	<ul style="list-style-type: none"> <li>Increase focus on Health &amp; Wellbeing throughout planning and delivery</li> <li>Develop programmes of work that support resilience building and mindfulness opportunities</li> </ul>	Ongoing		
Learners are receiving an equitable offer across the authority in Literacy and Numeracy	All schools working to the same plan Evidence of learner engagement Support materials being accessed by staff across the authority	<ul style="list-style-type: none"> <li>Create an agreed plan for each level for writing and numeracy</li> <li>Develop support videos for learners, staff and parents</li> <li>Update professional learning materials to take account of the plan.</li> <li>Provide guidance for staff in engaging in moderation.</li> </ul>	June 2020 Ongoing Ongoing June ongoing		
Learners are increasingly engaged in online learning.	Google Activity Reports will show an increase in the number of learners accessing google classrooms. School Engagement Spreadsheet will show an increase in the % of learners marked as "high" across subjects.	<ul style="list-style-type: none"> <li>Issue Advice Note to learners and parents on how to access google classrooms and the monitoring procedures in place.</li> <li>Include the tracking of learner engagement within the school Quality Improvement Framework. Fortnightly check of spreadsheet, emails to parents re level of engagement.</li> <li>Check the devices learners are using. Reissue surveys and contact families individually. Issue accordingly.</li> </ul>	May 2020  Fortnightly  Ongoing		
Increased learner confidence in the use of all tools within google classroom – posting assignments, using google meet safely and effectively.	Learners attend and engage in Google Meets. Learner Surveys show learners are experiencing more interactive teaching and explanations. This will show a shift from baseline survey (May 2020).	<ul style="list-style-type: none"> <li>Establish a Learner Focus Group to gain an understanding of the challenges they are facing using online learning.</li> <li>Create user friendly video guides for learners on the use of tools within google classroom.</li> </ul>	June 2020  Ongoing/reactive		
Increased whole staff confidence in the use of tools to support clear explanations and instructions.	Feedback from staff (surveys, focus groups, PR&D, FMs, ESMTs) will exemplify new approaches.	<ul style="list-style-type: none"> <li>Identify training needs on a weekly basis.</li> <li>Weekly drop-in sessions for staff on digital learning.</li> <li>Staff meetings – exemplify approaches which allow for greater explanation and engagement with learners</li> </ul>	Weekly/reactive		



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



# Heathryburn School

## Standards, Quality, Improvement and Recovery Plan 20/21



### Action Plan 3

#### 3.1 Ensuring Wellbeing, Equality and inclusion

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



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<p>Improve the effectiveness of supports for children and young people with a range of additional support needs</p>	<p>95% of children and young people with identified mental health needs receive a universal, targeted or specialist interventions within 2 weeks.</p>	<ul style="list-style-type: none"> <li>Consider roles and remits of staff (including Guidance) in supporting wellbeing to promote greater consistency</li> <li>Fully consider the ongoing and improved use of digital to support children, families and staff</li> </ul>	<p>From June</p>		
<p>Increased staff confidence in ability to identify and respond to child protection and non-engagement concerns in a digital environment.</p> <p>Maintain level of safety felt by children and young people.</p>	<p>80% of sample group of staff report greater levels of confidence</p> <p>95% of non-attendance are dealt with as per agreed procedure</p> <p>92% or higher response from children and young people when asked if they feel safe</p>	<ul style="list-style-type: none"> <li>Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding</li> <li>Share and implement non- attendance procedure and link to children Missing in Education protocol</li> <li>Consider development of 360 safe</li> </ul>	<p>Following completion of ACC guidance</p>		
<p>Citywide school compliance with H&amp;S issues</p>	<p>Data provided by internal/external audits</p>	<ul style="list-style-type: none"> <li>Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices</li> </ul>	<p>Ongoing</p>		



**Heathryburn School**

**Standards, Quality, Improvement and Recovery Plan 20/21**

