



Sciennes Primary School

Welcoming Children Back to School in August

In this document we will cover:

- [1. Blended Learning Plan Rationale from City of Edinburgh Council](#)
- [2. Physical distancing](#)
- [3. Decreasing interaction](#)
- [4. Blended Learning Model at Sciennes: Groups A, B & C](#)
- [5. At-home learning](#)
- [6. Assessment and feedback](#)
- [7. Planning](#)
- [8. Overview and Wellbeing](#)
- [9. School day timings](#)
- [10. Contact details](#)

1. Blended Learning Plan Rationale

Children and young people are likely to be impacted most, and for longer, by the unintended consequences and other factors attributable to actions taken to control the pandemic. We understand that school closures are having a negative impact on all aspects of children's progress and development, including wellbeing.

Excellence and Equity During the COVID-19 Pandemic – A strategic framework for reopening schools, early learning and childcare provision in Scotland, May 2020

Learners are at the heart of this plan. Its key principles mirror those in the [Strategic Framework for Reopening Schools and ELC](#) to provide a safe, phased return to schools, taking full account of scientific and medical advice and the wellbeing of all pupils and staff.

This plan aims to provide **the best teaching and learning for every learner**, ensuring they are safe, happy and achieving.

We know the best way to support children through change, uncertainty and adversity is through nurturing supportive relationships with skilled adults. We will promote a climate in which children and young people feel safe and secure; modelling behaviour which promotes effective learning and wellbeing within the school community and by being sensitive and responsive to each child's wellbeing.

These approaches are driven by the requirement to implement physical distancing measures and other age appropriate measures in schools to minimise the risks of infection and transmission and ensure they are safe places to be.

Key Principles

- ✓ Takes full account of scientific and medical advice
- ✓ Wellbeing of pupils and staff carefully considered
- ✓ Simple, accessible risk assessments of individual facilities
- ✓ Implements public health measures: physical distancing and increased hygiene measures
- ✓ Provides high quality in-person learning and remote learning, addressing digital exclusion
- ✓ Flexibility to ease measures as soon as safe to do so
- ✓ Clear communication with pupils, parents and staff to ensure confidence

Edinburgh Learns Phasing Delivery Plan

Within our ever-changing context, as we move through the phases of the route-map out of Covid19, we recognize the importance of providing stability for our learners and staff as they return to school. The first phase of the plan recognises the transition for all learners to a new blended learning model at the start of the new term in August.



Determining capacity

Key to implementation has been determining how the required physical distancing is to be achieved.

2. Physical distancing

a) Scottish Government advice - Coronavirus (COVID-19): Reopening Schools Guidance (28 May 2020):

As set out in Scotland's Strategic Framework for Reopening Schools, there should be comprehensive implementation of complementary public health measures whilst, wherever possible, ensuring educational continuity. These include:

Physical distancing, where measures fall into two broad categories:

- *increasing separation*
- *decreasing interaction*

The requirement for 2m distancing reflects precautionary judgements based on public health advice at the time of writing. As the situation evolves, such requirements may be amended or eased.

b) The City of Edinburgh's Approach

Based on Scottish Government Advice, existing practice and adopting a reasonable and practicable approach that is flexible and can be applied to different contexts.

Adaptation and Recovery - Primary Blended Learning Plan and Model of Optimal Attendance

We know that, unlike older children and adults, early years and primary age children cannot be expected to remain continuously two metres apart from each other and staff.

In order to increase separation and decrease interaction in school, pupils will be grouped and taught in small groups or 'Bubbles' with consistent membership and dedicated spaces. The Bubbles will be timetabled with allocated rooms/locations, and staggered school day start and finish times.

Physical distancing of pupils and staff within each Bubble will be maintained and maximised whenever and wherever reasonably practicable; particularly ensuring that pupils do not spend more than fifteen minutes within two metres of each other. Where possible one staff member will work solely with one group.

Physical distancing between the adult staff working with each group will be maintained.

3. Decreasing interaction – reduce number and frequency of interactions between individuals and Bubble groups

Restrict pupil transit

- ✓ One-way system
- ✓ Increased use of external areas
- ✓ Soft changeovers
- ✓ Staggered start/exit
- ✓ Pick-up/drop-off - avoid congregating in playground areas
- ✓ Signage
- ✓ Evacuation – we are reviewing our procedures
- ✓ Dining and social time:
 - Staggered pupil and staff breaks
 - Maximise outdoor environment
 - Stay in classroom to eat – packed lunch
 - Cold school packed lunches in 'grab bags' from Canteen

Hygiene measures

- ✓ Cleaning
- ✓ Personal hygiene
- ✓ Adherence to Test and Protect (Test, Trace, Isolate and Support)

School transport

- ✓ Walking, cycling encouraged
- ✓ Public transport last resort

Blended Learning Plan

By far the biggest part of our Blended Learning Plans will be to ensure that teaching, learning and assessment continue to strive for the highest standard possible.

4. Blended Learning Model at Sciennes : Groups A, B & C

Group A = key worker children, prioritised children & children with siblings

Group B = prioritised children & children with siblings

Group C = all other children

When social distancing is relaxed, Group C is divided into A and B

- **In-school learning (face to face)**
- Children will be taught in normal classrooms set up for social distancing of 2 metres.
- Maximum bubble group size P1 = 8 + 8 + 9; P2 = 10; P3 - P7 = 11.
- Cleaning regimes will be enhanced.
- Children will attend in groups A, B or C following the pattern below. Teachers will deliver in-school teaching focusing on Numeracy, Literacy, HWB, Expressive Arts and IDL themes.
- Teachers will continue to share workload in year groups to prepare follow up work (which may be paper based or digital or a mixture) for the remaining days until the child is back in school
- When back in school, the teacher will provide assessment and feedback for some of the home learning – this may be verbal or peer feedback.
- Sciennes Key Worker Childcare Hub will be based in the small dining hall and can take a maximum of 15 children + 2 adults. A second hub could be operated in the large dining hall for a maximum of 22 children + 2 adults if required. Hub provision is strictly limited and attendance must meet stringent eligibility requirements.

	Monday	Tuesday	Wednesday	Thursday	Friday
W/B 10.8.20 Week 1	INSERVICE	INSERVICE	B	C	Staff only
W/B 17.8.20 Week 2	A	A	B	C	Staff only
W/B 24.8.20 Week 3	B	A	B	C	Staff only
W/B 31.8.20 Week 4	C	A	B	C	Staff only
W/B 7.9.20 Week 5	A	A	B	C	Staff only
W/B 14.9.20 Week 6	B	A	B	C	Staff only
W/B 21.9.20 Week 7	HOLIDAY	A	B	C	Staff only
W/B 28.9.20 Week 8	C	A	B	C	Staff only
W/B 5.10.20 Week 9	A	A	B	C	Staff only
W/B 12.10.20 Week 10	B	A	B	C	Staff only
W/B 19.10.20	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY
W/B 26.10.20 Week 11	INSERVICE	A	B	C	Staff only
W/B 2.11.20 Week 12	C	A	B	C	Staff only
W/B 9.11.20 Week 13	A	A	B	C	Staff only

A = 16 days; B = 16 days; C = 16 days

- **Numeracy**

Numeracy and Maths will be taught in school with practice home learning materials available online in SeeSaw/Teams or sent home with children.

- **Literacy**

Literacy will be taught in school with a focus on comprehension, spelling, reading and writing for home learning materials. Reading books will be sent home and brought back to school and personal reading will continue to be promoted. Books will be quarantined for 72 hours, with no browsing or sharing of books and the School Library will remain closed until further notice.

- **Health & Wellbeing**

PE lessons will be delivered by Cynthia Berry or the Class Teacher with an emphasis on outdoor activity where possible, including use of the playground, Meadows and Nature Strip.

Outdoor learning and play will be delivered by teachers with PSA support.

Year groups will be given a timetabled outdoor area. Pupils should come to school suitably dressed for being outdoors, with a hooded waterproof jacket every day. At this time, cloakrooms will not be in use, so coats and bags will be stored on chairs and under tables.

Pupils should bring their own water bottle each day and a snack. Personal, sole use stationery is available and pupils should bring their own, labelled pencil case for their sole use where possible.

HWB will be a priority for teaching and learning, particularly in the early stages of the return to school, with relationship building at the heart. Lessons will be delivered by class teachers in school and may include the Building Resilience Programme and the Relationships, Sexual Health and Parenthood Programme (RSHP). Nurture approaches, Emotion Talks and Positive Behaviour strategies will continue to be used in all classes.

Emotional check-ins will take place throughout the day.

5. At-home learning

- Lucy Gallagher, supported by John Armstrong, will lead on digital learning.
- Follow up /consolidation of in-school learning.
- We will aim to provide an iPad to any child who needs one.
- Continued use of SeeSaw and Teams for home learning, with use of pre-recorded video where possible. We are continuing to explore the capacity for some support staff to interact with individuals or small groups online.
- Parents/children access SeeSaw or Teams when required to aid communication, provide evidence of work to teachers, and to connect with their peers.

6. Assessment and feedback

- When a class bubble is in school, teachers will provide assessment and feedback for some of the work completed at home and in school. This may be verbal or peer feedback and will focus on numeracy and literacy initially. Assignments will no longer be marked online and most feedback will be given in school.

7. Planning

Teachers will use Fridays for:

- collegiate planning and preparation of home learning and school learning
- monitoring and tracking of children's progress.

8. Overview and Wellbeing

- Our blended model of in-school and in-home learning will use materials which are intended to support and complement, **but not replicate**, in-school learning.
- This includes consideration of the specific needs of children and young people with additional support needs and other families most in need of support.
- There will be a strong focus on pupil health and wellbeing, including mental health and resilience, alongside both literacy and numeracy during this period.
- The model for Term One is based on 33 % occupancy with an increase to 50% when safe and advised to do so. When the increase happens, Group C will be absorbed into Groups A and B, keeping family groupings attending on the same day. Attendance at school at this point will be as shown in the table below:

	Monday	Tuesday	Wednesday	Thursday	Friday
Date: as soon as practicable	A	A	B	B	Staff only

- Teachers will be assigned to a class (although pupils might be taught by other members of staff when necessary). We will aim to keep staffing as constant within a class bubble as possible. Teaching staff who are working from home will provide planned learning unless the teacher is recorded absent from work (sickness etc).
- The Support for Learning base will be used as an additional support base in the first instance.

Pupil Support Assistants (PSAs) will focus on:

Priority 1: Supporting children with complex medical or learning needs within the class bubble wherever possible within social distancing and hygiene rules.

Priority 2: Helping with the organisation of materials required for children's learning at home.

Priority 3: Supervision at break times, lunch times and outdoor learning. Encouraging and maintaining high standards of hygiene and safety measures.

Adaptation and Recovery - Primary Blended Learning Plan and Model of Optimal Attendance

NB Nurture Group approaches will continue as a priority. Carolyn Anstruther will lead on Wellbeing for pupils and staff, supported by Paula Gilhooly, Rhona Kennedy, Kat Watson and Holli Barton.

- Each class bubble will have a designated learning space, most often in the child's own classroom, and timetabled use of outdoor space.
- Within our groupings we will outline and familiarise pupils with health and safety procedures and will establish strong relationships and class bubble routines.
- Timings of school day- see below. There will be staggered start and finish times to avoid crowding and no bells to support social distancing. We also wish to avoid families congregating in the playground, for safety reasons.

9. School Day Timings

a) Arriving

Please drop off your children at one of the school gates and avoid waiting around as much as possible. Pupils can come directly into school at their designated time. Those who are early or late can wait at designated areas of the playground to reduce traffic. P1 and P2 parents may choose to bring children into the playground. SLT and staff will be on hand to help with any issues.

8.35am P7

8.40am P6 and P5

8.50am P3 and P4

9.00am P1 and P2

First 30 minutes is geared toward play-based activities until all groups arrive in class bubble.

b) Proposed Outdoor playtimes

P1 10am to 10.20am

P2 10am to 10.20am

P3 10.25am to 10.45am

P4 10.25am to 10.45am (in rear playground)

P5 10.45am to 11.00am

P6 11.00 to 11.20am

P7 10.45am to 11.00am

c) Lunchtimes (packed lunches in class bubble rooms or outdoors if supervised)

P1 11.50 to 12.35

P2 11.50 to 12.35

P3 11.50 to 12.35 play before lunch

P4 11.50 to 12.35 play before lunch

P5 12.35 to 1.20

P6 12.35 to 1.20

P7 12.35 to 1.20

Meadows and Nature Strip will be utilised, weather permitting.

d) Leaving

Parents wait at gate for older children to meet them there. Pupils will be dismissed one class at a time. Leaving times have been adjusted to take account of entry times to ensure all classes maintain school hours.

2.50pm P1 and P2

3.05pm P7

3.10pm P5 and P6

3.20pm P3 and P4

4.30pm Most staff should aim to leave so building is available for cleaning.

SUMMARY OF PLANNED SCHOOL DAY from August 2020

Keyworker Hub

This will operate at Sciennes from August. Details to be confirmed.

Primary school day – school hours remain the same with times adjusted to stagger entry and exit P1-2

P1-2 Monday to Thursday 9.00-2.50

P3-4 Monday to Thursday 8.50- 3.20

P5-P6 Monday to Thursday 8.40- 3.10

P7 Monday to Thursday 8.35-3.05

Morning breaks 20 minutes

Lunchtimes 45 minutes (making use of all outdoor spaces available)

P1 11.50 to 12.35

P2 11.50 to 12.35

P3 11.50 to 12.35 play before lunch

P4 11.50 to 12.35 play before lunch

P5 12.35 to 1.20

P6 12.35 to 1.20

P7 12.35 to 1.20

10. Updates and Contact Information

Within this document, we have aimed to outline Council and school plans for August as they currently stand. However, the situation is constantly and rapidly evolving and should there be a change to current plans for 33% attendance, we will inform families by email and on the school website and via Twitter. Families will be informed of A, B, C groupings by 24th June.

CONTACT DETAILS

School enquiries – admin@sciennes.edin.sch.uk ·

Headteacher - whole school and P4 – andrew.hunter@sciennes.edin.sch.uk

Depute Headteacher P1-P3 carolyn.anstruther@sciennes.edin.sch.uk

Depute Headteacher P5-P7 lucy.gallagher@sciennes.edin.sch.uk

‘In This Together’ JGHS Summer Holiday Keyworkers’ Hub telephone number 07894708692

Technical issues lucy.gallagher@sciennes.edin.sch.uk

Website Latest News <https://sciennesprimaryschool.com/blog>

Twitter <https://twitter.com/SciennesPS> @SciennesPS