Portlethen Academy

Learn and Improve. Get Involved. Think of the Consequences. Respect All.

COVID-19:

A framework for re-opening (Blended Learning)

PLEASE NOTE THIS IS A WORKING DOCUMENT AND WILL BE ADAPTED AND AMENDED IN THE LIGHT OF CHANGING INFORMATION DURING JULY AND AUGUST 2020

Version History

11/6/2020 V1.0 Document Created

Contents

Reopening Portlethen Academy

The reopening of Portlethen Academy to learners will follow the key guiding principles set out by Scottish Government (2020c p.10), supported by scientific advice from Scottish Government (2020b):

1.Safe
2. Fair and Ethical
3. Clear
4. Realistic

We will also work within our school values. The plan below is premised on the best health and safety, and the approaches and procedures below are designed to achieve this and should be read in that context. We firmly believe that effective health and safety approaches will protect staff and pupils and will allow less disruption of learning. The plan is also premised on supporting the Health and Well Being (HWB) of all in the school, and wider, community. A section below highlights some of our HWB approaches and the supports available.

Health and Safety

All our actions and behaviours must be based on the best medical and health and safety advice as provided by the Scottish Government and Aberdeenshire Council. The following uses the advice currently available to adapt our school processes and behaviours to the situation.

Access, Egress and Movement around School

School Day

8.50am –	Warning bell, pupils enter building and go direct to classes
9.00am	Period 1 Commences
10.30am –	Break begins, pupils leave by entry door and have break outside unless poor weather
10.50 am -	Warning bell - Pupils re-enter by designated door and move to class
11.00 am –	Period 2 Commences (awaiting advice re cleaning between classes)
10.45 am –	S3 Changeover Bell
12.30pm –	Lunch begins
1.20pm –	Warning bell, re-enter by designated door and move to class
1.30pm –	Period 3 commences
3.00pm	Period 3 finishes, pupils leave building

Daily Contact Time will not run during the Blended Learning Timetable as it would require extensive movement of small groups around the building. Pupils will have their regular PSE slot with Guidance Staff to support use abbreviation HWB.

See below for further details

Arriving at School

Pupils will queue using the 2m hatchings at the designated door for the subject they have on their timetable first.

Door number	Entrance Location (see plan)	First Period Class Location
1	End of PE Corridor	PE
2	Off Basketball Court	Modern Languages PSE
2	Off Basketball Court	ICT
3	Theatre end of ASL Corridor	English
4	Social Area opposite Theatre -	ASL Theatre
5	Entrance by Amphitheatre	Design & Technology
6	End of ASL corridor	Maths
7	End of D&T Corridor	Science
8	End of Music corridor (2G28 end)	Music & Drama
9	Fire exit at rear of library	Humanities
10	End of 2nd social area by D&T wing	Art Home Economics

Portlethen Academy
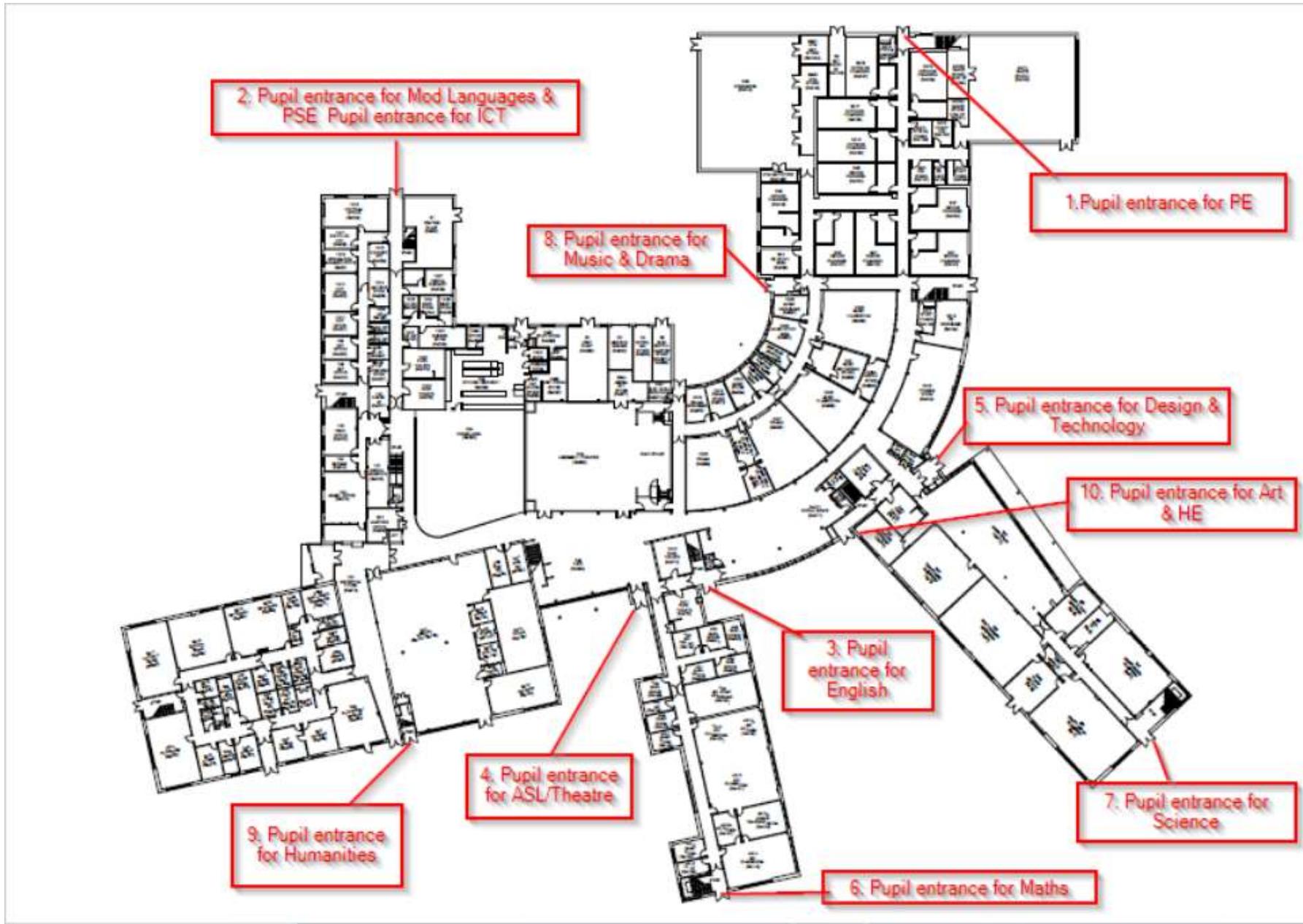
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2. Pupil entrance for Mod Languages & PSE Pupil entrance for ICT

1. Pupil entrance for PE

8. Pupil entrance for Music & Drama

5. Pupil entrance for Design & Technology

10. Pupil entrance for Art & HE

3. Pupil entrance for English

4. Pupil entrance for ASL/Theatre

7. Pupil entrance for Science

9. Pupil entrance for Humanities

6. Pupil entrance for Maths

The bell will sound 10 minutes before the start of the lesson and doors will be opened by designated staff (school and Robertson). This allows time for pupils to enter the building, sanitise and move directly to their class via the 2 m hatchings throughout the corridors/stairwells. Classroom doors will be open to prevent queuing/bottlenecks within the corridors.

Staff will enter school via the front door, queuing in socially distanced hatchings where volumes require.

Pupils who require the use of the lift to access upper floors, or other support needs will access the building via the front door and will move to their classroom prior to the warning bell sounding to ensure they are not moving against the traffic flow.

Moving around School

Signage and floor markings will be in place to ensure school users are aware of social distancing requirements.

A 2m social distanced area should always be maintained.

To limit the number of people moving throughout school pupils will exit the building via the same route they accessed it and will queue using the 2m hatchings at the designated door for the subject they have next on their timetable. The bell will sound 10 minutes before the start of the lesson and doors will be opened by designated staff (school and Robertson). This allows time for pupils to enter the building, sanitise and move to their class via the 2 m hatchings throughout the corridors/stairwells.

Staff will move through the building using the one-way systems in place in corridors and stairwells.

Pupils who require the use of the lift to access upper floors or who have other support needs will move within school using agreed routes.

Classrooms

• Teaching areas will be marked with tape to establish a 2 m teaching zone for all staff that pupils must not enter.

Classrooms will be arranged in order to maximise social distancing.

• You will find desks have been taped over to indicate areas where no pupil should be seated.

PPE

- We will use the latest Scottish Government advice in respect of PPE
- Currently PPE will not be required beyond what would normally be needed, for instance in practical areas.
- If staff wish to wear face masks this is acceptable and they should supply their own.
- Should Parents/Carers prefer for children to wear PPE this should be provided for by Parents/Carers and thus their responsibility.

Pupils can wear facemasks if preferred though there is currently no insistence that this is the case. This may have practical implications re behaviour and day to day teaching and if pupils abuse this health measure the usual behaviour system will be used to resolve the matter.

Dress code:

Uniform: Our school dress code is part of our Portlethen Academy identity. Overwhelmingly our pupils wear a good standard of uniform and your assistance in this is greatly appreciated. Visitors always comment on the positive impression this gives. The summer holidays are always the time when the shops stock school wear and we would ask that you stock up as well for next year as your child grows. The school dress code is as follows:

> Black trousers/Black skirt
> White shirt/blouse
> Black knitwear
> School tie
> Black shoes

Whilst we know that leggings are affordable and practical, we would prefer black trousers as they are more in keeping with a working environment. We ask that pupils do not wear jeans. With regard to shoes, we ask that they are black however these do not have to be formal shoes. We do not allow hoodies in class and require that pupils do not have hoods up in the building for safety purposes. We also ask that pupils have a change of both clothing and footwear for PE and will confirm arrangements for this after summer.

Cleaning – hand washing/hand sanitising

• Effective hand hygiene remains the most effective way to deter the spread of Coronavirus.
• Pupils are asked to wash hands at any given opportunity.

• Soap dispensers within toilet areas will be maintained and should this become an issue the Duty Janitor should be alerted.
• Hand sanitiser will also be available at various locations around the school and pupils are encouraged to utilise this.
• Pupils should bring their own hand sanitiser to school

Coronavirus cases occur

• Shielding – anyone who has been instructed by the NHS to follow shielding measures should remain at home.
• Any individual displaying symptoms, or with a family member displaying symptoms, of Covid-19 must self-isolate at home in line with current Guidance.
• Any individual displaying symptoms should arrange a Covid-19 test via NHS Inform

Leaving School

Pupils will leave their last class of the day via the same route they accessed it and will move off school grounds maintaining social distancing.
Pupils waiting for buses will use the basketball court to queue for their bus, moving when directed by the driver.

Visits out of Class

From a safety and protection standpoint all pupils should go to their class at the start of each lesson to register. If they then require out of class for any reason this should be agreed with the class teacher.

e.g. Guidance/Pupil Support Worker/Nursing Assistant
The free movement of pupils across school should be limited to essentials only however it will be the case that pupils will need to visit other staff and locations. Pupils should be expected at all destinations and this should be arranged by prior phone call with the route from a to b should be agreed. Pupil departure and return should be noted by the class teacher.

Toilet Visits
Pupils: Because of the limited number of pupils who can be in toilets at any given time, toilet breaks cannot be accommodated during break. Pupils should be permitted to leave class to visit the designated toilet for the area of the school throughout lesson time, signing out in the usual manner with the class teacher recording the time of departure and return.

Staff: Designated staff toilets are identified throughout school, and these should be used to limit demand on the staffroom toilets.

To minimise touch points toilet doors which can be will be wedged open. Toilets which require touching the door handle to exit after washing hands will be provided with sanitiser outside the entrance/exit door

Lockers

The use of lockers will not be possible during the recovery period. Pupils will have to keep their belongings with them throughout the day and will be encouraged to keep these to a minimum.

Break and Lunch Time Plans

Pupils

Break will run from 10.30am to 11am. All pupils will go outside and maintain physical distancing during break. No food provision will be made for break and pupils are required to bring their own snacks and drinks as required. In particularly bad weather break will be taken within the classroom occupied during the first teaching block of the day, with pupils going outside on the warning bell to the designated door for their next lesson. Doubling up of classes during this period will ensure teaching staff have a 15-minute break if required to carry out a 15-minute period of class supervision.

Because there is very limited indoor space available for socially distanced eating, and to ensure pupils get as much fresh air as possible before the afternoon session, pupils who can will be encouraged to go home for lunch, and those who cannot to go outside. Grab bags will be available via a pre-order system for pupils wishing to have a school meal. Additional information on this will follow. In the event of poor weather limited space with Social Distancing will be made available in the canteen, mini canteen, and S1-3 Social Area.

Accessing the Shops at breaks and lunchtimes.

It is essential that pupils respect Social Distancing Guidelines and also respect members of the community. If pupils go to the shops and do not observe social distancing this will have a negative impact on the public perception of the school and its pupils. It could also be a health risk to other shop users. Our advice is that pupils who can do so should go home for lunchtime and the remainder should remain in the school grounds respecting Social Distancing. As such we would encourage parents to provide pupils with food and drink so that there is no need to go to the shops. The school will liaise with local shops prior to pupils returning to school.

Staff

The staff room is laid out in socially distanced groups to support staff having a break and a chat with colleagues. The size of the kitchen means that the number of staff being able to access hot water over the 30 min period is limited and so staff are encouraged to bring beverages with them. All food and drinks brought in must be taken away and foodstuffs not stored in the refrigerator.

Emergency Response

First Aid

Where first aid is required the usual protocol of calling the first aider or sending the pupil to the first aider (after ringing to advise) will remain as is. First Aiders will wear full PPE for administering any first aid as social distancing cannot be maintained. This will comprise: Gloves, apron, mask and eye protection.
Assessment of all injured/unwell pupils will be carried out in situ or the rest room. Should there be any indication of Covid-19 symptoms the Protocol for a Symptomatic Person will be followed.

Emergency Evacuation

An amended Emergency Fire Action Plan is in place for the duration of the recovery period. The main differences will be exiting via the same route of entry to the class unless unsafe to do so, maintaining social distancing whilst moving to the muster points, amended/expanded muster areas on the Astroturf to allow for social distancing and amended arrangements for distributing documents. Clarification needed for how pupils gather (in reg class or remain with subject teacher they are timetabled with)

Symptomatic Person

The protocol *Responding to a Symptomatic Person* will be put into practice as required. Robertson FM will follow their *Procedure for Suspected Covid-19 Case*.

Health & Wellbeing

Staff

- Staff health and wellbeing remains a key aspect of dealing with the Covid 19 situation. Regular staff meetings to update staff have been a feature and these will continue as the school phases back.

- Various other regular meetings take place including SLT, Leadership Group (PTs), Faculty link, Faculty Meetings and Virtual Coffee mornings. These will continue virtually or physically to allow discussion and support.
- The staff Shanarri survey and an internal staff mobilisation survey has been used to gauge Well Being and inform practice. A staff Shanarri Survey has been completed in the week beginning 29 June and will inform practice. A follow up will be done in the second week of session to establish how staff are coping with the return.
- Staff have been encouraged to visit the school before the end of term to establish how they feel and to help prepare for the August return.
- PPE   https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe
- **https://www.gtcs.org.uk/News/news/health-wellbeing.aspx**
- It's not only physical risks that require to be assessed; workers risk poor mental health caused by stress, fear, and anxiety about returning to work in potentially unsafe environments
- With fewer people likely to be at work, expectations around what is possible need to be adjusted to be realistic for all.
- EIS advice is available on the website ('EIS Health and Wellbeing Support' - https://www.eis.org.uk/Coronavirus/Directory).
- Aberdeenshire provides a range of supports which can be accessed through the Wellbeing and Occupational Health pages https://aberdeenshire.sharepoint.com/sites/Arcadia/services/Pages/Business%20Services/HR%20and%20OD/Health%20and%20Safety,%20Wellbeing%20and%20Risk%20Management/Wellbeing/Wellbeing-and-Occupational-Health.aspx

Grief, loss and bereavement support

- Some colleagues will have suffered a recent bereavement and may need time-off, counselling, and other support.
- Grief Loss & Bereavement Support for Employees

Pupils

Pupil Wellbeing is also a key area and has been supported by all staff. Blended learning will provide particular challenges in supporting young people returning to school and also supporting those still not in school. Many of the aspects of support

used during lockdown will be continued in the blended approach in addition to others relevant to the return to school. These include:

- Pupils will receive a virtual induction to a number of our key procedures and protocols either prior to return or during their first return to school.
- Continued engagement tracking by Guidance and faculties
- Interventions from engagement tracking as per the school approach working through individual teacher interventions, PT involvement, Guidance teacher or other support staff and DHT year head.
- Regular contact with vulnerable pupils by key staff eg Principal Teacher of Guidance, Pupil Support Worker (Behaviour and Attendance), Community Learning and Development staff, Social Work, SfL teacher, Pupil Support Assistant, School Nurse will be available to support young people both in school and at home
- Pupil Shanarri Survey will continue to be used early in session to gauge the situation
- Laptops/Ipads provided for young people without suitable access at home will continue so that they can engage with blended learning
- Daily Contact time will be suspended under the blended learning plan however PSE with each pupil's Guidance teacher will continue as a support for wellbeing. This class work will focus on reintegration into the building and its systems and learning.
- Where pupils request out of class time to see a member of staff for support it will be crucial that they follow the out of class procedures so that we do not have young people out of class without knowing where they are for their safety and that of others.
- Supports for young people while out of school are available through Microsoft Teams and Google Classrooms in GLOW and on the school website.

Blended Learning Approach

It is accepted that there will inevitably be trade-offs involved in any learning provision model. The proposed model seeks to balance these as much as possible whilst being flexible enough to accommodate and changes in requirements. Throughout the reopening planning and implementation, we will be mindful of advice from Trade Unions (EIS 2020).

From August 2020 our approach will be a blend of in-school and at-home learning for almost all young people. This will be kept under constant review and time spent in-

school will be increased further as and when it is safe to do so, working towards full-time in-school learning for all.

Implementing current physical distancing requirements has a significant impact on the capacity of Portlethen Academy. A separate report indicates the capacity of individual learning spaces; overall it is expected that, at a maximum, up to 50% may be accommodated in the building. Testing the layout of rooms in Portlethen Academy has shown this to be significantly less than 50% in many areas and is between 33 and 25%. These include HE Kitchens, Technical Workshops and, crucially, General Purpose classrooms such as English and Maths use. To allow safe working practices to be in place we are required to consider and implement the following where feasible:

1. Teaching in smaller groups, with a degree of rotation / alternation.
2. Where practicable, minimising the mixing of such groups.
3. Seating positions being reorganised so that pupils are a safe distance apart (for example, 2m when seated at desks).
4. Increased use of outdoor spaces.
5. Staggered arrival and departure times and clear guidance to parents
6. Breaks being staggered by class, to avoid pupils from different classes coming into contact where possible (particularly when indoors)
7. Considering where it is practical for teachers, rather than pupils, to move round classes
8. How pupils and staff will get to and from school in a safe manner.
9. Dining provision.
10. Enhanced hygiene practices.

In planning and risk assessing for return we have taken alternative approaches around points 5-7 due to our building layout and the timetable approach. A key feature has been to establish a system whereby staff movement is limited and they are able to work in their own protected space. Throughout this document we differentiate physical distance from social distance which acknowledges the virus's ability to be transmitted from person to person but also the importance of our community to be socially connected. Banks (2020) notes the importance of the support and nurture we offer one another in these extraordinary times.

Consultation

Timetabling discussions with Aberdeenshire ECS TT working group by CC and NM
Timetabling support by J Rinchey, PT Mathematics
Consultation with HTs of all Academies through weekly meetings and

ASHTA survey

Extended SLT with PT Humanities and PT SfL attending

Faculty link Meetings

C Cowie 1:1 meetings with PTs

Weekly Leadership Group Meetings

Weekly Staff Briefings

Term 4 and 5 Planning Group NM Member

Discussion with Parent Council

CC meet with Union Reps wk beginning 8/6/20

Staff working groups asked to contribute to e.g. Behaviour Group, Teaching And learning Group,

Digital Learning Parent letter 15/6/20 available to all parents and staff plus councillors and officers

Outline to Ward Councillors 23/6/20

Discussed with V Docherty, Head of Service, and I Parkin, Education Support Officer, 26/6/20

Timetable 2020/21

Creating a timetable that balances all competing factors is a challenge that schools in Scotland have never faced before. To create such a timetable, compromises that we would never ordinarily consider will need to be made with the health and wellbeing of our learners and staff paramount and any timetable solution will be designed with this in the forefront of our thinking. It is widely accepted however that this will at times bring its own challenges and compromises.

The 2020/21 timetable model will look and operate in a different manner from previously with:

1. Reduced transitions
2. Reduced face to face contact
3. Reduced corridor contact
4. Blended online learning
5. Shorter school day to allow time for movement around the site, to mitigate against long "double periods and to allow staff to better support ion line learning.
6. Staggered timings: Length of face to face contact will differ depending on year group being taught
7. Some courses initially available online only
8. Creating time so that staff can support blended learning has been a key element of our thinking and, with this in mind, pupils will not attend Portlethen Academy

on Fridays. Additionally the school day will be shortened to allow greater time for any movement, to allow for the significant stress that pupils and staff may experience and to acknowledge the competing demands on staff from face to face learning and blended learning.

Senior Phase

(Appendix 1) - will operate on a one column (or subject) per day basis. Only half of the pupils per column will attend on any given day. Two days over a three-week period will be set aside to ensure all pupils can have face to face contact with the teacher timetabled to teach them on the original master timetable. Pupils will be expected to engage with learning for the subject in the three weeks before they return to the class again. This model will operate on a three-week rota to allow each learner to have contact across all six of the columns they are timetabled to.

Key Features:

- Maximum of 1 learning transition per day
- Uninterrupted and flexible learning timings
- Flexible deployment of staff
- Should a Covid-19 case be identified positively, simpler to track and trace contacts
- Reduced need not to clean work areas within the day
- Senior pupils with a practical study day could arrive in appropriate dress removing the need for changing facilities
- Pupils timetabled to have contact with the teacher allocated to teach them on the master timetable

S3 BGE

(Appendix 1) - will be timetabled to attend school for 5 days in total over a three-week period. During this time, they will be timetabled to two subjects per day, ensuring full coverage of the subjects they have chosen during the personalisation process. Each subject will have the equivalent of three periods with only half of the class in attendance each time. A teacher timetabled to teach an S3 class is likely to be timetabled to teach the class back to back.

Key Features:

- Maximum of 2 learning transition per day
- Should a Covid case be identified positively, simpler to track and trace contacts
- Reduced need to clean work areas within the day

- Pupils timetabled to have contact with the teacher allocated to teach them on the master timetable where feasible.

S1/2

(Appendix 1) - will be timetabled to attend school for 4 days in total over a three-week period. During this time pupils will be timetabled to three subjects per day. S2 pupils will cover all subjects that they will be expected to select from during the personalisation process. S1 pupils will have access to a wide range of subjects, however due to restrictions in staffing they will not be timetabled to Technical, HE or RMPS until we return to the master timetable. On days where subjects have been timetabled to deliver classes to S1 and S2 pupils, a member of staff will be required for the full day to ensure full coverage of the classes. These can however be split up and shared between staff in each faculty. One drawback is however that teachers may not be timetabled to teach the classes that they were originally allocated on the master timetable.

Key Features:
- Maximum of 3 learning transition per day
- Should a Covid-19 case be identified positively, simpler to track and trace contact
- Slightly reduced need to clean work areas within the day

Staff absence and impact on curriculum delivery

The above timetable/curriculum plans are premised around staff availability. If staff are absent due to Covid 19 or for other health reasons it may be necessary to use the school closure procedures on a given day or for a period of time. This would usually mean reducing the number of pupils in school by sending pupils home/not bringing pupils in. This would ordinarily start with the BGE years.

School Transport

Pupils using the bus service will be restricted to physical distancing. This will increase the number of coaches required if all pupils are to attend and the time it takes for learners to get to school. There is currently no plan to increase this capacity for cost and availability reasons. Current capacity (June 2020). Pupils must wear facemasks on the buses. Further advice is expected before August.

Establishment Name	Contract Name	Operator	Seats (Operator)	Seats (2m SD)	Total Pupils on Manifest
Portlethen Academy	SS865A-R24	Bluebird Buses Ltd	72	20	53

	SS865B-R24	Bluebird Buses Ltd	72	20	56
	SS865C-R24	Bluebird Buses Ltd	72	20	44
	SS865D24	Bluebird Buses Ltd	72	20	12
	SS865F24	Central Taxis (abdn) Ltd	8	1	6
	SS865G24	Central Taxis (abdn) Ltd	33	8	30
	SS865H24	A&I Coaches Ltd	16	1	7
	T-SS865I	A&I Coaches Ltd	16	1	12
	T-SS865J	Central Taxis (abdn) Ltd	8	1	6

Detailed guidance has been provided by Scottish Government (2020 p.26-28). Parents were surveyed regarding Bus Transport (likely attendance, alternative means of transport) in the week beginning 23 June 2020.

We are awaiting further information on this from Aberdeenshire Council and will update this document in due course. The school is also canvassing the parents of those pupils who are transported to school to see what their intentions are around this in August 2020 once we have more information on this.

Registration

Class Materials

On our return we will need to be very aware of health and hygiene issues and the sharing of items is something we will actively discourage. On current advice pupils will not be able to borrow items from staff therefore essential that all pupils bring all the materials they require for each lesson with them. Our Learning and Teaching Group has provided the following list of items that we would ask you provide.

Pencil Case	Other
Pencils	Pack of tissues
Pens	Water bottle
Rubber	Hairband (for PE and D&T)
Ruler	Hand sanitiser
Sharpener	Headphones (small jack to fit PCs, not Bluetooth)

Calculator (possible on phone until brackets are required in equations)	
Compass?	
Colouring pencils?	

Some online options: https://www.amazon.co.uk/Helix-Q92010-Oxford-Exam-Kit/dp/B008F8KX60/ref=sr_1_5?dchild=1&keywords=helix+pencil+case&qid=1592822598&sr=8-5

https://www.amazon.co.uk/Oxford-Helix-Maths-Set-Storage/dp/B000J66XPG?ref_=ast_sto_dp

Asda: https://groceries.asda.com/product/stationery-sets/staedtler-stationery-set/910001720998

Use of Resources Practical Classes

Practical spaces pose additional challenges within the reopening guidelines. Guidance for teachers who teach in practical spaces has been published (SSERC 2020) (DATA 2020) (CLEAPSS 2020a) (CLEAPSS 2020b).

Music & Drama

Music- practical activities will be determined by number of pupils in the class and the ease of cleaning instruments and equipment. Where possible, pupils will have their own beater or set of drumsticks for the entire time in class that day. Pupils may use their own instruments from home where possible. Pupils will undertake a mix of practical and theoretical work, socially distanced if still required. Practical rooms may be available for individual senior pupils to play in, particularly woodwind/brass and singers due to droplets/ breath issues. Sheet music may need to be laminated for ease of cleaning. In all cases, online work will complement the work done in class.

Drama- practical activities will be determined by number of pupils in the class. S1 and S2 classes will undertake mainly practical work- socially distanced if still necessary, and with no access to chairs, rostra, props, set, costume, lighting or sound equipment, at the moment. Changing rooms will be locked, so bags and jackets will need to be stored along the side walls or at the back of the classroom out of the way. Small whiteboards will be used rather than jotters to note down ideas. S3 pupils will learn about technical aspects with limited practical activity and no use of equipment at the moment. They may have access to desks and chairs, folders and paperwork. Senior

classes will undertake mainly theoretical work, with desks and chairs. They will also be able to use booklets/folders but would be taking this home at the end of their time in Drama that day. In all cases, online work will complement the work done in class.

Physical Education

Pupils will continue to take part in physical activities, but the range of activities offered will be limited to those that can be carried out within social distancing guidelines and with equipment that can be safely used, with appropriate cleaning schedules in place. Practical activities will take place outdoors unless the weather prevents this from happening. Where young people have PE they will not be able to use the changing rooms so can come to school in PE clothing for that day. This should match the school uniform colours so should be predominantly black with a white t-shirt. Navy Blue is acceptable if black PE joggers or top are not owned. Pupils should not wear team colours/strips or any item with large logos. Fuller details below.

Appropriate kit must be worn:

T-shirt: This should be a sport top and should cover the pupil to the waist, even when stretching their hands above their head.

Shorts: these should be an appropriate length

Leggings/Joggers: We only allow sport leggings for PE which should be of an appropriate thickness (not see through)

Shoes: Trainers or other sport shoes are acceptable

Jumper/Hoodie: These can be worn, depending on the temperature, but should always have t-shirt underneath

S3 and Seniors will continue to have a mix of theory lessons and related practical activities. Theory lessons will be classroom based and appropriate measures will be in place to ensure social distancing and hygiene recommendations are followed. In addition, all pupils will be expected to complete written tasks at home that will enable them to progress with the course curriculum.

Home Economics

Due to the layout of the two kitchens we will be taking much smaller groups of pupils for practical cookery sessions. Senior pupils (Practical cookery) will be split into small groups and will each complete two practical sessions and one theory session when in school for a day. This will provide the basis for written work to be completed at home and will also demonstrate the skills pupils could practise at home if possible. All other senior classes will be completing course work; there will be limited opportunity at this time to enrich this work with practical work.

S3 pupils will be split into small groups to complete practical work and amalgamated into a larger group when completing theory work. These larger groups however will still be within social distancing guidelines. Work will also be provided for pupils to complete at home.

S2 pupils will also be split to allow all pupils to complete some practical work when they are at school. They will be provided with written work to complete at home.

Systems will be in place to ensure that movement within the classroom will be minimal and that pupils are aware of the additional routines to follow to meet current hygiene recommendations. Any pupil requiring support that contravenes social distancing measures in place will be assisted by a member of staff in appropriate PPE

Routine for kitchens

HYGIENE

- Pupils sanitise hands on entering classroom
- Collect laundry items and apron en route to workstation. All items to be used by one pupil for one class and washed/tumble dried on hot.
- Sanitise worktop at workstation (sanitiser spray at each sink) at the beginning and end of each lesson

INGREDIENTS

- Ingredients trolley to be set out with 5 sets of ingredients i.e. pasta/lentils/cherries – one for each work-station (same idea as flour/sugar currently)
- Ingredient which require to be measured out by technician i.e. butter/meat to be set out in 5 x plates/trays – one for each unit

EQUIPMENT

- Larger equipment i.e. electric hand whisks to be given out by teacher or pupil to collect from storage area by pupils – one at a time. Pupils to sanitise after use and returned to storage cupboard (or left for next class)
- Small equipment i.e. measuring spoons to be set out at each unit before lesson by teaching staff

COLLECTION OF FOOD AT END OF DAY

- S2 pupils food to be delivered to their last class of the day (all pupils will be in the same class at the end of the day as they were in HE so not an onerous task)

- S3 will be required to collect from HE as those pupils will be scattered around the school at the end of the day
- Senior pupils will still be in HE at the end of the school day so can take their food with them when they leave

TECHNICIAN SUPPORT

- Food and laundry trolleys which are prepped ready for class will be left outside the classroom just before the start of the lesson ready for the teacher to collect. The same procedure in reverse at the end of the lesson.

Art & Design

Classes at all levels will complete practical work, some with limited resources for ease of cleaning and sharing. We hope for Senior classes to have their own resource pack for home and school use, with paints, brushes, pencils etc. to help pupils progress fairly. Use of sinks for cleaning will be monitored and organised to ensure pupils are not wandering around the classrooms. Surfaces and desks will be kept clean and tidy, with work going into folders and drawers. Other rooms in the department will not be in use for pupils yet so may be used for storage. In all cases, online work will complement the work done in class.

Design & Technology

Due to the size and layout of the workshops, Senior pupils completing practical work (Practical Metalworking and Woodworking) will be split into two halves when they are in the building to allow for safe distancing in the workshops; one half will remain in the workshop whilst the other will complete unit paperwork and theory in a classroom environment and rotate throughout the day as appropriate. The learning will be focused entirely on practical skill and unit completion to generate sufficient SQA evidence for assessment. Blended learning will focus on theory for all pupils, and question paper practice for National 5 pupils, submissions will likely be through MS Teams.

Graphic Communication and Engineering Science (S3 through Higher) pupils will work on both desk and ICT based tasks when in the building, with a focus on practical applications of theory using equipment and software they are unlikely to have use of at home. SQA unit evidence will be completed for National 4 – Higher pupils and stored as evidence as required. Blended learning will focus on follow up tasks, analysis and

question paper practice. Pupils may complete these through ICT means or using jotters/paper as appropriate to the given task. Blended learning submissions will likely be through MS Teams.

S2 pupils will focus on either a practical (metal) or classroom (graphics) based project for the first term. Blended learning will focus on design work and analysis tasks to compliment what is covered in the building. Submissions will likely be through MS Teams.

Science

To be confirmed.

Instrumental Music

Instrumental instructors will be able to work from their own spaces in the school (social distancing allowing)- either for face to face lessons with pupils or for online lessons through Google Meet. Other classrooms in the corridor may be required to accommodate pupils and instructors for brass/woodwind instruments, such as music and drama rooms not in use on particular days. In smaller practise rooms, windows and doors will be opened for ventilation, instructors will stay at their desk at the window whilst pupils will play at the door. Discussion are taking place to allocate spaces and times in the week for instructors to attend the school.

Instrumental Music Service risk assessment/policy to be added when available.

Further information on this will be shared and discussed with relevant teams through their Faculty Heads and / or Health and Safety Committee in due course.

Skype meetings have been held with all Instrumental Music Instructors, along with Faculty PT, Music staff and SLT to allow specific discussions to take place regarding accommodation and availability.

Transitions

P7-S1

All P7/S1 Transition activities have begun and are taking place in a specific Microsoft Team. Enhanced Provision is provided for those who require it with personal phone calls from Support for Learning staff who are also in the Transition Team to support. Guidance staff, House Captains and Prefects are also part of the Team to support

pupils with the activities within their Transition Booklet and answer any questions. Transition meetings have taken place via Google Meets to share information with parents and answer any questions they had. The Year Head is communicating home frequently with any updates and is also available to all pupils and parents should they wish to contact her. Confidential pupil information along with curricular levels and pastoral notes have been shared from Primaries and this will be collated and shared with all staff in the Academy. Some pupils with specific needs as highlighted by Primary staff and Support for Learning staff will have the opportunity to visit the school prior to the beginning of term to give them a chance to see the facilities and begin to familiarise themselves with the building. A small number of pupils will be invited to take part in transitions activities in the fourth week of the holidays to begin to build relationships and alleviate anxieties. This will be run by PT Guidance with assistance from Community Learning and Development, Pupil Support Worker and Additional Support for Learning. When all pupils return to school in August, it is anticipated that some form of Transition activities will take place in school, observing physical distancing as appropriate to that phase of recovery. Further details regarding the timetable for S1's starting in August will be shared prior to the summer break.

S2-S5

Year Heads and Guidance teachers have been supporting pupils progressing through other years. Where new timetables have begun as a result of subject choices, online support and phone calls home have taken place to ensure pupils are in the correct classes and receiving relevant updates and communications.
Education Scotland have also produced a document highlighting emerging practice to guide practitioners.

Support for Learning

In school

Support in classes is will be very limited as a member of the ASL faculty will take away from the capacity of the room.
Where capacity allows, a PSA or teacher would sit at the back of the class to allow for distancing. When a pupil requires support, they can approach the member of staff keeping socially distant from them. Staff will use white boards or I-pads to write information or solutions to problems. If the pupil needs to take the white/board I-pad to their seat they will then be cleaned with wipes and handed back to the member of staff. A supply of wipes will be given to each member of staff. However, where pupils

are using computers or their own device, they can communicate by use of teams or google classroom etc. with the member of ASL staff.

If class sizes do not have space in the class but a pupil requires to be supported in class a risk assessment will be carried out and if deemed necessary, the member of staff will wear PPE.

In the case of practical subjects where pupils require close hands on support members of staff will wear appropriate PPE. If this is the case the usual social distancing rules in the class need not apply so numbers will not be an issue.

S1-2 classes will be split into bubbles of 9. Bubble will be mixed ability, however, when support is required a member ASL can be asked to work with the pupil/s in another area where social distancing can be maintained.

Alternatives to in class support

Use of faculty staff bases or free classrooms to allow pupils to be taken out of their subject classes for short periods. Staff can be requested to take 1-2 pupils to work at a time. However, we would need to know that space was available at that given time. If space in the support Centre allows, they may also work there.

S4-6

Where pupils are in all day this gives some flexibility to when support may be required throughout the day. The class teacher should contact PT ASL to arrange for support in the day. However, support will be assigned to classes where a pupil is already identified as requiring one to one support. PT ASL will take the decision whether the pupil will be supported with member of staff wearing PPE or taken to another area to work at a social distance if this is practical.

Where certain pupils are unable to sustain a longer period in the classroom, they will be taken by the member of ASL to work in the Support Centre. (This would apply to all year groups.)

Support Centre

Pupils who have alternative curriculums or reduced timetables will be taught in the Support Centre during this time. Risks assessments will be carried out by support staff as to how to maintain social distancing whilst teaching. Where this is thought to be impossible PPE will be available to staff. Where possible teaching will be planned to include outdoor learning.

Lunchtimes

Space will be available for our most vulnerable pupils to have lunch in the support centre. They will clean the area they sit at before leaving.

Online/Blended learning

ASL teachers will be planning for teaching and learning of pupils who have time allocated with them in the Support Centre. They will provide consolidation and extension work online for their pupils.

Engagement: ASL staff will be available to work with groups of pupils in school who have found it difficult to engage online to ensure they are confident in accessing and completing tasks online.

Staff will still have an online presence in TEAMs/Google Classrooms. We would hope to see a decrease in the number of 1-2-1 interactions across the whole curriculum as pupils become more familiar asking for help from support staff through online platforms.

ASL teachers will work with their Link Faculties to consult on, and where possible produce differentiated materials to be offered to pupils online. Planning and consultation will be carried out before it is posted online.

Behaviour Procedures

SLT will make a clear statement outlining what is expected from our young people when they are back in the building. This will be based around our 4 school values and relate to behaviour as well as being completely prepared for working in the classroom in terms of having their own resources (pencils, pens, calculator, ruler, etc).

Although it is anticipated that incidents of indiscipline will be very low as pupils will not want to squander extremely valuable face to face teaching and learning, it is still important to have a clear strategy of the sanctions that will apply if guidelines are breached. Our behaviour management policy will be based on COVID-19 and non-COVID-19 transgressions.

COVID-19 transgressions

Breach of COVID-19 guidelines regarding social distancing, deliberate coughing, and any associated bullying, name calling, etc will normally result in yellow card (verbal warning with restorative conversation) and then red card (pupil sent to work with SLT or parents contacted and pupil collected to work at home). Principal Teacher, Year Head or other Senior Leadership Team involved as appropriate. In extreme cases the

pupil may be sent home immediately. While at home the pupil will be able to access Blended Learning.

Non-COVID-19 transgressions

Indiscipline in the classroom that disrupts learning and teaching will result in:
1. Verbal warning
2. Yellow card (with restorative conversation)
3. Red card (removal to isolation room to continue with online learning, parents notified)

Reflection room - Rooms in SLT corridor to accommodate any pupil who disrupts learning and teaching. Pupils would continue with their online learning for the remainder of that lesson.

Resource packs – staff will be supplied with resources in their classroom to cater for any pupil who does not have what is required to partake in the lesson.

Toilet procedures – See relevant section above.

Learning and Teaching

From August, young people will have a mixture of school-based and home-based learning (blended learning); this may vary, depending on staff availability and school roll. This is known as blended learning.

A significant element of blended learning that will take place at home will be promoting the flipped learning approach. Flipped learning (sometimes referred to as flipped classrooms) inverts the traditional method of the teacher leading learning, instead handing some of the responsibility over to the pupil, variant on their age and stage.

Pupils are given materials and tasks when in school, or indeed online.

All Faculties will be using Microsoft Teams or Google Classroom. There are many ways in which these will be used – general chat functions, assignments and/or Microsoft Teams. We believe that facilities should use the most appropriate digital platform for their subject and the staff level of training/expertise. Pupils will use a variety of platforms outwith school and a key digital skill is to develop familiarity and expertise with these.

If your child/ren is experiencing any challenges with accessing Microsoft Teams or Google Classroom as an online platform, please contact their respective Guidance Teacher. In doing so, there are many options available to support pupils. These include, support to access online learning, suggestions of apps to use to support (Office Lens for example) and, in a small number of cases, paper-based learning.

Digital Technology

All staff have been using Microsoft Teams or Google Classrooms to engage with their classes since lockdown. As we are now moving to a blended approach to learning and teaching, it is anticipated that staff will continue to support pupils using these platforms in addition to the face to face teaching that will occur when pupils are in class. Staff time for the support of online blended learning will be greatly reduced compared to the current model as they will have significant teaching commitments, as such, support will reduce. Pupils will continue to be encouraged to engage with their online learning building on the tasks and activities that will be delivered during the face to face sessions. Faculties may opt to use the Education Scotland Resources that will be provided. Until these are available to staff it is unclear how suitable these will be and how whether they will require support while pupils are at home.

Bring Your Own Device

Currently public access to Wi-Fi at Portlethen Academy is restricted to outside school hours. We are currently completing the roll out of the 360 safe programme that will enable us to have BYOD switched on. It is anticipated this will be available from the start of session in August. This will mean pupils can bring in their own devices and those who have borrowed devices will be required to bring these when in school to allow continuation of work where appropriate. The school has also invested in new Chromebooks with the intention these replace the machines loaned to pupils. If parents are considering purchasing a device for their child the most specifications are as follows.

	OS	RAM (minimum)	Storage (SSD) (minimum)
Laptop	Windows 10	4 GB	128 GB
Chromebook	Chrome OS	4 GB	64 GB
MacBook	MacOS	8 GB	256 GB
iPad	iPadOS	4 GB	128 GB

Staff can enrol their personal devices to be able to access Aberdeenshire Service details can be <u>found here</u>. Currently any member of staff who wishes to borrow a school laptop can do so. This will allow staff to work from home if they wish when not class committed and will also provide flexibility in the event of further closures or partial closures.

Face to Face Video

Staff to staff: Staff have access to face to face video calls and conference facilities through Skype for Business and Google Meets.

Staff to learners:
Face to face video delivery of lesson has significant potential and will provide the opportunity to short cut many currently time-consuming processes in teaching and learning. However, there are various procedural and safeguarding issues for young people and staff coupled with technical limitations (e.g. sound quality, broadband capacity) and practical considerations (not all pupils can access a lesson at a set time or have suitable hardware). It will take some time to upskill all staff to ensure they are familiar with the technology and its use. There are also significant staffing implications with the need for moderation to support staff. As such we will work towards use of this technology and the associated methodologies.

We expect both Google Meet or Microsoft Teams to be fully functional in August 2020 and staff cannot use them for face to face lessons. Use will initially be limited until teachers and pupils are familiar and confident with the systems.

Education Scotland has worked with Google on changes to G suite which will allow learner cameras to be switched on without risk of unsupervised or unmoderated content. Google has recently implemented a number of technical changes which Education Scotland has tested and as a result they are in a position to switch on learner access to Google Meet, including video on an opt-in basis per local authority. This would be on a temporary basis until 30 September 2020 (the current end date for the free recording capability). Education Scotland will then re-assess risk / benefit, in consultation with users, before any extension is agreed.

It is Aberdeenshire Council's responsibility as data controllers to review and accept associated risks before opting in. They are now in the process of updating our remote learning guidance / protocols and producing a risk assessment to support interested schools / staff in anticipation of Google Meet being fully enabled to support the use of the updated service in the safest way possible. The on-boarding process, to enable Google Meet, can take two weeks once Education Scotland has received acceptance from Aberdeenshire. The latest feedback is anticipating the switch on of this service in late June 2020 with guidance from Aberdeenshire Council. Until this advice is available, we are unable to use all the functionality of Google Meet.

Portlethen Academy
Learn and Improve. Get Involved. Think of the Consequences. Respect All.

Skills Development School Service Offer June – October 2020

Senior Phase Targeted Offer:

1. Delivery of 1:1 coaching guidance by phone/online for senior phase pupils and S3 identified with maximum needs
2. Continue to deliver on the intensity of service offer (needs based - 5:3:1 engagements)
3. All S4 – S6 students with an open Foundation Apprenticeship project flag are engaged at least once by end of August

Universal Offer:

4. Support for pupils identified with minimum needs will be demand led via School CA/ Local Centre / Helpline
5. Continue to promote My World of Work registrations and usage (supports Career Education Programme)
6. Webinars being created to replace face to face group work delivery
7. Career Education Programme - a range of career education lessons and activities available now on My World of Work for all year groups, e.g. P7/S1 for schools   to   use

Professional Learning Offer:

8. A suite of professional learning workshops to support teaching staff in embedding career education-currently being adapted into online versions to be available from August (similar to face to face workshops but adapted to be delivered   digitally)

Expected leavers Summer 2020

1. All S4 – S6 pupils who have a leave date of Summer 2020 (or in the past) will be engaged
2. Enhanced Helpline available for pupils and parents 0800 917 8000
3. SDS will be running the Exam Results Helpline which will go live on Tuesday 4th August.

Support Services & Facilities Management

School Office

To ensure that social distancing can be maintained, all contact with the School Office should be via telephone/Skype or via the desk at Reception. Reception will keep the glass windows closed at all times to provide a physical barrier.
Pigeonholes and forms which usually live in the school office are relocated to the store area opposite Reprographics.

Technical Support

Demands on the Technical Support Team are likely to be augmented during the Recovery Phase. Requests for technical support should be made via the SharePoint form as usual giving as much notice as possible. It is likely that the support team will adjust working hours to be able to carry out tasks when school is not in session. Where jobs require the team to be closer than the current social distancing rules, full PPE will be worn.

Reprographics

To ensure that social distancing can be maintained, access to the Reprographics room is limited to the Support Services Team. All reprographics jobs should be routed through the online system and pick up and drop off (for copy originals etc.) is now located in the store opposite Reprographics.

Cleaning & Hygiene

Robertson FM have reviewed the cleaning arrangements and cleaning methods for the duration of the pandemic.

Statement from FM

In preparation for the school's return in August RFM cleaning team have been fully trained on the use of anti-viral chemicals and enhanced PPE requirements in line with Aberdeenshire Council guidance. Cleaning work schedules have been adapted to ensure there is a focus on touch points both in rooms and around corridors and toilets. The Cleaners have carried out the normal summer deep clean of areas with the new methods over the past 3 months and upon the school's return they will continue to adopt these practices whilst the guidance is in place. The early morning team will complete their normal areas and a sweep of toilets and corridors for touch points. The day cleaners will continue to carry out reactive cleaning as required and the lunchtime cleans of toilets, HE and Science areas. The evening cleaners will in turn work in their

own areas to ensure all rooms are cleaned and sanitised in preparation for the next school day.

Should there be an outbreak or suspected case then RFM have procedures in place to carry out additional cleans and have a specific flowchart which ensures the safety of RFM staff and School staff and Pupils during this period. This will be coordinated in conjunction with school management on a case by case basis.

Whilst hand washing is widely recognised as being the best way to stop the spread of Coronavirus, it is acknowledged that within the school setting this is not always possible/practicable. To this end sanitiser stations are available throughout school to augment hand washing regimes and sanitiser is available in all classrooms/offices

Alterations to Classroom & Building Layouts

Classroom seating/workstations are laid out to ensure that pupils and staff are 2 metres apart. All corridors are segmented to remind users of 2 metre distances and signs/posters are displayed around the building to remind pupils and staff of the correct actions to take.

Appendices

Appendix 1   Schematic Timetable

		Monday		Tuesday		Wednesday		Thursday		Friday
S1	Week 1	Half of year group in school								in any given week, a large proportion of the school pupils will be expected to work from home. In an effort to support them with this, time has been set aside for staff to support the pupils to engage with the tasks that have been set to try and ensure competition to the highest possible standard.
	Week 2	Online Learning								
	Week 3	Half of year group in school								
S2	Week 1	Online Learning								
	Week 2	Half of year group in school								
	Week 3	Half of year group in school								
S3	Week 1	Column F	Study	Column A	Column C	English and Maths		Column B	Core	
	Week 2	Online Learning		English and Maths		Column D	Column E	Online Learning		
	Week 3	Online Learning								
S4/S5/S6	Week 1	Column F 1		Column A 1		Column C 1		Column D 1		
	Week 2	Column F 2		Column B 1		Column E 1		Column A 2		
	Week 3	Column C 2		Column B 2		Column E 2		Column D 2		

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