**Knightswood Secondary School**

**Recovery, Reconnection & Resilience**

**Curriculum Planning**

**Context** – On Friday 20th March 2020 Knightswood Secondary School, in line with all schools in Scotland, closed to all pupils with the exception of vulnerable pupils and the children of Key Workers. Since this point home learning has been provide through Glow , TEAMS, Google Classroom and Show My Homework and laterally the offer has been made for pack to be provided to young people who do not have access to devices or Wi-Fi.

Schools re-opened for staff on the 1st June 2020 and the Executive Director of Education set out the following for this period.

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| **w/c 1 June 2020*** Schools and nurseries to be cleaned
* Senior leadership teams in schools and nurseries to return through the week to prepare
* Other staff could attend in a voluntary capacity
* Childcare to continue at the hubs
* Risk assessments to be completed
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| **w/c 8 June 2020*** Groups of staff coming in on a planned basis to meet with senior staff to discuss in-school arrangements for June, including support staff
* Groups of nursery staff in on a planned basis to meet with senior staff to discuss in-school arrangements for June
* Children who were attending the hubs to go to their own school.
* Planning for August to start
* Planning for transition
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| **w/c 15 June 2020 and w/c 23 June 2020*** Continued planning for August with staff working between school and home
* Planning for potential summer programmes
* Transition visits, where appropriate
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During this time we are required to develop a blended model of delivery of the curriculum for August 2020.

Further guidance was provided by the Scottish Government on the 28th May 2020. The aim of this guidance is to:

* provide clarity of expectation with regard to practical approaches to a safe, phased reopening of schools and
* in so doing, promote broad national consistency whilst ensuring appropriate local flexibility for education authorities, schools and staff to adapt and adopt approaches that best suit their communities’ needs and ensure the safety of staff, children, young people and their families.



**Key Principles**

**Scientific and medical advice** – full account will be taken of all advice and plans adapted as these change.

**Risk assessment** – A draft RA has been completed and will be updated as appropriate and a copy placed on the school website.

**Public Health Measures** - As set out in Scotland’s Strategic Framework for Reopening School we require to adhere to physical distancing guidance at all times.

Physical distancing, where measures fall into two broad categories:

* ***Increasing separation*** – in Knightswood Secondary School this will involve zoning young people into specific areas, staggering start, break, lunch and leaving times.
* ***Decreasing interaction*** – in Knightswood Secondary where possible young people will remain in a designated area of the school building and movement “between” periods will be kept to an absolute minimum.

**Changing delivery of in-person education** - We are required to review how we deliver educational services to ensure our young people are provided with high-quality learning and teaching in a positive learning environment. This must include consideration of the entire day including the journeys between home and school and arrival and departure. As all of our young people independently travel to school we are not required to consider transport.

**Remote learning** - Due capacity constraints not all of our young people will be able to attend at the one time therefore we need to make appropriate provision for remote learning. We need to consider how we address digital exclusion as part of these arrangements. (Further guidance is in the Scottish Government Document)

**Build on experience –**There is good practice that has been developed in our emergency childcare hubs which our staff have supported and we can learn from this experience

**Be prepared for change** Consistent with all Scottish Government guidance relating to implementing restrictive measures to combat COVID-19, any form of physical distancing policy within Knightswood Secondary should not be in place for any longer than is necessary and we will review our arrangements in line with our experience, Scottish Government and Glasgow City Council Advice as it emerges.

**Clear communication** At all points we will aim to ensure that our plans are communicated at the earliest time with all stakeholders. Consultation will take place via TEAMS, face to face meetings, email, GroupCall and Social Media channels with staff, Professional Associations, parents/carers and pupils on the reopening of schools. Staff can raise concerns via their line managers in the first instance, parents / carers via the Parent Council Representatives or the school email address. We have carried out a Health & Wellbeing survey with young people asking for their concerns and these will be addressed by the Principal Teachers Pupil Support as appropriate and will help inform our Recovery Curriculum.

**Determining capacity**  - we will require to use all available spaces within Knightswood Secondary School to maximise the provision of high quality learning and teaching in a positive learning environment. This may mean using areas that are currently being utilised as offices etc. We will not be considering the use of departmental staff bases as areas for young people however PTs/FHs will need to give consideration to the safe use of these areas so that social distancing can be maintained. This may also mean that staff may not be teaching in their “usual” room. As the rooms are of different sizes and shapes consideration will require to be given to how we can best utilise rooms to ensure the maximum number of young people can be accommodated safely with in the school.

We are looking at 50% of our pupils in at any one time.

Free school meals must still be provided to those that qualify and we await information on this. It will be the decision of Glasgow City Council on whether this is a hot meal, cold meal or whether vouchers/money is provided to parents so a packed lunch can be provided. If a hot meal is to be provided we will need to give consideration to how this will be safely managed.

**Decreasing interaction –** In Knightswood Secondary School we will aim to keep the interactions between individuals/small groups in school to a minimum including at social and dining times. This will include (not exhaustive list at this time)

* Utilising different entrances to the school building for different year groups (See above)
* S1-2 pupils remaining in the same room and teachers going the room to teach them
* Minimal movement with S3-6 pupils
* Staggered start / finish times
* Different break and lunch times
* Pupils will be encouraged to remain onsite for lunch to minimise unnecessary interactions with others off the school premises.

**Teacher movements** - To minimise the need for large numbers of pupil transits we will aim to keep groups of pupils in one location and have teachers move to them. Consideration will need to be given to supervision arrangements as teachers move between classes. Teacher movements for S3-6 is not feasible for us due to the column structure and composition of senior classes, therefore we will need to give careful consideration to timetable arrangements to reduce the number of movements by pupils in a day. For S5-6 double periods will be used where possible. We may wish to consider these for S3-4 however this will mean they will only have one teacher contact a week and S3 pupils may struggle to concentrate for a double period.

**One-way systems** – Once we have agreed our curricular model and can plan the timetable we will be able to consider in detail movement around the school building. This will include consideration of a one way system.

**Soft changeovers -** Regardless our timetable model we may have to consider a “no bell” strategy which will allow a degree of flexibility on class start/finish times and avoids the intensity of flow which currently experience. This may be useful to support staggered start, finish, break and lunchtimes to avoid bells ringing all day which in itself could cause confusion.

**Signage/communication** – We are awaiting further advice on this but early indications are that work will be completed during the break to ensure the appropriate signage is in place.

**Timetabling** – We will require to be creative in our timetabling to reduce physical contact and thereby the transmission of infection. We will do this by using the flexibility within Curriculum for Excellence and in particular the use of curricular areas and consider the use of interdisciplinary learning to structure lessons innovatively, and thereby reduce the need for learners and staff to move between different areas of an establishment in S1-2.

**Drop off/pick up** - The arrangements for parents to drop off and collect children/young people require careful consideration, to ensure that large gatherings of people can be avoided and physical distancing maintained. This does not tend to be an issue for us in the school playground as the gates are locked at start / finish times. **Parents should not enter school buildings unless required**. We will consider staggered start / finish times, so that not all children arrive onsite at one time as well as using all entrances to the school building

We will also require to consider where young people go as they arrive at the school. This could include heading straight to their year group’s designated learning space/classroom. It may mean young people will not be able to enter the building until immediately prior to their start time.

**Social time and dining** – If we are having breaks / lunch these will require to have staggered, for example by different year groups requiring pupils to maintain physical distancing where possible. If S1 and S2 are having their break at the same time they will be direct to separate areas of the playground for example. This will also apply to lunchtimes. This could involve children bringing their own packed lunch and maximising the use of the outdoor environment for social times/dining should the model we adopt have young people in school for the full day.

**Evacuation procedures** – We will need to give consideration to evacuation procedures (e.g. in the event of a fire or other incident). Including ensuring muster points allow for appropriate physical distancing arrangements are maintained between individuals/groups as far as practically possible. This will be included as part of the risk assessment for the setting.

**Orientation -** We will need to carefully plan how we can best support existing and new staff joining us in August as well as young people to orientate themselves to the revised layouts and circulation patterns described above.

They may involve the use of maps displayed throughout the school detailing entry/exit points and new circulation patterns, for use by pupils and staff. Clear signage on walls and floors if possible. Appropriate visuals will be particularly important for S1 pupils joining us and for some children with additional support needs. These will need to be clear and child friendly to enable them to be understood.

**Cleaning** – Discussions are on-going with Glasgow City Council, AMEY and Cordia with regard to the recommendations. Once these have been received then this section will be updated.

**Personal hygiene –** All members of our school community are encouraged to maintain personal hygiene throughout the day.

This includes frequent washing/sanitising of hands for 20 seconds and drying thoroughly, particularly when entering/leaving the building and before/after eating

 encouraging pupils/staff to avoid touching their faces including mouth, eyes and nose

 using a tissue or elbow to cough or sneeze and use bins, that are emptied regularly for tissue waste. Boxes of tissues have been ordered and will be available in each room.

Stations for hand hygiene will be provided at key areas (e.g. entry and exit points).

**Ventilation -** The opening of doors and windows should be encouraged to increase natural ventilation and also to reduce contact with door handles. We will identify a ventilated space for pupils/staff who become symptomatic to wait in until they can be collected or safely get home.

**Adherence to Test and Protect** - All staff should familiarise themselves with the Test and Protect (Test, Trace, Isolate and Support) strategy that local health boards and Public Health Scotland are implementing. Parents, carers and school settings do not need to take children’s temperatures every morning.

**Stay at home guidance** - All staff working in education facilities, along with the children and young people in their care, will be supported to follow up to date health protection advice on isolation if they or someone in their household exhibits COVID-19 symptoms, or if they have been identified by NHS contact tracers as a close contact of someone with the disease. This should be discussed with Dougie Brown in the first instance.

**Models of Delivery**

Glasgow City Council provided us with three models of delivery of the curriculum for us to consider what would work best in our context.

The three models are outlined below.

All models based on 2 groups:

**Model 1 Half Day Model**

Group 1 Morning – Start at a time identified by the school, not before 8.45am, collecting lunch and leaving at the end of the morning, at the time identified by the school, no later than 12pm.

Group 2 Afternoon– Start at a time identified by the school, being given lunch on arrival, and leaving at the end of the afternoon, no later than 4pm.

**Model 2 Full Day Model (Alternate Days) -starting not before 8.45am and finishing no later than 4pm**

|  |
| --- |
| Week 1 |
| Group 1: Full Day Monday, Wednesday and Friday |
| Group 2: Full Day Tuesday and Thursday |
| Week 2 |
| Group 1: Full Day Tuesday and Thursday |
| Group 2: Fully Day Monday, Wednesday and Friday |

**Model 3 Full Day Model (Alternate Weeks) – starting not before 8.45am and finishing not later than 4pm**

|  |
| --- |
| Week 1  |
| Group 1: Full Day Monday, Tuesday, Wednesday |
| Group 2: Full Day Thursday and Friday |
| Week 2 |
| Group 1: Full Day Thursday and Friday |
| Group 2: Full Day Monday, Tuesday and Wednesday |

**After considering all three models carefully and trying to timetable these with the options that the young people currently have the only feasible option that would ensure continuity of learning for S3-6, provide young people in S1-2 a breadth of experience and maximise the opportunity for specialist tuition for young people on the Dance and Musical Theatre course was Model 1. Model 1 Half Day Model**

Group 1 Morning – Start at a time identified by the school, not before 8.45am, collecting lunch and leaving at the end of the morning, at the time identified by the school, no later than 12pm.

Group 2 Afternoon– Start at a time identified by the school, being given lunch on arrival, and leaving at the end of the afternoon, no later than 4pm.

Senior Phase pupils (S4-6) require 14hrs per week = 840 min = 16.8 periods

BGE Pupils (S3-6) require 12hrs per week = 720mins = 14.4 50 min periods

If we split the day to Senior Phase AM and BGE PM we would be able to have contact with the young people each day and we would not have to supervise interval or lunchtime and will be able provide those entitled to Free School Meals their entitlement on a daily basis.

**Senior Phase S5-6 (Please note the columns indicated below are just an exemplar)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday  |
| 8.45am – 9.35am | Column A | Column B | Column C | Column D | Column E |
| 9.35am – 10.25am | Column A | Column B | Column C | Column D | Column E |
| 10.25am – 11.15am  | Column E | Column D | Column A | Column C | Column B |
| 11.15am – 11.30am  | Break & FSM Pick up |
| 11.30am – 12.00pm | PSE | PSE  |  |  |  |

**Senior Phase S4 (Please note the columns indicated below are just an exemplar)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday  |
| 8.45am – 9.35am | Column A | Column D | Column G | Column C | Column F |
| 9.35am – 10.25am | Column B | Column E | Column A | Column D | PE |
| 10.25am – 11.15am  | Column C | Column F | Column B | Column E | PSE |
| 11.15am – 11.30am  | FSM Lunch pick up |

**BGE S3 (Please note the columns indicated below are just an exemplar)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday  |
| 11.30am – 11.50pm  | FSM Lunch pick up  |
| 12.00pm – 12.50pm  | Column A | Column D | Column G | Column C | Column F |
| 12.50pm – 1.40pm  | Column B | Column E | Column A | Column D | Column G |
| 1.40pm – 2.30pm  | Column C | Column F | Column B | Column E | PSE |

**BGE S1-2 (Please note thesubjects indicated below are just an exemplar)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday  |
| 11.30am – 11.50pm | FSM Lunch pick up  |
| 12.00pm – 12.50pm  | English | English | Science | Technologies  | Soc Subj  |
| 12.50pm – 1.40pm  | Maths  | Maths  | Science | C&A | Soc Subj |
| 1.40pm – 2.30pm  | PE | PE | PSE | HWB | C&A |

It is proposed that S1 and S2 pupils will remain in classrooms and staff will go to them.

For S4-6 It is proposed that they would go to the subject areas.

For S5-6 This would be one period change

For S4 This would be 2 period changes.

For S3 This would be 2 period changes however they would be the only ones moving at that point.

Please note these are still very much draft at this point and subject to change.

|  |  |  |  |
| --- | --- | --- | --- |
| S1 Group 1Pupils would enter and exit via Fire Exit at the DHT office side of the building and remain in these classrooms  | S1 Group 2 Pupils would enter and Exit via the Fire Exit at the Crush Hall side of the building and remain in these classrooms | S2 Group 1 Pupils would enter and exit via the main entrance and remain in these rooms.  | S2 Group 2 Pupils would enter and exit via the main entrance and remain in these rooms.  |
| English | F05 | Humanities  | T01 | Mathematics  | S02 | English | G01 |
| English | F06 | Humanities | T02 | Mathematics | S03 | English | G02 |
| SfL | F07 | Humanities | T03 | Mathematics | S04 | English | G03 |
| SFL | F08 | Humanities | T04 | Mathematics | S05 | English | G04 |
| Mod Lang | F09 | Humanities | T05 | Mathematics | S06 | English | G05 |
| Mod Lang | F10 | Humanities | T06 | Mathematics | S07 | English | G06 |
| Mod Lang | F11 | Humanities | T06 | Mathematics | S08 | English | G07 |
| Mod Lang | F12 | Humanities | T08 | Mathematics | S09 | English | F02 |
| Mod Lang | F14 | Humanities | T09 |  |  | English | F03 |
|  |  |  |  |  |  | Drama | F01 |
|  |  |  |  |  |  | Drama  | F23  |

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| S3 Pupils would enter and exit via the Fire Exit at the end of the Science Corridor – they may also make use of specialised rooms such as IT rooms, Drama, Music etc as appropriate but with movement kept to a minimum |
| Science Lab | G18 |
| Chemistry | G19 |
| Chemistry | G20 |
| Chemistry | G21 |
| Chemistry | G22 |
| Physics | F14 |
| Physics | F15 |
| Biology | F16 |
| Biology | F17 |
| Biology | F18 |
| Biology | F19 |
| Mathematics | S14 |
| Mathematics  | S15 |

We need to consider how S4-6 enter and exit the building.