

School Recovery Planning

Equalities, Equity and Inclusion



Closing The Gap COVID Strategy

Phase 1 Wellbeing Week

Phase 2 Additional Teachers



Phase 1 – Wellbeing Week (10.08.20)

- The week was designed to offer a pilot cohort of young people the chance to engage with a range of experiences to promote positive Health & Wellbeing before returning to school post lockdown. 25 pupils were selected to attend this experience, run in the mornings of the last week of the holidays. They experienced a range of art and design, music and active school/sports activities over the course of the week in addition to receiving breakfast and lunch. Young people met in focus groups with a member of the QIEO team on day 1 and on day 5.
- **Reconnect relationships** - supporting the re-establishment of peer to peer and adult to children/young people relationships
- **Acknowledge experiences** – being curious, acknowledging feelings and reactions and creating time and space for dialogue
- **Create a nurturing environment** - the 6 nurture principles should be used to underpin the approach to school life and learning
- **Support our learners to build resilience** – the four contexts for learning should support children/young people to build resilience.



What Did Our Young People Tell Us?

Safe – during lock down

Almost all had enjoyed being at home
Parent(s)/carer(s) had spent more time with them than normal
They hadn't been worried during the school closure period.
They felt safe at home but missed friends.

(Average rate 8)

Achieving – during lockdown

Learning accessed online/learning packs
Not all learners engaged with their learning
Some learners engaged with the parts of the curriculum that they enjoyed most
Share devices with siblings, no one to ask for help, didn't always know how well they were doing

(Average rate 7)

Safe – returning to school

Almost all looking forward to being at school, including starting High School)
Many had not been into their new school and expressed worries about knowing how to get around the school and how to get to places to wash their hands, crowded areas etc, providing a one-way system was key to feeling safe

(Average rate 7)

Achieving – returning to school

The majority had some worries about achieving in their learning when they return to school.
Concerned that learning will be too hard for them and they will have fallen behind.
Worried about how to tell new teachers if they don't understand.
They are also unsure how teachers can help them if they must remain 2 metres away

(Average rate 6)



Closing The Gap – Phase 2

- What are we trying to achieve?
- Identifying The Gap
- How do we do this in our schools and clusters?



Additional Staffing Capacity

- 28 Additional Primary Teachers (Further recruitment planned)
- Recruitment ongoing for Secondary (23) and Special Sectors (TBC)
- CLPL undertaken throughout w/c 10th August
- H&S Briefing (INSET)
- Child Protection Briefing
- Edinburgh Learns CLPL :- Differentiations, AFL, Skills, Leadership of Learning, Digital, Moving on Coming Together



Additional Staffing Capacity

- Active Schools Coordinators
- Sports Development Officers
- Swimming Instructors
- IMS/YMI



Identifying the Gap

Closing the Gap in Learning

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- What were the attainment levels of pupils before lockdown?
- What was their expected progress? (February predictions may be helpful)
- What is my approach to assessment of pupils' progress? Are AFL strategies central to this approach?
- What are the gaps in learning/development for H&W, Literacy and/or Numeracy?
- What is my strategy to ensure pupils close identified gaps in their learning, including the deployment of additional staff?



Deployment, Management & Reporting

Primary schools

Deployment on Cluster basis in accordance with Needs Analyses (observing current Health Protection Guidance)

Plan and impact measures should be clearly stated in Teaching, Learning & Assessment Renewal Plan (submission date 16th September)

Ongoing evaluation of impact should be undertaken