

Item: 8

Education, Leisure and Housing Committee: 11 November 2020.

**National Improvement Framework: Orkney Islands Council
Education Standards and Quality Report and Improvement Plan –
Progress Update.**

Report by Executive Director of Education, Leisure and Housing.

1. Purpose of Report

To present the National Improvement Framework: Orkney Islands Council: Education Standards and Quality Report and Improvement Plan 2019 briefing summary, interim plan and COVID-19 School Return Local Delivery Plan.

2. Recommendations

The Committee is invited to note:

2.1.

That the latest update by the Scottish Government on progress in relation to the National Improvement Framework was published in December 2019.

2.2.

That progress with respect to the outcomes set out within The National Improvement Framework: Orkney Islands Council: Education Service Standards and Quality Report and Improvement Plan October 2019 (the Orkney Improvement Plan), recommended for approval by the Education, Leisure and Housing Committee on 13 November 2019, have been interrupted by the COVID-19 lockdown which resulted in the closure of schools from March to August 2020.

2.3.

That the Orkney Improvement Plan was suspended and replaced by an agenda to support learning at home as well as working towards the reopening of schools in August 2020.

2.4.

That the interim improvement agenda is based on supporting the return to school with a focus on the wellbeing of children, young people and staff.

2.5.

The interim procedures and planning for reopening schools as highlighted in sections 4 and 5 of this report.

2.6.

The COVID-19 School Return Local Delivery Plan, attached as Appendix 2, to this report, which required to be submitted to the Scottish Government in June 2020.

The Committee is invited to scrutinise:

2.7.

Progress made in respect of the National Improvement Framework, attached at Appendix 1 to this report, in order to obtain assurance.

3. Background

3.1.

The Scottish Government's National Improvement Framework and Improvement Plan for Scottish Education was published on 13 December 2016. These documents set out the Scottish Government's vision for Scotland's children and young people which can be summarised as follows:

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and has the right range of skills, qualifications and achievements to allow them to succeed.
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

3.2.

The National Improvement Framework sets out the undernoted four strategic priorities which must be focussed on if that vision is to be realised:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in children and young people's health and wellbeing.
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

3.3.

More specifically, the National Improvement Framework represents a key strand of the Scottish Government's response to the 2015 Organisation for Economic Co-operation and Development review focussing on Scottish Education, 'Improving Schools in Scotland: An Organisation for Economic Co-operation and Development Perspective'. That review identified the need to develop an integrated framework for assessment and evaluation which encompasses all system levels and ensures all partners are focused effectively on key priorities.

3.4.

The latest update by the Scottish Government on progress in relation to the National Improvement Framework was published in December 2019. This reports on progress under the framework's organisational themes as follows:

- School Leadership.
- Teacher Professionalism.
- Parental Engagement.
- Assessment of Children's Progress.
- School Improvement.
- Performance Information.

3.5.

A summary of the progress in respect of the National Improvement Framework has been prepared for submission to the Scottish Government and is attached at Appendix 1 to this report.

3.6.

From November 2020, the Education Service, in collaboration with a Senior HM Inspector from Education Scotland, will work to establish a long-term service improvement plan which will update in full the National Improvement Framework: Orkney Islands Council: Education Service Standards and Quality Report and Improvement Plan October 2019.

4. Interim Procedures: March to August 2020

4.1.

National and local progress with respect to the outcomes set out in the National Improvement Plan have been interrupted by COVID-19, the closure of schools and the need for a new focus as schools re-opened in August 2020.

4.2.

At the point schools closed, the Education, Leisure and Housing services put in place emergency arrangements to provide childcare for key workers. This offer was for up to 10 hours a day, 7 days a week.

4.3.

In collaboration with colleagues within social work, children and families, vulnerable learners were either integrated into this provision or offered bespoke support based on their needs.

4.4.

Schools moved quickly to establish a range of models to support 'learning at home'. This included innovative ways of keeping in touch using IT. Care was taken, however, to ensure children and families living in parts of the county where there is lower quality broadband coverage were not disadvantaged by providing paper copies of learning activities. Consideration was also given at an early stage to access to devices recognising that in any household, it cannot be assumed that every child/young person has access to their own device.

4.5.

Colleagues in the early years team created online material that parents and their children could engage with together.

4.6.

In both primary and secondary sectors 'pastoral care' contacts were offered to all families.

4.7.

For children entitled to free school meals, a direct payment was introduced. The application process was republicised to ensure no family missed out. Colleagues from services within the Council, as well as partner agencies working with and supporting vulnerable families, assisted with the promotion of this service.

4.8.

Service officers met with head teachers and nursery managers in a twice weekly online forum. This created a regular opportunity to share practice, solve problems and provide regular pastoral support.

5. Planning for Reopening Schools

5.1.

School leaders and managers collaborated across a number of recovery themes in preparation for the reopening of services between April and August 2020.

5.2.

In May 2020, all Scottish Local Authority Education Services were instructed to establish a COVID-19 School Return Local Delivery Plan for a blended learning provision of education at both home and school. The plan, attached as Appendix 2 to this report, was created for all schools and submitted to the Scottish Government in June 2020.

5.3.

In June 2020, the Scottish Government instructed all Scottish Local Authority Education Services to establish a structure to reopen all nurseries and schools on a full-time basis for all pupils in line with their guidance.

5.4.

To establish a reopening protocol, a number of working groups were created to address a range of diverse themes including:

- Wellbeing (pupils, staff, parents and community).
- Logistics, Digital Equity, Leaver Destinations.
- Early Learning and Childcare, Primary and Secondary Curriculum.
- The Tertiary offer.
- Vulnerable children and young people.
- Attainment and qualifications.

5.5.

The logistics work was supported by the Northern Alliance Regional Improvement Collaborative. Colleagues across the Alliance shared technical expertise to support all eight local authorities.

5.6.

Work carried out by these working groups led to the establishment of detailed risk assessments and management and leadership processes to support the safe return of children, young people and staff to full-time provision in nursery and school buildings.

5.7.

The period immediately prior to the reopening of nurseries and school buildings was further complicated by the national approach by the Scottish Government and the SQA to confirming awards at National 5, Higher and Advanced Higher for those in the senior phase who had not been able to participate in an examination diet in 2020.

5.8.

The education service will highlight final exam statistics at the annual attainment seminar in 2021.

5.9.

The main focus for the service in the period from August 2020 has been health and wellbeing (children, staff and families). Supporting this and the overall return at learning at school and nursery has provided an interim improvement agenda across all establishments.

5.10.

It should be noted that senior leaders across the education service are mindful that schools and establishments need to be prepared to return to and support a partial or full closure of schools and nurseries, depending on how COVID-19 presents within the Orkney community. As such, the service has a plan for full closure, full open and a blended model of education with some time at home and some time at school.

6. Human Resource Implications

6.1.

Whilst there are no direct Human Resource implications arising out of this report, the Education Improvement Plan provides an overarching framework that will inevitably impact on the workload for all staff delivering and supporting education for the young people of Orkney.

6.2.

The targets in the improvement priorities will be required to be delivered during the working day or negotiated with staff through the Teacher's Working Time Agreement process, which will require engagement and negotiation with the relevant Teaching Trade Unions.

7. Equalities Impact

An Equality Impact Assessment has been undertaken and is attached as Appendix 3 to this report.

8. Corporate Governance

This report relates to governance and statutory reporting duties and therefore does not directly support and contribute to improved outcomes for communities as outlined in the Council Plan and the Local Outcomes Plan.

9. Financial Implications

The Service has confirmed that all development will be funded through the existing Continuing Professional Development and Curriculum for Excellence budget streams as well as the existing Scottish Attainment Challenge Fund.

10. Legal Aspects

There are no legal implications arising from this report.

11. Contact Officers

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12. Appendices

Appendix 1: National Improvement Framework: Orkney Islands Council: Education Service Standards and Quality Report and Improvement Plan 2019.

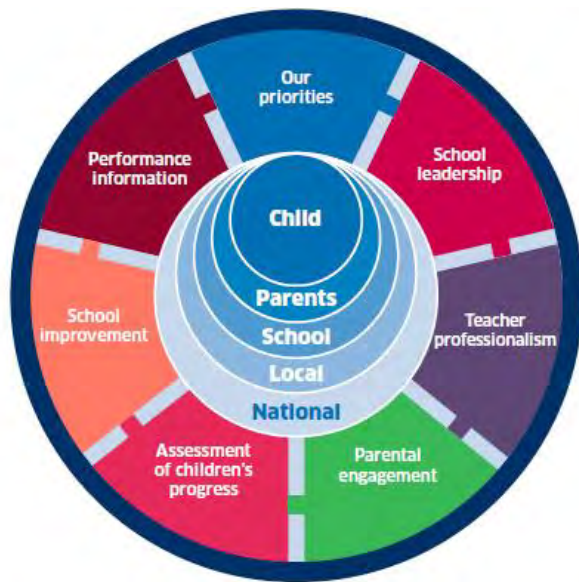
Appendix 2: COVID-19 School Return Local Delivery Plan.

Appendix 3: Equality Impact Assessment.

Appendix 1



The National Improvement Framework Orkney Islands Council Education Service Standards and Quality Report and Improvement Plan Interim Update October 2020



National Improvement Framework for Scottish Education- NIF Return 2020

Priority: Improvement in attainment, particularly in literacy and numeracy

	Success and impact	Challenges and Next Steps
<p>Please highlight successes, challenges and next steps relating to improvement in literacy and numeracy in your local authority. This should be high-level and evaluative in nature.</p>	<p>The service continues to engage with the Northern Alliance Regional Improvement Collaborative numeracy project which has engaged several schools who have numeracy on their improvement agenda. This has focused on improving steps in learning and teaching methods.</p> <p>Schools have been developing, implementing and securing an approach to play/active learning at Early/1st Level/2nd level in literacy.</p> <p>The literacy pathway and teaching methods established by an external consultant and continue to support this implementation.</p> <p>This has been especially successful in terms of how teachers are structuring the environment and experiences for children and young people. Motivation and progress of pupils is being monitored.</p> <p>A broad range of Family Learning opportunities are normally available throughout Orkney. This has been enabled through partnership working between the Local Authority and 3rd sector. It is co-ordinated through the Strategic Community Learning Group (partners include Community Learning & Development, Police, Voluntary Action Orkney, Orkney College, Health and</p>	<p>Further work is now required in relation to second level numeracy. To further build capacity a 'train the trainer' programme was developed last year and will be rolled out as and when we are able to do so. An external consultant will review this impact annually.</p> <p>To re-establish the attainment monitoring structure in November 2020 and review the impact of COVID-19 lockdown on attainment.</p> <p>This work in the coming session will focus on re-establishing school-based learning and understanding the impact of the long period of school closure, in particular, on those most likely to under-achieve or 'miss out' on education.</p> <p>To re-establish the attainment monitoring structure in November 2020 and review the impact of COVID-19 lockdown on attainment.</p> <p>Family Learning is identified as an important component in the Local Authority's Parental Involvement and Engagement Strategy. How to ensure that Family Learning opportunities continue to support our learning communities is an emergent theme following the restart of schools in August.</p>

	<p>Schools). In addition, Family Learning forms a substantial part of the Community Learning & Development Plan 2018- 21 which aligns to the priorities identified by the local Community Planning Partnership.</p>	
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National Improvement Framework for Scottish Education- NIF Return 2020

Priority: Closing the attainment gap between the most and least disadvantaged children

	Success and impact	Challenges and Next Steps
Please highlight successes, challenges and next steps relating to the extent to which your local authority is closing the poverty related attainment gap. This should be high-level and evaluative in nature.	<p>Significant work was carried out by all schools last year, led by our link Attainment Advisor, in particular, around understanding the poverty related attainment gap in a local authority with (statistically) little or no significant poverty.</p> <p>This is developing an understanding of where targeted support should be focused using the Pupil Equity Funding to support improvement.</p> <p>At the beginning of March our overall predicted Broad General Education attainment for all, met and exceeded previous years national figures.</p> <p>The service continues to develop tracking and monitoring through SEEMIS.</p>	<p>Ensuring that schools have developed an understanding of how the attainment gap may have changed during lockdown is a priority for August 2020.</p> <p>We recognise that we still need to build confidence in teacher judgement of Curriculum for Excellence levels and this remains a priority at service and regional collaborate level.</p> <p>Re-establish the attainment monitoring programme in November 2020, subject to nurseries and schools remaining open.</p>

National Improvement Framework for Scottish Education- NIF Return 2020

Priority: Improvements in children and young people's health and wellbeing

	Success and impact	Challenges and Next Steps
Please highlight successes, challenges and next steps relating to measures which you have taken to develop the understanding of staff in key areas relating to health and wellbeing (processes and outcomes). This should be high-level and evaluative in nature.	<p>A broad range of Family Learning opportunities are normally available throughout Orkney. This has been enabled through partnership working between the Local Authority and 3rd sector. It is coordinated through the Strategic Community Learning Group (partners include Community Learning & Development, Police, Voluntary Action Orkney, Orkney College, Health and Schools). In addition, Family Learning forms a substantial part of the Community Learning & Development Plan 2018- 21 which aligns to the priorities identified by the local Community Planning Partnership. Family Learning is identified as an important component in the Local Authority's Parental Involvement and Engagement Strategy. How to ensure that Family Learning opportunities continue to support our learning communities is an emergent theme following the restart of schools in August.</p> <p>The Education Service has a progressive programme for Health & Wellbeing across all Primary schools. Significant training took place across all primary schools during the implementation period to support the understanding of the programme and key Health and Wellbeing topics. A Guidance Manager in our largest school represents the Authority on the National Group.</p>	<p>Review the secondary Broad General Education (BGE) and Senior Phase Health and Wellbeing Programme in line with the Primary Programme and National Guidance.</p> <p>Establish a programme for staff development in line with this structure.</p>

	<p>The CLD run Youth Forum meets on a monthly basis. This group has requested that they be involved in the review of Health & Wellbeing Programme in secondary schools.</p> <p>The Educational Psychology Service provide targeted support for children and young people. This service provided regular training for school staff.</p> <p>As part of the educational re-start plan a Health & Wellbeing working group was established to ensure shared resources, expertise and plans were implemented for pupils, staff and communities during the reopening of schools. This led to a significantly successful re-opening period.</p>	<p>Community Learning & Development (CLD) Officers, working with the Guidance Managers will plan and progress this work.</p>
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National Improvement Framework for Scottish Education- NIF Return 2020

Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

	Success and impact	Challenges and Next Steps
<p>Please highlight successes, challenges and next steps relating to how your local authority is developing their young workforce programme from Early Years to Senior Phase. This should be high-level and evaluative in nature.</p>	<p>Developing the Young Workforce (DYW) is developing positively in the senior phase of both senior secondary schools and in all three of the Junior Secondary schools. During 2019/20 DYW Orkney recorded 1,409 pupil interactions with employers. This included careers fairs, talks, industry programmes, contextualised learning and help with CV writing and developing interview skills.</p> <p>Work is ongoing to establish DYW within Broad General Education (BGE), with one secondary school doing this successfully with a careers week for S3 pupils to support them in the subject choice period for the senior phase. A careers event at one of the Junior Secondary Schools also saw careers engagement from Nursery to S4.</p> <p>The development of work placement opportunities has been a priority for DYW, Orkney and work has been undertaken to improve this area over recent years. In the past year we have seen the introduction of a work placement qualification (SCQF level 5) which has been trialed at one of the secondary schools. We have also introduced WorkIT to support the facilitation of placements and qualifications. The schools offer a variety of models for work placements, including week-long placements and ongoing placements throughout the year as pupil timetables allows.</p>	<p>Work will continue to embed DYW skills and knowledge within BGE, ensuring that young people are engaging with employers and the world of work at an earlier stage.</p> <p>We would also seek to roll out careers events to all three Junior High Schools, ensuring careers inputs from nursery to S4.</p> <p>We will continue with improvements to the work placement offer, ensuring WorkIT is used universally to source and secure placements.</p> <p>While we have well established collaborative partnerships in the DYW programme, further work is needed to progress these to enhance partnerships and therefore pupil offer.</p>

	<p>One school also offers it as a subject choice in the senior phase.</p> <p>A core remit of DYW Orkney is to promote the various learning pathways available and a strong partnership between DYW Orkney, SDS, Orkney College UHI and the local schools ensures this is done. All pathway options are promoted at events, through social media campaigns and when speaking to pupils.</p> <p>A Positive Destinations Monitoring Group has been established with representation from CLD, Schools, SDS, Orkney College and the Third Sector.</p>	<p>To ensure all young people are supported through the world of work and onwards into a positive destination through the establishment of the Positive Destinations Working Group.</p>
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Initial response to supporting children, families and school communities throughout the COVID-19 crisis

	Success and impact	Challenges and Next Steps
<p>Please provide an initial overview around the successes of your local authority response to supporting children, families and school communities during the COVID-19 crisis.</p>	<p>At the point schools closed the education authority put in place emergency arrangements to provide childcare for key workers. This offer was for up to 10 hours a day, 7 days a week.</p> <p>In collaboration with colleagues within social work, children and families, vulnerable learners were either integrated into this provision or offered bespoke support based on their needs.</p> <p>Schools moved quickly to establish a range of models for 'learning at home', which include innovative ways of keeping in touch (using IT). Care was taken to ensure children and families living either in remoter parts of the county where there is lower quality broadband coverage. Consideration was also given at an early stage to access to devices, recognising that in households with more than one child, it cannot be assumed that every child/young person has access to their own device.</p> <p>Colleagues in our early years team created online material so that parents and children could engage together.</p> <p>In both primary and secondary sectors 'pastoral care' contacts were offered to all families.</p> <p>For children entitled to free school meals, a direct payment was introduced. The application process was re-publicised to ensure no family missed out. Colleagues in schools, social work, CLD and 3rd Sector</p>	<p>Ensuring equality of digital access (especially in the event of the need for a blended learning model) remains a priority.</p>

	<p>organisations working with and supporting vulnerable families assisted with the promotion of this service.</p> <p>Service officers met with head teachers and nursery managers twice a week in an on-line forum; this created a regular opportunity to share practice, solve problems and provide pastoral care.</p>	
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Planning for improvement in new context

<p>Please provide detail around your local recovery authority planning in the following areas-</p> <ul style="list-style-type: none"> • The measures being taken to support the health and wellbeing of children and young people. • Approaches to assessment to identify gaps in learning. 	<p>An Education Scotland representative will work with a newly configured Education Service Management Team to support the self-evaluation process with regard to our present position and the establishment of a new service plan.</p> <p>A working group was established during lockdown to plan the Health & Wellbeing of staff and pupils during the renew period.</p> <p>As previously mentioned, the tracking and monitoring of attainment programme will be reinstated in November 2020.</p>
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Support required in the new context

<p>A plan with Education Scotland has been established.</p>



Education, Leisure and Housing COVID-19 School Return Local Delivery Plan

Version Control

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ELHC19LDP	1.3	24/06/2020	Post SIMT	JW	
ELHC19LDP	1.4	24/06/2020	Submission	JW	

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1. Introduction

The experience of the COVID-19 pandemic has not dimmed our focus upon delivering an education and childcare system in Orkney to raise attainment for all, close the attainment gap, and enable all children and young people to fulfil their potential.

In all considerations underpinning our approach, and the proposals set out in this Plan, the safety and wellbeing of children, young people and the adults that work with them has been paramount. The steps we have taken in Orkney to contain the virus and protect lives are unprecedented and have changed our experience of daily life but, crucially, they have been successful in all but eradicating COVID-19 from our island community.

Throughout this challenging period, our school and nursery staff have dedicated their time and energy to the continued provision of high-quality, innovative development and learning experiences to our children and young people. Their commitment and dedication has been matched by that of the children, carers and parents who have collectively risen to this significant challenge.

The maximisation of learner engagement has been made possible through the dynamic and fast-paced development of a co-ordinated and collaborative authority-wide curriculum offer for primary and secondary learners, with high-quality delivery from our staff team and a clearly articulated e-learning offer for our pupils.

Whilst we acknowledge both the successes achieved and challenges overcome during the period of school closures, we also welcome this formal opportunity to set out a clear and robust plan for our learners and staff to return to school buildings when the latest government and scientific advice deems it safe to do so and local agreements have been reached.

The Scottish Government route map through and out of the crisis has allowed us to pro-actively plan in more detail, and to establish this Plan for a return to early learning and school buildings across Orkney. In pursuing this, we have drawn up a local phasing pathway that mirrors the national phasing plan. Whilst we recognise that the timescales and progression through each phase is wholly dependent on the latest Scottish Government advice we are determined to reopen our schools to provide a full-time offer to all pupils at the earliest possible opportunity.

As well as the Scottish Government Route map, development of this Local Delivery Plan was informed by the government's Strategic Framework for Reopening Schools, the feedback from the ten workstreams of the Covid-19 Education Recovery Group (CERG) and all current national and local guidance. The creation of the delivery plan is a collaborative process between service managers, head teachers and nursery managers, school management, other Orkney Islands Council services, trade unions and Education Scotland colleagues.

This Local Delivery plan aspires to achieve equity of experiences and excellence for all learners in a safe environment, whilst harnessing the best of the practice and innovation seen during closures as we shape the blended learning environment for

August. We welcome, in particular, Scottish Government's view that approaches to digital learning 'should be implemented to mitigate negative impacts upon equity' and 'focus on providing digital access for pupils who do not have this at present'¹ As an island community Orkney is well acquainted with such matters which have been amplified significantly through the shutdown of schools. We have identified over forty families for whom digital connectivity is a barrier to participation and we welcome any support that Scottish Government may offer to tackle this significant infrastructure project.

Digital connectivity is far from the only wicked problem that we face during this period of closure and this Plan acknowledges and, where feasible, seeks to address the particular challenges that are presented by both the geography and population density of Orkney. We welcome Scottish Government's acknowledgement of the unique challenges faced by island communities, and the explicit recognition that 'public health measures that are appropriate in...more populous areas may be less practicable or relevant in smaller, more isolated, communities. With the exception of returning to full-time, face-to-face provision for all there is no one-size-fits-all model that can be implemented for Orkney and, put simply, we lack the necessary space, connectivity, and numbers of qualified people to be able to deliver a sustainable, satisfactory blended-learning model that will support the economic regeneration of our communities post COVID-19.

Of particular concern to us is Scottish Government's expectation that we should seek to 'increase the number of children attending critical childcare provision'² as, for the reasons rehearsed above, we simply lack the necessary resource base. In order for Orkney to achieve this ambition it would be necessary to either continue to offer only critical childcare through designated hubs, or to return all children and young people to full-time, face to face education at the earliest opportunity.

The level of risk presented by COVID-19 in Orkney continues to be outweighed significantly by the dual and mutually reinforcing risks to our economic regeneration and the mental wellbeing of our children and young people. We welcome Scottish Government's 'maximalist approach'³ to reopening face to face provision as soon as this is able to happen safely. We also recognise that 'Test and Protect' will be most effective when levels of infection are low...and stay low'⁴. With a consistently low rate of infection since the shutdown of schools, and the introduction of Test and Protect, Orkney Islands Council contends that Orkney already meets the criteria set out in the Five Principles and, as such, should be granted permission to plan for a step up to providing full-time face-to-face education for all children and young people following a very brief transition period commencing on 12th August 2020.

To be clear, as a result of hard-work, and an outstanding demonstration of professional commitment and creativity, Orkney Islands Council is ready and able to deliver a blended-learning model (Appendix 1) that will continue to engage and develop our young people. Notwithstanding this, we believe that it is our duty to the community to be fully prepared to reopen our schools to provide a full-time offer to all

¹ Excellence and Equity During the COVID-19 Pandemic – A Strategic framework for reopening schools, early learning and childcare provision in Scotland

² ibid

³ ibid

⁴ Scotland's route map through and out of the crisis

pupils at the earliest possible opportunity, as determined by the actual level of risk, and as permitted by Scottish Government.

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2. The Current Position

2.1. Coronavirus in Orkney

As Scotland moves through the phases of easing lockdown restrictions, community leaders have paid tribute to the efforts people, businesses and organisations have made to minimise the spread of the coronavirus in Orkney.

There have been high levels of compliance across the islands with the Scottish Government's guidance on lockdown, essential travel, social distancing, shielding and self-isolation. The efforts of many have helped ensure that the number of confirmed cases of Covid-19 remains very small when compared to many other areas of Scotland (nine to date and, sadly, two deaths).

With effective test and protect measures in place, we believe that this leaves Orkney well positioned to emerge safely – and perhaps sooner than other areas – from the restrictions on everyday life that remain in place.

2.2. Essential Childcare

The formal closure of schools in March 2020 introduced an immediate challenge for Orkney Islands Council to describe and develop a new model of safe, sustainable essential childcare for vulnerable children and the children of key workers.

This was achieved through establishing two fully operational childcare hubs, one in East Mainland and one in West Mainland. Childcare for vulnerable children on the inner and outer isles has been provided on a basis of identified need, resulting in the intermittent stepping up of school buildings as necessary. The hubs, which were available seven days per week, including during holiday periods, were staffed by selfless volunteers from across the education service and enabled NHS Orkney and other essential services to remain fully operational.

All young people attending a hub setting were provided with a hot meal daily at no charge. The Council also ensured that children and young people entitled to benefits-related free school meals remained in receipt of this benefit through making direct payments to parents/carers. Thereby ensuring that the dignity of recipients was not eroded through approaches more likely to lead to identification, such as vouchers or home delivery.

2.3. Home Learning

School staff not otherwise engaged through providing childcare in our hubs were fully deployed in establishing and servicing new ways of delivering learning.

This resulted in the establishment and documentation of a remote learning approach which was applied across all school settings. The ensuing remote learning offer was tailored to suit the particular context of each school. In order to support the online offer schools also created complementary home learning packs. A number of Parent councils engaged in the process to ensure that the offer supported the needs of the pupils, carers and parents.

2.4. Recover and Renew

Having established and set in train new, and somewhat reactive, approaches to essential childcare and home learning the attention of the Service quickly turned to the significant challenge of ensuring that the recovery and renewal of provision was carefully planned. Consequently, on 11 May 2020, the Service initiated a formal Recover and Renew Project, incorporating the following eleven workstreams, each led by senior staff including Head Teachers, Deputes, and Service Improvement Officers.

Workstream:	To identify:
1. Key Worker Childcare.	What level of provision we will offer for the children of Key Workers over the summer, and for the duration of a blended model of education.
2. Nurture and Wellbeing.	How we ensure that the transition back into school and college buildings is nurturing and driven by the need to protect the welfare of our children and young people.
3. Operational Logistics.	What are the practical steps that we need to take, and barriers to overcome, to bring staff, pupils and students into a safe and nurturing learning environment.
4. Digital Equity.	How we can ensure that all children and young people can engage effectively with learning outside of their school buildings.
5. Positive Destinations.	How we can support this year's school leavers, and those in future years, through a changed and evolving educational and employment landscape.
6. Early Learning and Childcare. 7. Primary Curriculum. 8. Secondary Curriculum. 9. Orkney College UHI Curriculum Offer.	What we will be able to offer in each of these diverse settings.
10. Vulnerable Young People.	How we will protect the interests and learning experience of our most vulnerable children and young people.
11. Attainment and Qualifications.	The extent to which we are sufficiently adaptable and agile to respond positively to whatever structure the Scottish Qualification Agency implements, and to ensure that attainment information for BGE pupils has been shared with new class teachers.

The output of these eleven workstreams has driven the content of this Local Delivery Plan and this planning model will continue to support the Service through the process of renewal and continuous improvement.

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3. A Foundation for Recovery

Prior to embarking on a local phased plan to the re-opening of school buildings in Orkney in line with the national route map, a number of critical measures and operational procedures must be put in place. In addition, the current local and national status of the spread of the virus will continue to inform all stages of planning and delivery. Our fundamental principle for progression through the plan will be an assessment that it is safe for staff and pupils to do so.

Schools will re-open for staff and then for pupils when the scientific and government advice indicates that it is safe to do so and safe systems of work have been agreed.

3.1. Concordance with National Policy and Guidance

When considering the development of this Local Delivery Plan, cognisance was taken of all available guidance issued by Scottish Government as well as other important operational information arising from a range of sources, not least Public Health Orkney and NHS Orkney. We recognise that planning for a return to school buildings is happening in a dynamic and rapidly changing environment, where guidance can and will be quickly revised. This plan remains under continuous review to ensure its currency with the latest information available.

3.2. Continuation of Essential Childcare

The phasing plan must take account of the need to maintain provision for the children of key workers and identified vulnerable pupils, as is currently the case. After the implementation of a hub structure at the beginning of the lockdown, much of our school estate remained fully closed to pupils. In order that these settings be brought back into use for pupils our hub provision was consolidated into a single East Mainland site in 15th June 2020. Whilst the hub formally closes with the end of term on 1st July an activity club, plus nursery provision, for Category 1 keyworkers will replace this for the duration of the summer holiday.

3.3. Communication and Consultation with Stakeholders

Vital to forming an effective plan for re-opening school buildings is the provision of information and dialogue with staff parents and pupils.

Staff: A number of staff are actively engaged in progressing the activities of the eleven Recover and Renew workstreams. There is regular dialogue with staff and trade union representatives about planning for return to buildings, including completion of risk assessments and expectations about attendance. This includes updating information in conjunction with HR colleagues about staff who are shielding or requiring to isolate and how physical distancing and hygiene/infection control measures are being put in place. Prior to any return of staff, school and centre managers will work in collaboration with staff and union representatives together to devise and agree risk assessments.

Pupils and Parents: In order to ensure that our decisions are informed by the learner voice, a number of young people are actively engaged in progressing the

activities of pertinent Recover and Renew workstreams. In planning for schools to re-open, it is important that pupils and parents are kept informed about expected dates and other operational considerations such as transport and meals. Information will also be shared about risk assessments and schools' procedures for physical distancing, hygiene and cleaning routines. In some circumstances, it will be necessary for individual risk assessments to be developed for learners with health conditions returning to school if it is deemed safe for them to do so.

3.4. Completion of Risk Assessments

Prior to the return of pupils, every childcare centre and school will be required to have a Covid-19 risk assessment in place that has been devised and agreed with the participation and involvement of staff and trade union representatives.

An Covid-19 Return to Schools and Nursery Risk Assessment has been developed at Service-level and is provided at Appendix 2 to exemplify this process.

3.5. Access and Use of Personal Protective Equipment (PPE)

The availability and use of PPE in schools and childcare centres is to be based on the latest national guidance as set out here: Physical Distancing in Education and Childcare Settings.

This guidance states that the regular use of PPE is not required within education and childcare settings whilst undertaking regular and routine functions and duties as other infection control measures are in place. Where situations dictate that physical distancing requirements cannot be maintained or the specific nature of duties presents additional risks, a risk assessment must be completed that includes the nature and type of PPE that must be used.

3.6. Readiness of School/Childcare Buildings

Buildings that have not been used as hubs must be fully prepared for reopening to staff initially and then to pupils. Plans and protocols must be devised for cleaning routines, and for the provision of PPE and hygiene supplies. Throughout the period of lockdown all buildings have undergone all expected health and safety checks.

We will work with Orkney Islands Council colleagues from across departments to make sure that the full school estate is operational and ready to safely receive staff and pupils when they are required to do so.

A Building Reopening Checklist must be completed for each establishment before staff are invited to return. A blank proforma is provided at Appendix 3.

3.7. Determining Capacity and Transport Needs

A critical element of preparation of school buildings will be confirming the operational maxima that can be achieved whilst maintaining physical distancing, initially for staff and then for pupils.

Staff: Caution must be taken when staff return to buildings that prevailing physical distancing guidance is consistently maintained and that consideration is given to putting staff rooms and staff bases out of use. Considerations about the maximum number of staff able to use any non-teaching spaces should be addressed in risk assessments and reviewed as necessary.

Pupils: Orkney Islands Council subscribes to the values of excellence and equity and, in relation to the return of learners to school; we aim to make sure that the provision remains as equitable as possible whilst allowing as many pupils as possible to return safely.

It will be crucial to planning for pupils to return on 12 August for schools to calculate the maximum pupils that can safely access the school, and its constituent spaces, whilst maintaining physical distancing. This will then need to be considered against information about attendance of available staff. It will be the responsibility of each head teacher, with the support of the Service's Operational Logistics workstream, to confirm the maximum numbers of pupils in each area of the building, including exploring the use of adjacent or nearby buildings not typically used. In doing so, reference must be made to the guidance on determining capacity for pupils in the Scottish Government Guide for Re-Opening Schools (P9).

The number of children that can attend at any one time in nurseries will be guided by the following Scottish Government Guidance 'Coronavirus (COVID-19) Phase 3: guidance on reopening early learning and childcare services'. Recognising that very young children cannot physically distance, small cohorts of children will be established. With the support of the early years service and ELC workstream, each setting will calculate how many small groups can be safely accommodated in their space each day.

Based on the building capacity for each school or nursery, allocation of places will be prioritised to vulnerable pupils and children of key workers and then a rotational pattern of all other learners.

Transport: In an island community, consideration of the impact of providing school transport in a safe and physically distant manner is critical in determining the number of pupils that can attend. Each school will work with the Education Resources Manager who will liaise with transport operators to determine the operating procedures and maximum capacity for daily transport in preparation for school pupils returning in August. This will include working with and supporting parents to transport pupils wherever possible.

3.8. Test and Protect - Readiness for Dynamic Response

An important measure that is planned into risk assessments and procedures for schools and nurseries is the ability to respond rapidly to the changing status of the virus, either nationally or locally. That includes being able to quickly close or re-open settings; respond to staff or pupils having to isolate under the government's Test and Protect programme and for dealing with the buildings needing to become used for other purposes in an emergency. Risk assessments and resilience planning take account of these measures.

We are working closely with NHS Orkney to ensure full access to Test and Protect in Orkney and have confirmation from them that it is available in Orkney.

3.9. Curriculum and Learning

As well as the many operational considerations, it is important to consider the learning that is to take place in, from and through schools from August. We recognise that, with a variety of different patterns of partial attendance likely for pupils, schools will be adopting a blended learning approach and this will involve a carefully planned balance of direct in-school teaching alongside remote and online learning away from school.

We recognise that this is a sub-optimal model and we remain committed to re-opening all schools on a full-time basis for all pupils that will benefit from the experience at the earliest permissible opportunity.

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4. A Local Delivery Plan for a Phased Return to Buildings

Lockdown.	Phase One.	Phase Two.	Phase Three.	Phase Four.
Reactive and Preparatory Work.	Staff Return.	The Summer.	Learners Return.	Long-Term Delivery / The New Normal.
20 March to 21 June.	22 June to 1 July.	2 July to 11 August.	12 August.	TBC.
<p>Risk assessments developed and agreed in partnership with staff and trade unions.</p> <p>Health and Safety measures put in place.</p> <p>HR guidance for staff in relation to health and shielding.</p> <p>Arrangements for establishment and continuation of key worker and vulnerable children hubs.</p> <p>Preparation for opening buildings that have been fully closed.</p>	<p>Head Teachers and ELC managers coordinate with staff to plan for return from 22 June.</p> <p>Planning for attendance, curriculum and blended learning in August.</p> <p>Training for online delivery and infection control.</p> <p>Organisation of learning spaces and setting up buildings for return.</p> <p>Continuation of current arrangements for children of key workers and vulnerable children until 1 July.</p>	<p>Ongoing support for identified vulnerable children agreed by professionals.</p> <p>Childcare for vulnerable children and the children of category 1 key workers provided.</p> <p>Review of risk assessment, building capacity and transport needs in line with government guidelines prior to August opening.</p> <p>Complete risk assessments for return of learners.</p>	<p>All school and ELC staff return on 10 August for two day in- service.</p> <p>Learners begin to return on 12 August.</p> <p>Transition back into schools for all learners with particular focus upon health and wellbeing and enhanced transitions where safe and possible.</p> <p>Places at each setting will be limited to that determined by the building's safe capacity and availability of staff.</p> <p>First priority for attendance will be</p>	<p>Continued development of the primary, secondary and e-learning curriculum offers.</p> <p>Dependent on virus status and latest scientific and government advice, the operational maxima for schools and nurseries will be adjusted to allow more to attend.</p> <p>Maintenance of a responsive closure plan should a school or nursery be connected to a virus outbreak.</p> <p>Gradual relaxation of restrictions and</p>

Lockdown.	Phase One.	Phase Two.	Phase Three.	Phase Four.
Reactive and Preparatory Work.	Staff Return.	The Summer.	Learners Return.	Long-Term Delivery / The New Normal.
20 March to 21 June.	22 June to 1 July.	2 July to 11 August.	12 August.	TBC.
<p>Agreeing basic school day structures.</p> <p>Communication for staff, pupils and parents.</p> <p>Work to commence on determining building capacity and transport impact.</p> <p>Further update for each setting's ELC offer, and to curriculum offers for primary and secondary pupils.</p>	<p>Summer provision for vulnerable children and children of key workers developed and promoted.</p> <p>HR support for staff returning to school.</p>	<p>Continue work to determine capacity and attendance for August.</p>	<p>vulnerable children and children of key workers. Remaining places then opened to pupil population on a rotation agreed by the school.</p> <p>Blended learning for pupils with mix of in-school teaching and home learning.</p> <p>Emotional/Wellbeing support for returning children.</p> <p>Responsive closure plan in place if virus status changes.</p>	<p>additional measures around school transport, cleaning and catering as dictated by government advice.</p>

4.1. Phase One – Staff Return

22 June 2020 to 1 July 2020.

The first phase of the return to schools following the Covid-19 closures will be the ability for staff to return to school, which will be carefully managed whilst maintaining two key elements of provision: Hub operation for key workers and vulnerable pupils and the continuation of high-quality home learning experiences. To allow schools to plan effectively and meet requirements for the completion of risk assessments and hygiene systems, the earliest date that staff can return has been set as 22 June 2020.

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase One.
Staff.	Staff will be able to return to settings from the week beginning 22 June.	Staff will be able to return to settings from the week beginning 22 June.	Staff will be able to return to settings from the week beginning 22 June.	School staff return to schools.
Learners.	Existing registered children of key workers and vulnerable young children.	Existing registered children of key workers and vulnerable young children. Some pupils may be invited to attend to facilitate transitions if it is safe to do so.	Existing registered children of key workers and vulnerable young children. Some pupils may be invited to attend to facilitate transitions if it is safe to do so. Enhanced planning and collaborative activity to mitigate the challenges	Increased number of children accessing critical childcare provision. Re-opening of childminding services and fully outdoor nursery provision.

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase One.
			to leavers securing positive destinations.	
Key Workers and Vulnerable Families.	<p>Essential childcare for key workers will continue to operate until 1 July.</p> <p>Transition guidance for vulnerable children and young people (CYP) shared with staff and parents to support a blended model of learning and support and for transition back into school in August.</p> <p>Child's Planning/reviews to continue/incorporating advice and support from transition document.</p> <p>National and local signposting for CYP and their families who may need extra support over the holiday period and beyond.</p>	<p>Essential childcare for key workers will continue to operate until 1 July.</p> <p>Transition guidance for vulnerable children and young people (CYP) shared with staff and parents to support a blended model of learning and support and for transition back into school in August.</p> <p>Child's Planning/reviews to continue/incorporating advice and support from transition document.</p> <p>National and local signposting for CYP and their families who may need extra support over the holiday period and beyond.</p>	<p>Essential childcare for key workers will continue to operate until 1 July.</p> <p>Transition guidance for vulnerable children and young people (CYP) shared with staff and parents to support a blended model of learning and support and for transition back into school in August.</p> <p>Child's Planning/reviews to continue/incorporating advice and support from transition document.</p> <p>National and local signposting for CYP and their families who may need extra support over the holiday period and beyond.</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase One.
Home Learning.	<p>Early years staff will continue to maintain contact with families and support children and their families to engage in a range of play based experiences</p> <p>Staff will prepare for children transitioning into nursery and to P1. This will include advice and support to prepare children and families as well as establish key relationships</p>	<p>Teachers will continue to deliver home learning as previously until 22 June.</p> <p>Head Teachers will support staff to balance home learning with commitments to undertake duties at school buildings.</p>	<p>Teachers will continue to deliver home learning as previously until 22 June.</p> <p>Head Teachers will support staff to balance home learning with commitments to undertake duties at school buildings.</p>	
Transport.	By prior agreement, transport may be provided where it is critical to attendance to do so.	Where required and agreed, transport will continue to be provided for specific pupils to attend hubs/schools.	Where required and agreed, transport will continue to be provided for specific pupils to attend hubs/schools.	
Catering.	Continuation of existing school meal provision in	Continuation of existing school meal provision in	Continuation of existing school meal provision in	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase One.
	essential childcare settings.	essential childcare settings.	essential childcare settings.	
Cleaning.	Ahead of 22 June, arrange refresher clean and regular scheduled cleaning routines in operational settings.	Ahead of 22 June, arrange refresher clean and regular scheduled cleaning routines in operational settings.	Ahead of 22 June, arrange refresher clean and regular scheduled cleaning routines in operational settings.	
Technology.		Where staff can more effectively deliver online learning by attending at school, they can do so. Continue to review and address digital equity matters.	Where staff can more effectively deliver online learning by attending at school, they can do so. Continue to review and address digital equity matters.	
Other Infrastructure.	Work with Orkney Islands Council staff to complete Health and Safety checks, risk assessments, fire safety, legionella testing etc.	Work with Orkney Islands Council staff to complete Health and Safety checks, risk assessments, fire safety, legionella testing etc.	Work with Orkney Islands Council staff to complete Health and Safety checks, risk assessments, fire safety, legionella testing etc.	

4.2. Phase Two – Summer Holidays

2 July 2020 to 9 August 2020.

The second delivery phase involves the maintenance of provision over the summer holiday period for eligible children of key workers and for vulnerable pupils where it is deemed necessary for their wellbeing to attend.

Delivery Aspect for Phase Two.	Early Learning and Childcare.	Schools.	Scottish Government Phase Two.
Staff Attendance.	Members of Early Years staff teams will provide essential childcare via an East Mainland Hub.	Broad team of staff drawn from Early Years, CLD, Sport and Leisure and other service areas of the Orkney Islands Council will be deployed to run an activity hub in East Mainland. A bespoke model will be planned for outer islands should it be required.	Not applicable.
Key Workers and Vulnerable Pupils.	<p>The East Mainland Hub and where needed (for example on islands), other early years settings will continue to offer places, by agreement, for children of category 1 key workers.</p> <p>Through collaborative partnership working a core group of vulnerable children</p>	<p>Category 1 key workers will also be able to access provision on a needs basis by prior agreement.</p> <p>Through collaborative partnership working a core group of vulnerable children and young people (CYP) given a place in the summer activity club. Other bespoke support</p>	

Delivery Aspect for Phase Two.	Early Learning and Childcare.	Schools.	Scottish Government Phase Two.
	and young people (CYP) given a place in the summer activity club. Other bespoke support implemented for CYP where holiday provision would not be appropriate.	implemented for CYP where holiday provision would not be appropriate.	
Home Learning.	No home learning or engagement activities will be provided to early years children over the holiday period.	Phase two covers the school summer holiday period and the provision of home learning will be paused during this phase before recommencing in August.	
Transport.	By prior agreement, transport may be provided where it is critical to attendance to do so.	By prior agreement, transport may be provided where it is critical to attendance to do so.	
Catering.	A meal service is not scheduled for the summer break.	A meal service is not scheduled for the summer break.	
Cleaning.	Robust building cleaning routines will be maintained in childcare settings.	Robust building cleaning routines will be maintained in activity club settings.	

Delivery Aspect for Phase Two.	Early Learning and Childcare.	Schools.	Scottish Government Phase Two.
Other Infrastructure.	<p>Risk assessments to be updated to reflect any changes to operational arrangements for settings over the summer period.</p> <p>Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.</p>	<p>Risk assessments to be updated to reflect any changes to operational arrangements for school buildings over the summer period.</p> <p>A hub shift manager is to be identified to take responsibility for building management, health and safety, fire evacuation etc.</p> <p>Arrangements need to be made for continuing access to buildings and the maintenance of heating and utility services.</p>	

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4.3. Phase Three – Learners Return

10 August 2020 onwards.

The third phase of delivery involves the systematic return of pupils to school buildings in a safe and progressive manner that observes social distancing, and takes into account staff childcare and shielding requirements. Ahead of commencement of this phase, school managers will work with trade unions and staff to review risk assessments. This phase will involve a blended approach of in-school and home learning that balances direct live teaching and the completion of follow-up tasks.

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
Staff.	<p>All term-time Early Years staff return to work on 10 August.</p> <p>All staff to attend nursery-based in-service days on 10 and 11 August.</p>	<p>All school staff due to return on 10 August will continue to do so as planned. There will be two school-based in-service days before pupils return on 12 August.</p> <p>Staff with term-time contracts who were due to return on 17 August will now return on 10 August instead.</p> <p>Arrangements will be made to adjust holiday entitlements.</p>	<p>All school staff due to return on 10 August will continue to do so as planned. There will be two school-based in-service days before pupils return on 12 August.</p> <p>Staff with term-time contracts who were due to return on 17 August will now return on 10 August instead.</p> <p>Arrangements will be made to adjust holiday entitlements.</p>	<p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning. Public health measures (including physical distancing) in place.</p> <p>Subject to the progress of the scientific evidence, schools are expected to open on this basis on 11 August.</p>

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
Learners.	<p>Eligible children will return to attendance at nursery from 12 August onwards.</p> <p>Each early learning setting will have a plan determining the operational maximum that can attend whilst maintaining distinct small cohorts of children.</p> <p>Places will be allocated based on the capacity of the setting, with vulnerable children and children of keyworkers having priority, followed by eligible children (with children who turn three in the Autumn term being asked to delay their start until January).</p>	<p>Primary schools will review and implement their maximum pupil attendance that can be achieved whilst maintaining safe physical distancing.</p> <p>Primary school settings will adopt attendance patterns appropriate to their capacity, staffing and transport infrastructure.</p> <p>Where possible, attendance will focus on family groups.</p>	<p>Secondary schools will review and implement their maximum pupil attendance that can be achieved whilst maintaining safe physical distancing.</p> <p>Secondary school settings will adopt attendance patterns appropriate to their capacity, staffing and transport infrastructure.</p> <p>Where possible, attendance will focus on family groups.</p>	<p>All childcare providers reopen subject to public health measures, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.</p>
Key Workers and Vulnerable Families.	Through collaboration with other partners each	Through collaboration with other partners each	Through collaboration with other partners each	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>CYP with a Child’s Plan will have their own plan to return to school. Priority will be given to vulnerable CYP who may need to have more access to some school provision. Access to a more bespoke package of support will continue through the Child’s Planning process.</p> <p>Nursery practitioners will continue to follow the Orkney guidance ‘Staged Intervention in the Early Years’ and use Staged Intervention processes to identify and support any children requiring additional support</p> <p>Planning for</p>	<p>CYP with a Child’s Plan will have their own plan to return to school. Priority will be given to vulnerable CYP who may need to have more access to some school provision. Access to a more bespoke package of support will continue through the Child’s Planning process.</p>	<p>CYP with a Child’s Plan will have their own plan to return to school. Priority will be given to vulnerable CYP who may need to have more access to some school provision. Access to a more bespoke package of support will continue through the Child’s Planning process.</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>children who need a little more support will take place prior to and during the return of settings, including maintaining child's planning processes, and working with health visitors to meet the needs of children and families</p> <p>During the time settings have been closed, keyworkers have been in regular contact with families, and where needed settings have offered or signposted to additional support. Once open, practitioners will maintain regular contact with parents at</p>			

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>drop off and pick up times, as well as by see-saw or similar. Practitioners will be sensitive to child and parent anxieties and concerns, and will use Solihull approaches to provide support and containment.</p> <p>Bereavement support and support for sleep difficulties can be accessed through the early years team</p>			
SEEMIS.		<p>Arrangements made to re-open schools on SEEMiS to allow a system of recording of attendance.</p> <p>Guidance provided on recording and coding attendance/absence during the phasing period.</p>	<p>Arrangements made to re-open schools on SEEMiS to allow a system of recording of attendance.</p> <p>Guidance provided on recording and coding attendance/absence during the phasing period.</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
Curriculum.	<p>The early learning and childcare curriculum will continue to be firmly based on play. Practitioners will provide a rich range of materials and experiences for each group of children and ensure that children have extended time outside. Practitioners will gather observations to track children's learning and inform planning so that children's interests are developed and extended</p>	<p>Where full-time, face-to-face learning is not available schools will provide a blended curriculum which includes time in school buildings, outdoor learning and learning at home. The exact curriculum and timetable on offer will vary from setting to setting due to variations in pupil numbers, staff capacity and available space.</p>	<p>Where full-time, face-to-face learning is not available schools will provide a blended curriculum which includes time in school buildings, outdoor learning and learning at home. The exact curriculum and timetable on offer will vary from setting to setting due to variations in pupil numbers, staff capacity and available space.</p>	
Home Learning.	<p>Transitions will be carefully planned for and will be bespoke to the individual setting. Children transitioning to Primary 1 will be welcomed back and settled, followed by</p>	<p>Blended learning will be the norm for most pupils and the exact nature and balance of this will depend on the attendance model used by each school.</p> <p>Direct teaching in schools will sit alongside</p>	<p>Blended learning will be the norm for most pupils and the exact nature and balance of this will depend on the attendance model used by each school.</p> <p>Direct teaching in schools will sit alongside</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>children returning to nursery, and then new starts.</p> <p>Settings will provide welcome materials for parents, for example, revised handbooks, welcome letters and virtual tours. Online and telephone conversations with parents will enable parents to talk about their hopes or anxieties when returning to nursery. Personal care plans will be updated to ensure that children's care and learning needs can be well met.</p> <p>The keyworker system will be</p>	<p>home learning that follows up on the core teaching input and teachers will provide a mix of in-school and remote input.</p>	<p>home learning that follows up on the core teaching input and teachers will provide a mix of in-school and remote input.</p> <p>Use of harmonised timetables will allow the common delivery of home learning for some subjects/lessons when not in school.</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>maintained where possible so that parents and children return to their familiar adult and small group.</p> <p>Good use will be made of outside spaces to enable parents to spend time at the setting and support transition/ separation if needed</p>			
Transitions.	<p>Time will be prioritised from 12 August for parents and children to visit safely and familiarise with the setting before formally starting.</p>	<p>It will be a priority for the new P1 intake in August for children to have time to transition gently into school from 12 August. Individual schools are best placed to plan this depending on their own circumstances.</p> <p>In the period 12-14 August all pupils who are able to do so safely, will attend one of these days to ensure support back</p>	<p>It will be a priority for timely and supported induction of S1 into school from 12 August.</p> <p>In the period 12-14 August all pupils who are able to do so safely, will attend one of these days to ensure support back into the school building environment.</p> <p>Consideration may be given to allow S1 pupil to</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
		into the school building environment.	spend a little time back in their primary school but careful consideration must be given to infection control issues and unnecessary access to school buildings.	
Transport.	Transport only provided in specific circumstances and by prior agreement. Parents will need to accompany their child in any taxi or similar.	<p>The Educational Resources Manager will identify maximum transport capacity on vehicles whilst maintaining safe physical distancing in line with prevailing guidance.</p> <p>Exploration of most efficient transport model to maximise school attendance (year-groups, geographical, families etc).</p> <p>If risk assessments and government guidance dictate, masks will be provided to children travelling on school</p>	<p>The Educational Resources Manager will identify maximum transport capacity on vehicles whilst maintaining safe physical distancing.</p> <p>Exploration of most efficient transport model to maximise school attendance (year-groups, geographical, families etc).</p> <p>If risk assessments and government guidance dictate, masks will be provided to children travelling on school buses. This can be</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
		<p>buses. This can be enforced in the school bus user agreement.</p> <p>Consultations with parents about them providing transport, where they can so, allowing buses to be prioritised for those with no option.</p> <p>Travel numbers can be maximised by transporting family groups, where possible.</p> <p>Planning with schools to marry transport operations to the planned school day.</p>	<p>enforced in the school bus user agreement,</p> <p>Travel numbers can be maximised by transporting family groups, where possible.</p> <p>Consultations with parents about them providing transport, where they can so. Buses can then be prioritised for those with no option.</p> <p>Planning with schools to marry transport operations to the planned school day.</p>	
Catering.	<p>All children will be offered a free nursery meal when they are in attendance over lunch time.</p> <p>Meals should be a homely experience, with</p>	Provision of a limited menu for children attending schools. This will include those entitled to free school meals and	Provision of a limited menu for children attending schools. This will include those entitled to free school meals.	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>groups of children eating together, supported by an adult. This may be in the dining hall or in the nursery depending on the setting.</p>	<p>universal provision to P1-3 attendees.</p> <p>Meals may be hot or cold depending on the capacity and operation of kitchens at individual schools.</p> <p>School management will work with catering staff to agree arrangements for lunch service depending on the facilities at each school. For some settings that may mean staggered lunches or eating in classrooms.</p> <p>Where free school meal registered pupils are not attending at school, an equivalent monetary payment will be made to parents.</p>	<p>Meals may be hot or cold depending on the capacity and operation of kitchens and service areas at individual schools.</p> <p>School management will work with catering staff to agree arrangements for lunch service depending on the serving facilities at each school. For some settings that may mean staggered lunches or using different areas for dining.</p> <p>Where free school meal registered pupils are not attending at school, an equivalent monetary payment will be made to parents.</p>	
Cleaning.	Existing robust daily building cleaning	Existing robust daily building cleaning	Existing robust daily building cleaning	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>routines will be maintained in nurseries and childcare centres.</p> <p>Soft toys and cushions and dressing up clothes will be removed from the playroom. Practitioners will clean or wipe down toys and surfaces during the day as needed (following cleaning guidance)</p>	<p>routines will be maintained in nurseries and childcare centres.</p> <p>Guidance will be sought for August in terms of the need for any daytime cleaning routines when children are in attendance.</p>	<p>routines will be maintained in nurseries and childcare centres.</p> <p>Guidance will be sought for August in terms of the need for any daytime cleaning routines when children are in attendance.</p>	
Technology.	<p>Nursery settings should audit their technology needs, in particular, to enable practitioners to have sufficient devices to communicate with parents and engage in professional learning delivered by the early years service. Any requests should be flagged to the early years team.</p>	<p>The provision of computers to pupils at home may have depleted in-school resources. Schools should audit their IT and technology needs for August and flag any requests through management.</p> <p>Where devices have been issued to homes, it is likely that they will need to continue to</p>	<p>The provision of computers to pupils at home may have depleted in-school resources. Schools should audit their IT and technology needs for August and flag any requests through management.</p> <p>Where devices have been issued to homes, it is likely that they will need to continue to</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
		<p>access them to support the home element of blended learning.</p> <p>School computers lent to other OIC Directorates for staff use will need to be returned via the IT Service, following appropriate cleaning.</p>	<p>access them to support the home element of blended learning.</p> <p>There may be some scope to safely transport devices between home and school but this must be risk assessed in terms of infection control.</p>	

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4.4. Phase Four – Long-Term Delivery

Timescale to be confirmed.

Planning a fourth phase of delivery is intended to provide a broad scoping of how services could develop as restrictions lessen and is our first step of readiness to respond quickly to expansion of services as the nation progresses through the Scottish Government’s route map phases. As a result of the hard-work, determination and creativity of our educationalists, Orkney Islands Council is ready and able to deliver a blended-learning model that will continue to engage and develop our young people. Notwithstanding this, we believe that it is our duty to the community to be fully prepared to reopen our schools to provide a full-time offer to all pupils at the earliest possible opportunity, as determined by the actual level of risk, and as permitted by Scottish Government.

This phase will continue to be amended and updated as more advice is issued. Risk assessments will continue to be updated ahead of commencement to this phase.

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
Staff.	All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements.	All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements.	All staff able to attend work including lessening of restrictions around notifiable health conditions and shielding requirements.	Schools and childcare provision, operating with any necessary precautions.
Learners.	When government and Care Inspectorate guidance indicates that it is safe to do so, numbers of children, attending in nursery settings can be increased.	When assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, numbers of children	When assessments indicate that it is safe to do so and social distancing requirements are amended or relaxed, numbers of children	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>As long as it's required, Test and Protect measures will be followed for the school population.</p>	<p>attending school settings can be increased.</p> <p>As attendance increases, the balance of blended learning will be adjusted accordingly.</p> <p>As long as it's required, Test and Protect measures will be followed for the school population.</p>	<p>attending school settings can be increased.</p> <p>As attendance increases, the balance of blended learning will be adjusted accordingly.</p> <p>As long as it's required, Test and Protect measures will be followed for the school population.</p>	
<p>Key Workers and Vulnerable Families.</p>	<p>The need for dedicated provision for children of key workers will be reduced as attendance regularises.</p> <p>Nursery settings will continue to support vulnerable and shielding children and families, engaging with other services as needed.</p> <p>Nursery practitioners will</p>	<p>The need for dedicated provision for children of key workers will be reduced as attendance regularises.</p> <p>Schools will continue to support vulnerable and shielding pupils, and their needs will be integrated into regular provision.</p>	<p>The need for dedicated provision for children of key workers will be reduced as attendance regularises.</p> <p>Schools will continue to support vulnerable and shielding pupils, and their needs will be integrated into regular provision.</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>continue to follow the Orkney guidance 'Staged Intervention in the Early Years' and use Staged Intervention processes to identify and support any children requiring additional support, including engaging in Child's Planning processes</p> <p>Settings will continue to work closely with health visitors and other agencies. Other services will be able to visit settings to support children and staff</p> <p>Parent groups, for example, PEEP or Solihull will</p>			

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	resume			
Curriculum.	<p>The early learning and childcare curriculum will continue to be firmly based on play. Practitioners will provide a rich range of materials and experiences for each group of children. Settings will begin to offer a wider range of materials and experiences, including sensory resources and role play that might have been temporarily withdrawn. Outside play will continue to develop, with nature kindergarten training being delivered online and in person, so that practitioners can develop confidence to extend the range of experiences on offer, and make better use of</p>	<p>Where full-time, face-to-face learning is not available schools will provide a blended curriculum which includes time in school buildings, outdoor learning and learning at home. The exact curriculum and timetable on offer will vary from setting to setting due to variations in pupil numbers, staff capacity and available space.</p>	<p>Where full-time, face-to-face learning is not available schools will provide a blended curriculum which includes time in school buildings and learning at home. The exact curriculum and timetable on offer will vary from setting to setting due to variations in pupil numbers, staff capacity and available space.</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>the spaces beyond the school/setting grounds. Practitioners will gather observations to track children's learning and inform planning so that children's interests are developed and extended. Children will be engaged in learning together in a more diverse range of groups, and will be more able to lead their own learning by developing role play spaces, planning projects and engaging with events, experiences and people beyond the setting.</p>			
Home Learning.	<p>Where nursery-age children have been identified as needing to continue in long-term shielding, regular contact with home will continue to be provided by their key worker.</p>	<p>Home learning will gradually be stepped down as children increase their time in school.</p> <p>Structures developed for home learning should be retained and used where</p>	<p>Home learning will gradually be stepped down as children increase their time in school.</p> <p>Structures developed for home learning should be retained and used where</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
	<p>Settings will continue to provide family learning engagement and experiences. In setting experiences such as PEEP, family evenings etc will be able to resume.</p>	<p>it can support children with interrupted learning or who have difficulty attending school.</p> <p>Where children have been identified as needing to continue in long-term shielding, home learning will continue to be provided by their teacher.</p>	<p>it can support children with interrupted learning or who have difficulty attending school.</p> <p>Where children have been identified as needing to continue in long-term shielding, home learning will continue to be provided by their teacher.</p>	
Transitions.	<p>As plans move forward for 2021, arrangements for transition for the next academic year expect to return to previous arrangements.</p> <p>Where a child has had to shield for a long period of time beyond the date at which nursery re-opens, transition arrangements for return will need to be made when it is safe to do so.</p>	<p>As plans move forward for 2021, arrangements for transition for the next academic year expect to return to previous arrangements.</p> <p>Where a child has had to shield for a long period of time beyond the school re- opening date, transition arrangements for return will need to be made when it is safe to do so.</p>	<p>As plans move forward for 2021, arrangements for transition for the next academic year expect to return to previous arrangements.</p> <p>Where a pupil has had to shield for a long period of time beyond the school re- opening date, transition arrangements for return will need to be made when it is safe to do so.</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
Transport.	Transport only provided in specific circumstances and by prior agreement. Parents will need to accompany their child in any taxi or similar.	<p>School transport services will begin to relax social distancing requirements when advice indicates it's safe to do so and increased numbers of pupils will be allowed on vehicles.</p> <p>Should a requirement to wear masks on school buses have been introduced then this will be relaxed.</p> <p>Taxi and small vehicle transport will be able to return to normal.</p>	<p>School transport services will begin to relax social distancing requirements when advice indicates it's safe to do so and increased numbers of pupils will be allowed on vehicles.</p> <p>Should a requirement to wear masks on school buses have been introduced then this will be relaxed.</p> <p>Taxi and small vehicle transport will be able to return to normal.</p>	
Catering.	Meal provision for eligible children attending full-day nursery sessions.	Kitchens and dining areas will open up more fully as social distancing requirements are relaxed. This may change operational arrangements in individual schools.	Kitchens and dining areas will open up more fully as social distancing requirements are relaxed. This may change operational arrangements in individual schools.	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
		As kitchens return to normal operation, menu choices will be reinstated and hot meals will be provided more widely.	As kitchens return to normal operation, menu choices will be reinstated and hot meals will be provided more widely.	
Cleaning.	<p>Cleaning routines will begin to return to regular patterns but is likely to retain need for frequent cleaning of contact surfaces.</p> <p>Advice will be considered in relation to any further requirements for deep cleaning.</p>	<p>Cleaning routines will begin to return to regular patterns but is likely to retain need for frequent cleaning of contact surfaces.</p> <p>Advice will be considered in relation to any further requirements for deep cleaning.</p>	<p>Cleaning routines will begin to return to regular patterns but is likely to retain need for frequent cleaning of contact surfaces.</p> <p>Advice will be considered in relation to any further requirements for deep cleaning.</p>	

Area of Focus.	Early Learning and Childcare.	Primary.	Secondary.	Scottish Government Phase Three.
Technology.		<p>As attendance increases and the need to participate in blended learning is reduced, school will gradually call back in IT equipment that has been loaned to learners and families and this will be returned to its original base.</p> <p>There may be need for some long-term access to IT for children requiring to shield for an extended period.</p> <p>A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it.</p>	<p>As attendance increases and the need to participate in blended learning is reduced, school will gradually call back in IT equipment that has been loaned to learners and families and this will be returned to its original base.</p> <p>There may be need for some long-term access to IT for children requiring to shield for an extended period.</p> <p>A bank of computers should be retained for distribution to children needing to isolate under Test and Protect arrangements, if they require it.</p>	

APPENDICES

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LDP: Appendix 1

School	Baseline 2 Metre Model	2 Metre Model (Plus resource)			
	% F2F Offer	% F2F Offer	Additional Space Required? (Y/N)	Additional Staff Required (FTE)	Cost
Kirkwall Grammar School	33	50		6	£300,000.00
Stromness Academy	33	50		6	£300,000.00
Papdale Primary	26	50	Yes - PHoR	9	£450,000.00
Glaitness Primary	27	40		1	£50,000.00
Stromness Primary	40	80		2	£100,000.00
Dounby Primary	40	40			£0.00
St Andrews Primary	40	50		2	£100,000.00
Orphir/Stennes	40	80		4	£200,000.00
Firth	40	80		3	£150,000.00
Evie	40	80	Yes - Divided community space plus hall	3	£150,000.00
Burray/Hope	40	80	Yes - Village Hall	4	£200,000.00
Sanday JHS	80	80			£0.00
Stronsay JHS	80	80			£0.00
Westray JHS	50	80			£0.00
Eday Primary	80	80			£0.00
Papa Westray Primary	100	100			£0.00
Rousay Primary	80	80			£0.00
Shapinsay Primary	100	100			£0.00
North Walls Primary	80	80			£0.00
Overview	55%	72%		40	£2,000,000.00

Assumes all establishment staff available

Assumes no critical childcare provision

Assume no Itinerant staff able to commute

All nurseries = 100 barring Papdale (540 not 600 hrs)

Toilets and sinks are a major constraint for all settings in the 2M distancing model and will reduce actual learning time due to queues for these facilities

ORKNEY ISLANDS COUNCIL

COVID-19 HEALTH AND SAFETY RISK ASSESSMENT

Service: Education, Leisure and Housing

Workplace: All School and Nursery Settings

Description of work activity or area of the workplace assessed: Teaching and Childcare

Persons at risk from the hazards identified: Children, Young-People, Employees, Visitors, General Public

Risk assessed by: Steven John Burnett, Education Resources Manager

Date risk assessed: 22nd June 2020

Risk assessment review date: 22nd July 2020

*Notes: Risk mitigations in **red** text are still to be completed*

Each School and Nursery, plus PHoR, to further develop and apply this risk register at a local level

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Hazards (There is a risk that...)	Who might be harmed? (e.g. staff, service-users public etc.)	How will they be harmed?	Existing risk control measures	Risk Evaluation (Severity X Likelihood)			Additional Control	Risk Evaluation (Severity X Likelihood)			Action by whom?	Action by when?
				S (1-5)	L (1-5)	Rating		S (1-5)	L (1-5)	Rating		
The overall experience of COVID-19 pandemic may impact negatively upon wellbeing	Children Young-People OIC Employees	Psychological	<p>Regular communication is in place (individual and group) to ensure staff/pupils are well informed</p> <p>HR provide corporate wellbeing support through documents and sessions</p> <p>Line managers/ Head Teachers are aware of how big changes to working arrangements may cause additional work-related stress and affect staff mental health and wellbeing.</p> <p>Teachers are aware of how big changes to learning arrangements may cause additional stress for children and affect their mental health and wellbeing.</p> <p>Managers/ Head Teachers hold regular informal discussions with their team and look at ways to reduce causes of stress.</p> <p>Concerns on workload issues or support needs are escalated to line manager/Head Teachers.</p> <p>Managers/ Head Teachers are trained to recognise signs and symptoms that a person is working beyond their capacity to cope and deal sensitively with employees experiencing problems outside of work.</p>	4	4	16	<p>Nurture workstream established to plan and prepare for the return to school in August</p> <p>New workplace/controls put in place to reduce risk of exposure to COVID-19 are documented in procedures and policies and disseminated to employees through line managers and HR.</p> <p>New teaching and learning controls put in place to reduce risk of exposure to COVID-19 are documented in procedures and policies and relevant information disseminated to Parents/Carers.</p> <p>Staff who are in vulnerable groups themselves or caring for others are encouraged to contact their line manager to discuss their support needs</p>	3	2	6		
The COVID-19 Virus will be transmitted on school or nursery premises	Children Young People Staff Parents Public	Damage to physical health with potential for death in extreme circumstances	<p>Assistance is available for those who have difficulty in cleaning their hands independently</p> <p>Standard cleaning regime</p>	4	4	16	<p>Risk assessments undertaken for those with underlying health conditions and appropriate safeguards put in place</p> <p>Return to work checklist undertaken by Head</p>	2	3	6		

						<p>Teachers/Nursery Managers</p> <p>Test and Protect is in operation in Orkney</p> <p>Work has been arranged so that those on-site are able to maintain social distancing guidelines</p> <p>Staggered timings during the day to minimise contact where necessary</p> <p>Use of outdoor learning spaces where appropriate</p> <p>Use of designated desks and storage</p> <p>Identify and communicate new child drop-off and collection points for parents/carers</p> <p>Enhanced cleaning regime and increased frequency of contact-point cleaning</p> <p>Appropriate visual aids are deployed to assist with social distancing, remind people to stay home when unwell, and promote basic hygiene</p> <p>Limits are placed upon simultaneous use of toilet facilities</p> <p>Appropriate PPE available in a designated space</p> <p>PPE training undertaken by all staff</p> <p>Staff/pupils have been instructed to clean their hands frequently, to wash their hands with soap and water for at least 20 seconds</p> <p>With the exception of nurseries the use of an alcohol-based hand sanitiser that contains at least 60-95% alcohol should be considered as a back-up to the hand-washing regime.</p> <p>Soap and water and, where appropriate, alcohol-based hand rubs are provided in the</p>				
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						<p>school and adequate supplies are maintained.</p> <p>Appropriate hand-washing facilities available</p> <p>Deployment of appropriate cleaning resources in all classrooms</p> <p>Waste bins to be lined with plastic bags to facilitate non-contact emptying</p> <p>Hand-sanitizer provided at strategic locations in school buildings</p> <p>Shared resources to be cleaned after each class</p> <p>Soft furnishings removed</p> <p>Reduce volume of toys and ensure they are easy to clean</p> <p>Ventilation assisted by the propping open of doors (except Fire Doors)</p> <p>Lunch sittings to be staggered, or meals to be provided in classrooms – dependent upon setting</p> <p>Restrictions on business-related travel in place and meetings take place on-line as a default</p> <p>Quarantine of library books for 72 hours</p>				
<p>Someone will develop COVID symptoms whilst on-site</p>	<p>Children</p> <p>Young People</p> <p>Staff</p> <p>Parents</p> <p>Public</p>	<p>Damage to physical health with potential for death in extreme circumstances</p>	4	4	16	<p>Inform and remind staff of how to identify COVID symptoms</p> <p>Inform and remind staff and pupils that they must stay home and self-isolate if they live with someone with COVID symptoms</p> <p>Work with our stakeholders to ensure that they are adopting good practices to prevent the spread of COVID-19 to discuss</p>	3	2	6	

						<p>arrangements and control measures.</p> <p>Inform all visitors that they must not enter if they are experiencing COVID symptoms</p> <p>Isolation room, containing PPE, and toilet to be provided for anyone presenting with COVID symptoms</p> <p>Process for covering class contact where a member of staff presents with COVID symptoms</p> <p>Process for ensuring siblings of any child presenting with COVID symptoms are identified and isolated</p> <p>Procedure for managing isolation if a parent is unable to collect child immediately</p> <p>Staff aware of Test and Protect process requirements</p>					
Someone will develop COVID symptoms whilst on school transport	Children Young People Conveyors	Damage to physical health with potential for death in extreme circumstances		1	4	4	<p>Inform and remind staff and pupils that they must stay home and self-isolate if they live with someone with COVID symptoms</p> <p>Journey times are relatively short and, as such, it is unlikely that symptoms will arise during commute</p> <p>Vehicles arranged so that those on-board are able to maintain social distancing guidelines</p> <p>Hand-sanitizer provided on board</p> <p>Face masks to be worn on board</p> <p>Touchpoints to be cleaned after each journey</p> <p>Isolation room, containing PPE, and toilet to be provided at all premises or anyone presenting with COVID symptoms</p>	1	3	3	

<p>Someone will develop COVID symptoms whilst in PHoR</p>	<p>Children Young People Staff</p>	<p>Damage to physical health with potential for death in extreme circumstances</p>		<p>1</p>	<p>4</p>	<p>4</p> <p>PHoR arranged so that those on-site are able to maintain social distancing guidelines</p> <p>Enhanced cleaning regime and increased frequency of contact-point cleaning</p> <p>Appropriate visual aids are deployed to assist with social distancing, remind people to stay home when unwell, and promote basic hygiene</p> <p>Limits are placed upon simultaneous use of toilet facilities</p> <p>Appropriate PPE available in a designated space</p> <p>PPE training undertaken by all staff</p> <p>Staff/pupils have been instructed to clean their hands frequently, to wash their hands with soap and water for at least 20 seconds</p> <p>With the exception of nurseries the use of an alcohol-based hand sanitiser that contains at least 60-95% alcohol should be considered as a back-up to the hand-washing regime.</p> <p>Soap and water and, where appropriate, alcohol-based hand rubs are provided in the school and adequate supplies are maintained.</p> <p>Appropriate hand-washing facilities available</p> <p>Inform and remind staff and pupils that they must stay in their room and self-isolate if they develop COVID symptoms</p> <p>Isolation room, containing PPE, and toilet to be provided for anyone presenting with COVID symptoms</p> <p>Process for ensuring siblings of any child presenting with COVID</p>	<p>1</p>	<p>3</p>	<p>3</p>		
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							<p>symptoms are identified and isolated</p> <p>Procedure for managing isolation if a parent is unable to collect child immediately</p> <p>Staff aware of Test and Protect process requirements</p> <p>Work with Orkney Ferries to establish procedure for enabling isolating pupils to return home wherever possible</p>					
Statutory inspections will not be carried out	Children Young People Staff Parents Public	Damage to physical health with potential for death in extreme circumstances	Routine checks are scheduled	2	4	8	Return to school checklist contains a requirement to actively confirm checks have taken place	1	4	5		

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Risk Matrix

Likelihood/Severity	Negligible (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Almost Certain (5)	5	10	15	20	25
Likely (4)	4	8	12	16	20
Possible (3)	3	6	9	12	15
Unlikely (2)	2	4	6	8	10
Rare (1)	1	2	3	4	5

Low = 1 to 2		No action required
Low = 3 to 6		Look to improve at next review of if there is a significant change
Medium = 8 to 12		Remedial action required as soon as is reasonably practicable. The higher the risk rating, the greater the priority for action
High = 15 to 16		Take immediate action and stop activity if necessary, maintain existing controls rigorously.
High = 20 to 25		Stop activity and take immediate action.

The risk rating is then calculated by multiplying the severity and likelihood figures.

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COVID-19 Health & Safety Inspection Checklist

The current COVID-19 'coronavirus' outbreak poses a serious risk to individuals and businesses. This inspection checklist assists in identifying the control measures to consider reducing the risk of workplace infections and as part of a proactive monitoring regime and checking that preventative and protective control measures are implemented in line with current health and safety general duties.

Site:
Site Address:
Company:
Inspection Undertaken by:
Report to:

No of issues not closed out from previous inspection		No of issues that are repeated from previous report	
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Findings of Inspection
Level of compliance should be included in report using a Rag Rating - Green – Full compliance (no action required), Amber - breach identified (remedial action recommended), Red – significant breach (action required)

A: Employees – Consider what impact returning to work would have on your employees and how to keep your employees safe.				
No	Issues	Y/N/NA	Rating R/A/G	Comments
1.	Has a risk assessment been undertaken for those who have a self-declared health condition which could increase their risk profile.	Choose an item.	Choose an item.	
2.	Are you tracking people who have been identified as high risk/are shielding.	Choose an item.	Choose an item.	
3.	Where practicable have staff been allowed to work from home/remotely.	Choose an item.	Choose an item.	
4.	Can all staff maintain the government guidelines for social distancing based on your industry (The latest Social Distancing Guidelines available here). These could include but are not limited to the following:	Choose an item.	Choose an item.	
4a	Are you able to segregate staff's activities to promote 2 meters distance.	Choose an item.	Choose an item.	

4b	Are you able to limit the amount of contact staff have with each other to 15 minutes or less.	Choose an item.	Choose an item.	
4c	Are you able to implement a one way flow system and provide visual aids (e.g. distancing markers, signage, flow system markers) for maintaining two meters distance.	Choose an item.	Choose an item.	
5.	Have staff been trained / notified before returning to work on any new procedures.	Choose an item.	Choose an item.	
6.	Have staff been instructed on how to hand wash effectively, for the suggested duration and maintain good hygiene practices.	Choose an item.	Choose an item.	
7.	Have staff been instructed on social distance where practicable while at work.	Choose an item.	Choose an item.	
8.	Have staff been trained on what to do if they are experiencing COVID-19 symptoms.	Choose an item.	Choose an item.	
9.	Are daily alerts from government departments e.g. Public Health England / Devolved Agencies being sourced and shared with staff.	Choose an item.	Choose an item.	
10.	Have staff been instructed to minimise business related travel and use video chat as an alternative method of maintaining contact with colleagues, suppliers and customers.	Choose an item.	Choose an item.	

B: Travel, Access & Egress – Consider how your employees will travel to work, travel for work, access and exit work safely.

No	Issues	Y/N/ NA	Rating R/A/G	Comments
1.	Are you able to implement sufficient parking restrictions to maintain social distancing measures.	Choose an item.	Choose an item.	
2.	Are workers using their own transport for work activities.	Choose an item.	Choose an item.	
3.	Are workers avoiding public transport where applicable and using alternatives (e.g. cycling, walking to work etc).	Choose an item.	Choose an item.	
4.	Have you considered staff that are required to car share for their role and whether this could continue.	Choose an item.	Choose an item.	
5.	Has the entry and exits to the building/site been limited to the minimum number of points required.	Choose an item.	Choose an item.	
6.	Has access to the building/site been restricted to visitors and contractors etc.	Choose an item.	Choose an item.	

7.	Is it practicable to confine visitors to strictly defined areas and avoid unnecessary movements around the building.	Choose an item.	Choose an item.	
8.	Have appropriate hand sanitiser pump action containers been made available in every work area and on main travel routes through the building/site including access and egress areas.	Choose an item.	Choose an item.	
9.	Is advisory hand washing signage displayed throughout the building/site, especially at entrances and exits and where people congregate.	Choose an item.	Choose an item.	
10.	Are the signs displayed reviewed and replaced as necessary.	Choose an item.	Choose an item.	

C: Cleaning Regime – Consider what cleaning and hygiene measures need to be implemented to reduce the risk of individuals contracting the virus on your premises / site.

No	Issues	Y/N/NA	Rating R/A/G	Comments
1.	Have you completed a deep clean of the property / site before returning.	Choose an item.	Choose an item.	
2.	Is the ongoing cleaning frequency sufficient and can cleaning be undertaken when site/building/premises is occupied.	Choose an item.	Choose an item.	
3.	Are all hand contact points cleaned on a frequent basis throughout the day including, door furniture, handrails, IT equipment, desks, phones, flush plates, taps, dispensers, toilets, canteen / food preparation areas.	Choose an item.	Choose an item.	
4.	Are appropriate cleaning products being used during daily preventative clean regime.	Choose an item.	Choose an item.	
5.	Have persons undertaking the cleaning been instructed with clear safe usage instructions.	Choose an item.	Choose an item.	
6.	Can where practical curtains and blinds be removed to minimise the areas where viruses can be difficult or time consuming to remove.	Choose an item.	Choose an item.	
7.	Can blinds be kept opened and locked if they cannot be removed.	Choose an item.	Choose an item.	
8.	Can rugs and mats be removed where safe to do so to make cleaning and disinfection of floors easier.	Choose an item.	Choose an item.	
9.	Is it practicable to introduce a daily steam cleaning procedure for washrooms.	Choose an item.	Choose an item.	

10	Have staff been provided with appropriate cleaning products so that they can frequently clean their work stations during the day.	Choose an item.	Choose an item.	
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D: Building Safety – Responsible Person Checks – Consider how you ensure your building remains safe for all employees and visitors.

Guidance on a suitable inspection can be [found here](#).

No	Issues	Y/N/ NA	Rating R/A/G	Comments
	Has your responsible person carried out checks on your building in the following areas:			
1.	Fire Safety Systems / Emergency Lighting.	Choose an item.	Choose an item.	
2.	Ventilation / Humidity / Lighting & Heating.	Choose an item.	Choose an item.	
3.	Gas Installations.	Choose an item.	Choose an item.	
4.	Legionella Controls.	Choose an item.	Choose an item.	
5.	Routine Inspections e.g. Local Exhaust Ventilation, Lifting Equipment and Pressure Systems and Equipment Maintenance.	Choose an item.	Choose an item.	
6.	Lift Statutory Inspections.	Choose an item.	Choose an item.	

E: Other Issues

No	Issues	Y/N/ NA	Rating R/A/G	Comments
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	

		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	
		Choose an item.	Choose an item.	

Inspection undertaken by:

Signed: _____ Date: _____

Workplace Health & Safety Inspection Action Summary

Point Ref	Details of Corrective Action Required	Timescale	Responsible Person	Closed Out

Additional Comments				

Signed:

Date:



Equality Impact Assessment

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a function, policy or plan by anticipating the consequences, and making sure that any negative impacts are eliminated, or minimised and positive impacts are maximised.

1. Identification of Function, Policy or Plan	
Name of function/policy/plan to be assessed.	National Improvement Framework (NIF): Orkney Islands Council Education Standards and Quality Report and Improvement Plan
Service / service area responsible.	Education, Leisure and Housing: Education and Improvement/Leisure, Lifelong Learning and Inclusion
Name of person carrying out the assessment and contact details.	Peter Diamond
Date of assessment.	9 October 2019 (revised 19 October 2020)
Is the function/policy/plan new or existing? (Please indicate also if the service is to be deleted, reduced or changed significantly).	Associated costs will be within existing budget allocation with the budget lines: Continuing Professional Development and; Curriculum for Excellence.

2. Initial Screening	
What are the intended outcomes of the function/policy/plan?	To ensure Excellence and Equity in line with the Scottish Government's National Improvement Framework.
State who is or may be affected by this function/policy/plan, and how.	Pupils and Staff. Pupils will experience consistency in line with new guidance from the Scottish Government. Staff workload will be managed through the working day and Teacher's Working Time Agreement.

<p>How have stakeholders been involved in the development of this function/policy/plan?</p>	<p>Head Teachers have been significantly involved in the delivery of the plan to date.</p>
<p>Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise. E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking (see engagement and consultation resources on OIC information portal).</p>	<p>Evidence from the Equality and Human Rights Commission shows that levels of attainment at school has generally improved although gaps persisted nationally including:</p> <ul style="list-style-type: none"> • Differences in attainment were evident by Primary 1 – both by sex and for children living in the most deprived areas. • Girls continued to do better than boys, and some ethnic minority pupils performed well above the national average. • Gypsy/traveller pupils, those with additional support needs, looked after children and those living in the most deprived areas had lower levels of attainment than average. • Subject choices continued to show difference based on gender stereotypes for girls and boys, with likely implications for career paths in adult life. • Following the closure of schools in March 2020 in response to Covid-19, a significant focus has been understanding the impact on the welfare and wellbeing of children, young people and families.
<p>Is there any existing evidence relating to socio-economic disadvantage and inequalities of outcome in this policy area? Please summarise. E.g. For people living in poverty or for people of low income. See The Fairer Scotland Duty Interim Guidance for Public Bodies for further information.</p>	<p>The National Improvement Framework sets out to deliver excellence and equity for all children. The current priorities include:</p> <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing and; • Improvement in employability skills and sustained, positive leaver destinations for all young people. <p>The Education Standards and Quality Report and Improvement Plan 2018 proposes improvement priorities which include data management, developing the young workforce and additional support for learning.</p>
<p>Could the function / policy have a differential impact on any of the following equality areas?</p>	<p>(Please provide any evidence – positive impacts / benefits, negative impacts and reasons).</p>
<p>1. Race: this includes ethnic or national groups, colour and</p>	<p>Yes. The plan includes delivery of anti-bullying policies and the Jigsaw resource which support a</p>

nationality.	basis of inclusion and valuing difference and will therefore have a positive impact for all.
2. Sex: a man or a woman.	Yes. The plan contains outcomes that seek to promote greater inclusion for all children and young people and to address gender stereotypes relating to particular educational (including early years) and career choices and therefore will have a positive impact on potential gender gaps.
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Yes. The plan includes delivery of anti-bullying policies and the JIGSAW programme which support a basis of inclusion and valuing difference and will therefore have a positive impact for all. The plan also contains specific actions relating to planned LGBTI+ training and awareness.
4. Gender Reassignment: the process of transitioning from one gender to another.	Yes. The plan includes delivery of anti-bullying policies and the JIGSAW programme which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
5. Pregnancy and maternity.	No.
6. Age: people of different ages.	Yes. By its nature, the plan aims to deliver outcomes that will have positive impacts for children and young people.
7. Religion or beliefs or none (atheists).	Yes. The plan includes delivery of anti-bullying policies and the JIGSAW programme which support a basis of inclusion and valuing difference and will therefore have a positive impact for all.
8. Caring responsibilities.	The JIGSAW Programme delivers staged programmes about being me in my world which looks at caring for others.
9. Care experienced.	Yes – the National Improvement Plan sets out closing the attainment gap between the most and least disadvantaged children as a key priority. Evidence shows that those children and young people who are care experienced are often those also experiencing socio-economic disadvantaged. This plan therefore seeks to address inequalities in this area and will likely have a positive impact.
10. Marriage and Civil Partnerships.	No.
11. Disability: people with disabilities (whether registered or not).	Yes – positive. The plan seeks to address inequalities for children and young people with disabilities through a variety of actions such as improving the additional support for learning provision, including the development of a new Autism Assessment pathway. Also, the Developing the Young Workforce programme aims to improve the preparedness of young

	people entering the workplace through a more personal progression plan which will likely positively impact future employment outcomes for young people with disabilities.
12. Socio-economic disadvantage.	Yes - positive. Specific actions are identified to address and measure the attainment gap versus deprivation and this gap is the key driver for the National Improvement Strategy. There will therefore likely be a positive impact for those experiencing socio-economic disadvantage.
13. Isles-proofing.	All targets will be inclusive to staff and pupils across all our islands through engagement in working groups and teaching and learning through video conference and transportation.

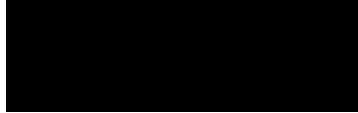
3. Impact Assessment

Does the analysis above identify any differential impacts which need to be addressed?	No.
How could you minimise or remove any potential negative impacts?	Ensure that staff work within the working day and that time is negotiated within the Teachers Working Time Agreements
Do you have enough information to make a judgement? If no, what information do you require?	Yes.

4. Conclusions and Planned Action

Is further work required?	No.
What action is to be taken?	Outcomes from the plan that are linked to the Equality Outcomes will be reported annually
Who will undertake it?	Ensure that staff work within the working day and that time is negotiated within the Teachers Working Time Agreements.
When will it be done? (please provide specific dates).	If council agrees the plan from November onwards.
How will it be monitored? (e.g. through service plans).	By Service Managers and Officers through regular/annual reporting as per the Improvement Plan requirements and linked to the Equality Outcome reporting where applicable.

Signature:



Date Revised 19 October 2019

Name: Peter Diamond

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Please sign and date this form, keep one copy and send a copy to HR and Performance. A word version should also be emailed to HR and Performance at hrsupport@orkney.gov.uk.