

# **Balmedie School Recovery Plan**

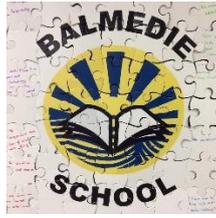


## **A Guide for Parents**

**Draft Version - Friday 26<sup>th</sup> June 2020**

**Final Version (1) - Thursday 2<sup>nd</sup> July**

# Planning for the Unpredictable...



*"...is like doing a jigsaw without the picture..."*

Laurence Findlay, Director of Education & Children's Services

## End of Year Update from the Head Teacher

*It has been a very, very long wait and firstly we hope you are all safe and well. Secondly, we would like to thank all our families for your patience, understanding and overwhelming support in such uncertain and extremely challenging times.*

*We finally have our 'picture' and our planned route to recovery – this contingency plan will support us all towards getting back to not just 'school life' but re-establishing a sense of routine and normality which we have all greatly missed.*

*I would like to personally thank all the Balmedie staff, Balmedie school community and our Ellon Cluster and Aberdeenshire Council partnerships for their incredible efforts and ongoing tremendous support. It has truly been a remarkable effort by all concerned.*

*Although nothing can be taken for granted in these past few unpredictable months, I would like to reassure all of our families that you have our continued commitment towards preparing and delivering the best possible offer that we can during this unique moment in time.*

*Since Deputy First Minister, John Swinney's recent 'conditional' announcement around the expectation that all children are expected to make a full return to schooling from Wednesday 12<sup>th</sup> August, all schools have now been planning for this recommendation, however, our plans must remain flexible in order to respond with alternative measures if future changes become necessary.*

*With the possibility of a 'second wave' and a virus that may continue to exist across the globe for a long time to come until a vaccine can be found, we aim to be as informed and prepared as we can be. Like most other risks we must try to move forward positively and with confidence based upon what we have learned and experienced over the last 4 months.*

*In our case at the moment 'prevention is better than cure' so it is up to all of us to ensure that we promote the highest standards of hygiene to our children when it comes to hand washing, social distancing (where appropriate) and managing infection control.*

*To our Primary 7 pupils – 'Out of adversity comes greatness'. Don't let this moment in time cloud your judgement of who you truly are and what you are truly capable of – this experience has made you stronger and new skills are growing that you may not have realised...yet! Don't just be good but be incredible...because you are, each and every one of you.*

*Wishing you all a safe and happy summer break – we are all very much looking forward to welcoming all children (new starts and returners) back to Balmedie School, Balmedie Nursery and Potterton Nursery in whatever shape or form that may take by August 12th.*

The signature is written in a cursive, handwritten style. To the right of the signature is a small, simple cartoon drawing of a character with a round face and a small body.

Dougie Ford, Headteacher

# Education Phased Recovery

## Scottish Government COVID-19 Route Map (Updated June 2020)

### Scottish Government COVID-19 Routemap



|  | Lockdown   | Phase 1  | Phase 2  | Phase 3  | Phase 4  |
|--|--|--|--|--|--|
|  | <p>Lockdown restrictions:</p> <p>Schools and childcare services closed.</p> <p>Measures in place to support home learning and to provide outreach services to vulnerable children.</p> <p>Critical childcare provision for key workers and vulnerable children provided through hubs, nurseries and childminding services.</p> <p>Universities and colleges closed – remote learning and research.</p> | <p>As with previous phase but with the following changes:</p> <p>School staff return to schools.</p> <p>Increased number of children accessing critical childcare provision.</p> <p>Re-opening of child minding services and fully outdoor nursery provision.</p> <p>Transition support available to pupils starting P1 and S1 where possible.</p> | <p>As with previous phase but with the following changes:</p> <p>On campus university lab research restarted subject to physical distancing.</p> <p>College and university staff can return to make essential preparations for restart in Phase 3.</p> | <p>As with previous phase but with the following changes:</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. (We aim to resume normal schooling as soon as it is safe to do so.)</p> <p>All childcare providers re-open 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> <p>Universities and colleges phased return with blended model of remote learning and limited on campus learning where a priority. Public health measures (including physical distancing) in place.</p> | <p>As with previous phase but with the following changes:</p> <p>Schools and childcare provision, operating with any necessary precautions.</p> <p>College and university campuses open – including key student services with any necessary precautions.</p> |

 Schools, childcare and other educational settings

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# What has been put in place since our school closure (on 23<sup>rd</sup> March)?

## Home Learning Set Up

Our school staff worked extremely hard to ensure that children, young people and families were familiar with See Saw or Google Classroom and started to identify families without access to a suitable device (through our pupil check-in process). In some cases, weekly phone contact was put in place to ensure that support could regularly be made to families when/if required.

## Keyworker Hub Set Up

A School Keyworker Hub plan was put in place to provide appropriate emergency support for Category 1 keyworkers, then Category 2-3 workers and for children & young people identified as vulnerable. This remains supported as a Ellon cluster hub which has since been relocated to Ellon Primary School and will soon to be relocated to Ellon Community Campus for the summer hub service and beyond.

Updates regarding information on schooling and summer hub applications can be found through the Aberdeenshire Council communications website.

<https://www.aberdeenshire.gov.uk/schools/schools-covid-19/>

## School Blog Set Up

An information Hub via our cluster/school blog (and a cluster/staff blog) was created to ensure that the many streams of communication and information from our schools could be co-ordinated into a central cluster location.

<https://balmediehomelearning.edublogs.org/>

This home learning area for parents and children allowed for further 'evolving' online supports to emerge such as including support and advice signposting for families, weekly updates, further advice and links to support home learning, shared space for partner service updates and resources to be shared, additional pages and links to promote health and wellbeing (Happy Head, Happy Heart podcast by Mrs Gray), outdoor learning video sessions (Mrs Duncan's Nature Club) and family engagement (weekly school online 'Lockdown Live' family quiz) via our school Facebook page.

Please make sure you have checked out our blog on the final day of the school term...

## Returning to School Set Up

We have constantly been in the process of writing our school recovery plan in response to ongoing Scottish Government guidance and local authority direction to prepare for the return of children in blended groups or on a full return from 12<sup>th</sup> August onwards.

As a result of our overall school roll/nursery roll, building capacity alongside and open plan design the school's plan has been configured between 33%, 50% and 100% capacity planning models (based upon social distancing rules).

## Developing Our Balmedie School Recovery Plan

On 21st May 2020, the First Minister made a statement in Parliament which detailed a Route Map for moving Scotland out of lockdown. This provided guidance on how Aberdeenshire Schools and all schools should plan ensure the safe return of children to school buildings.

Here are the things we continue to consider around this blended learning offer and the transition of children back to school;

1. Planning with safety in mind (remaining up to date with weekly advice and consideration of emerging safe practice).
2. Ensure that health and wellbeing will remain central to our decision making (e.g. impact of lockdown on mental health and physical wellbeing). Considering arrangements that may need to be made for how we will plan to support our vulnerable children and vulnerable learners e.g. those who may not engage with learning, those with ASN and those who may have experienced particular social and emotional difficulties during lockdown.
3. Building on the home learning support and approaches that have presently been achieved.
4. Looking at how continuity of learning can be achieved in a blended model or full return model (based on our school size and with consideration of the room capacity limitations of all areas in an open plan school).
5. Considering the best way to communicate progress to parents in a climate where situations are changing and developing week to week (sometimes with very short notice or little or no warning).
6. Further consideration of how our use of technology and how this can be further developed to enhance learner experiences during our blended learning delivery (and beyond) – making consideration as to how we can provide teachers with additional support to prepare and deliver online learning supplemented by face to face teaching.

## Health, Hygiene and Safety Practices

Public Health Scotland will continue to inform Scottish Government decisions around a return to school buildings and have established monitoring arrangements to gauge rates of infection as the country moves out of Lockdown and through each phase of the Route Map.

### Who can attend 'in school' learning?

Individuals with serious underlying health conditions are strongly advised to follow shielding measures to keep themselves safe, and staff or pupils who are shielding are therefore not expected to return to school in person while that guidance remains in place.

The phased return to school settings will only be offered to staff and pupils who are **not shielding, self-isolating** and present with **no symptoms of COVID-19** in keeping with Scottish Government advice.

### Cleaning routines

Toilets and handwashing facilities will be cleaned daily by cleaning staff to maintain high standards of cleanliness, using methods and cleaning products in keeping with national guidance (COVID-19-decontamination-in-non-healthcare-settings).

Additional sanitisation of taps and flush handles will be undertaken by janitorial services on a regular basis during the school day.

All other areas will be cleaned by cleaning staff before the start of every day, paying special attention to door handles, table/counter tops and other identified areas touched regularly by staff and children, with additional infection prevention and control measures taking place throughout the day.

In the event of a 33% or 50% plan, a further extended cleaning day will also be put into place each week between blended groups of children attendance to further provide opportunities for cleaning resources or shared learning areas.

Staff will be guided to carefully consider an appropriate provision and rotation of resources for 'in school' learning.

### Equipment and use of Learning Resources

Where possible young people will be given access to their own set of essential equipment. Staff are preparing packs of resources which will be provided from the first day back, giving thought to use for individuals rather than for shared use. This will include textbooks, jotters and some equipment and resources.

School staff will be given sanitising wipes for school staff to undertake cleaning of resources and any other items which may be used by more than one individual, so that these items can be effectively sanitised between uses or at the end of a school block/day.

Some resources, such as fabric resources which cannot be easily cleaned between uses will be removed from classes and put into storage at this time. Other resources which are not in use will be removed where possible. Staff will continue to develop alternative approaches to delivering learning that may present as more appropriate for 'in school' learning whilst socially distancing. Outdoor learning approaches will be encouraged whenever possible (weather permitting).

Books and related resources within libraries or shared learning areas will temporarily closed. Some spaces and classroom areas may have to be used differently to support with adjustments which need to be made across the whole school.

### The use of PPE, Hand Washing and Hand Sanitising Points

PPE Guidance for Education has been provided in line with Scottish Government Guidance. This will be reviewed on an ongoing basis and will be included in school risk assessments.

Staff may be using PPE to support individual learners as part of their risk assessment or in completion of their daily tasks (e.g. where close contact is required such as nappy changing, regarding physical support or sustained close supervision and support).

[Hand washing](#) (refer to guidance link to NHS website for handwashing practise).

Stocks of soap and hand sanitiser will be checked, and replenished, before the start of every day. All school areas will have access to sinks and warm water.

Hand sanitiser will be available at each usable entrance point to the building, unless there is alternative access to soap and water in these areas. Stocks will be checked and topped up every day.



Children, young people and staff should wash their hands with soap and water for at least 20 seconds, or use an alcohol hand sanitiser, when:

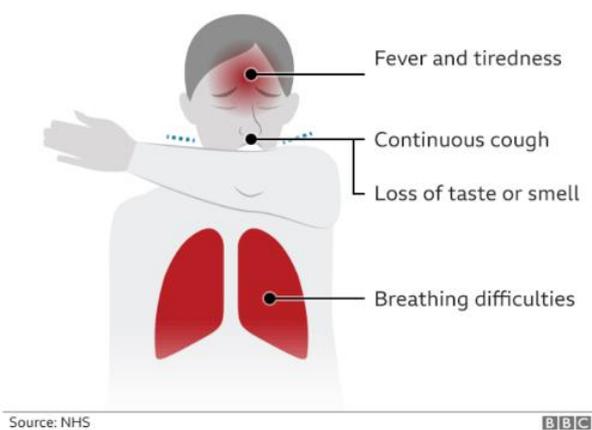
- Entering or exiting the building
- before eating or handling food
- after blowing their nose, sneezing or coughing
- after touching any shared surfaces
- after going to the toilet

## The Risk Assessment Process

Discussions around health and safety will feature as a core focus for our school recovery plan and preparing for the 'new normal' daily school routine. School staff will ensure children are fully aware of expectations (through the use of shared risk assessments) and safe practise and routines will be clearly communicated to children and young people before and on re-entry to our school buildings (we will also have significant signage across all parts of the school to support with this). In the event of a 33% or 50% blended model, work completed during the day will be stored in individual trays/storage boxes, with work linked to home learning which will continue to be delivered and completed online.

- Children and young people will be instructed to line up and walk in single file (observing the relevant social distancing advice whenever possible)
- Signage, site mapping and ground markers will support this where appropriate
- The size of the playground will be assessed to determine how many children can safely be in a zoned space (in the event of the 33% or 50% model, it is likely children will be allocated to an outdoor play zone to ensure they remain safely within their own grouping bubbles)
- Consideration will be given to stagger all breaks to reduce the number of children accessing shared spaces (alongside zoning of spaces to uphold safe social distancing between different school groups)

### Coronavirus: Key symptoms



If a child or young person attends Balmedie School with symptoms of a cough and/or high temperature, they will be required to go home immediately (via direct contact to parents or emergency contact). If a child/ young person is waiting to be collected by their parent or carer, they will be isolated in a private, well ventilated room/area to limit any further exposure and to prevent any touching of surfaces.

Main School – Cloud Room will be used as our isolation room

Balmedie Nursery – Monkey Room will be used as our isolation room

Potterton Nursery – First Aid area will be used as our isolation space

Isolation areas/rooms will be cleaned after use in keeping with [National Guidance \(Health Protection Scotland guidance link\)](#).

School staff will be asked to be vigilant to any potential signs of COVID-19 and will always be encouraged to err on the side of caution.

## **Access to Toilets**

Pupils' access to toilets will require to be carefully managed in order to maintain social distancing between our toilet areas and hand washing facilities. There will be a strong emphasis on hand washing or hand sanitising after visiting the toilet, reminder signage in every area and hand washing may require to be supervised & supported for younger children as part of the daily routine.

Additional hand sanitising spaces may be created in a 'bubble group' area to ensure regular reminders of infection control and good hygiene. Handwashing and hand sanitising facilities will require to be as accessible, efficiently managed and constantly promoted.

In most cases, if there are social distancing measures in place, children will attend one at a time so there will be a suitable queueing system and daily routines built into the school day with small class groups of children (e.g. on entry to school/nursery, before and after staggered break and lunchtimes/snack, after visiting the toilet, after outdoor play, on exit from school/nursery).

In school, if it is necessary to do so, then phased groups will be allocated to access specific toilet facilities in their own class areas to ensure that all bubble groups are appropriately directed and distanced.

## **Ventilation in buildings and the use of outdoor spaces**

Staff will be asked to ensure good ventilation by keeping windows open and where possible not closing the doors of rooms. Children, young people and staff will be encouraged where possible to spend more time outdoors, to arrive to school in all-weather appropriate clothing and keeping at least two metres from others (although it is anticipated that social distancing measures must be fully relaxed in order to accommodate our 100% plan full return to school).

# Practical Measures to Support Social Distancing

## Inside the School

Through careful group/class planning, we have ensured that family/sibling groups will access 'in school' learning on the same days (although please note that this is unlikely to be possible in reference to siblings attending our nursery due to the different timings/separate nursery offer).

We will aspire to provide a regular pattern of 'in school learning' with the same learners being welcomed into school buildings on the same days.

Set assigned classroom spaces for 'in school' learning have been allocated and boundaries and plans will also be put into place (e.g. one main identified entry/exit door for each class, main identified toilet facility for use, main identified outdoor zoned area for breaktimes, groups remain in class area for lunch). Children are classes will not move freely beyond these assigned areas to maintain bubble groupings, uphold social distancing and prevent group 'crossovers' across the school.

The agreed metric of 5 square metre (2m distancing rule = 33% plan) and of 3 square metre (1.5m distancing rule = 50%) has been used to help determine the maximum capacity of all spaces in school and to allow us to identify which spaces may be most suitable for the provision of 'in school' learning. Additional considerations and capacity restrictions have also been put into place due to the nature of our school's open plan design.

Where possible, furniture will be laid out to guide effective social distancing. Arrangements will vary in different parts of the school based on room size. Clear signage or out of bounds furniture storage areas will be created for any items of furniture which should not be used where full removal is not possible.

Initial findings had suggested that a maximum of one third of all pupils can attend 'in school' learning at any one time – due to our school size, spaces and school role our planning has been organised to run at 33% capacity (based on current social distancing rules of 2m). However, we have since also worked on an increased model of 50% capacity so that there is the ability to respond to an increased or decreased social distancing demand should this occur.

Groups of pupils will be planned and these 'bubble groups' will remain constant over time (including how groups are zoned). This will help restrict the number of different interactions each pupil has whilst in the school building.

A map will be on display and signage used as appropriate reminder to all children. It is anticipated that some orientation will be required virtually before children re-enter buildings as well as when they enter the building again for the first time (which will be part of the initial welcome/class routines discussion when children arrive back to school).

A virtual tour/welcome video was to be prepared by staff and will be posted on our school blog prior to the summer break for all children (Nursery to P7) to prepare all children for coming back to school in their blended groups, however, since the announcement of a full return model this has been simplified to a simple 'welcome back' message.

Parents are encouraged to ensure that your child has had the opportunity to view their group/class video as often as they would like during the summer break as a means of preparing and supporting your child for their return date (and familiarising themselves with their new teacher of course).

## **Outside of School / Wider Access**

Restrictions are required to be placed on entering school car parks, at all drop off areas our playground/school grounds will be closed to all parents/visitors except for the parents of children attending Balmedie Nursery (who will be attending on a staggered basis).

***We therefore kindly request that P2-P7 parents do not enter or use the school grounds during this school recovery period (where possible).***

In some cases, entry to the school grounds will be permitted for those with complex needs and where any prior arrangement or appointment has been made with school. Other than the child drop off area, the school car park must remain out of bounds to all parents – please do not congregate, walk through the school car park or park your car in any of our staff car parking areas (front or rear).

***Arrangements will also be made for new start children at P1 where staggered entry times will be offered as part of the new start/induction 'soft start' process so that parents may drop/pick up their children at their class entrance door (providing all parents can be aware to please appropriately socially distance themselves at pick up and drop off times if social distancing rules remain in place).***

**Please note that school reception areas will not be accessible to parents and carers during recovery Phases 1-3 and all parents are requested to direct all enquires to school via phone or by e-mail - admin and office staff may also be working remotely from school on occasions if this is necessary.**

In the event of a 33% or 50% model then groups of children arriving and departing at the same time will be avoided where possible and particular year groups and classes are likely to have some form of staggered start and finish times to reduce the number of children and young people arriving or leaving together at one time. These timings will have to be determined to work alongside transport arrivals, break timings and nursery access arrangements to reduce overall numbers coming into and out of the school building. Appropriate timings to attend school will be provided as part of your child's classes/phased return letter which you will receive prior to the end of the school term (or will be revisited via groupcall and expressions messages should there be further changes after this point).

Children with siblings will be encouraged to determine a suitable meeting point in the playground so that they can gather prior to leaving school. Further arrangements may be necessary to discuss with the school should there be any difficulties or concerns with end of school day staggered times if they are put into place.

Playgrounds will only be accessed by children who are attending in-school learning (i.e. during their assigned 'in school' learning week). Only an emergency will trigger a need for anyone else to be on the school site so that carefully calculated capacities and social distancing measures can be upheld and maintained. Security and access to the school building will also require to be strictly maintained.

### **Socially Distanced Dining Arrangements**

- A rolling nursery snack will be within the nursery setting to ensure that children can remain within the space
- All children will be asked to bring a packed lunch or there will be a lunch menu option (please refer to the Appendix A for more information). Those in receipt of free school meals will continue as previously arranged.
- Given our school size/restriction, and in order to reduce the requirement for cleaning between sittings, all children will eat lunch in their classrooms/assigned zones if we are running a 33% or 50% plan.
- Where children are in school over lunchtime they should remain in school for lunch where possible in order to limit their contact with others during a school day. These arrangements will be reviewed as restrictions are reviewed.

### **Socially Distanced Evacuation Arrangements**

If the layout of our facilities required to be changed, and/or circulation routes or entry/ exit points are altered, consideration will be given to evacuation procedures (e.g. in the event of a fire or other incident). Muster points have also been considered to ensure appropriate social arrangements are maintained between individuals /groups as far as practically possible. Evacuation arrangements for children with complex needs or disabilities will be reviewed in light of any changes with a review of Personal Evacuation Plans (undertaken as part of the planning process).

New emergency evacuations maps and safe routes have been completed for Balmedie School, Balmedie Nursery and Potterton Nursery based on our school recovery plan.

Further spray painting and new markings will be set up in all playground areas (and at Potterton Nursery) should we require to implement a 33% or 50% model.

### **Socially Distanced School Transport**

Children will be advised to try to avoid travelling to school on either public or school transport with walking and cycling being promoted where safe to do so. Where walking/cycling is not appropriate and where parents/carers transport by private car, careful consideration will be given to liaise with our transport partners to consider how transport offers will be made during our school recovery and phasing period (based on availability of transport).

With social distancing requirements in place transport capacity will be significantly reduced (e.g. 16 seat minibus can only carry a maximum of 3-4 children, 54 seater bus may only carry around 12 children). With this these restrictions in mind, some parents may prefer that during this period they would wish to transport their children in order to support our school recovery process.

*The school would also appeal to all parents to consider transporting your own children wherever possible if we are running a 33% or 50% model as the availability of our transport services will be extremely limited and cannot be guaranteed.*

## **Whole School Configuration of Classes and Groupings**

The school has already made the best possible effort to construct 3 balanced groups of approx. 133 children per stage/class for our blended return on a 33% model or to construct 2 balanced groups of approx. 200 children per stage/class for our blended return on a 50% model. These groups have also been formed to adhere strictly to our school capacity guidelines for each area and classroom location. It has been an extremely complex exercise to ensure that class, stage and social groupings can also be achieved alongside giving full consideration to planning for support needs, ensuring sibling will be attending in the same weeks and distributing transportation children/families as equally as possible across either 3 weekly rotational (33% model) or 2 day weekly (50% model) attending groups.

It is for this reason that no further changes to these groupings will be possible during this phased recovery period. If further guidance from Scottish Government indicates that social distance measures need to be changed then we will require to be able to swiftly adjust between 33%, 50% and 100% school return models but we would appeal to parents for your full support and appreciation of these restrictions and limitations in regards to maintaining our three recovery models.

Our aim will be to continually review our recovery plan based on week to week national advice so that we can keep planning ahead, in order to make any necessary adjustments and update parents as soon as possible when confirmation of these responses have been made.

## Supporting Health & Wellbeing

Further health & wellbeing support will be developed in school to support the needs of staff, learners and families and ensure appropriate support mechanisms will be put in place for all. We will regularly communicate available supports through our ongoing channels of communication e.g. group call/expressions messages, school blog, facebook page etc.

The COVID-19 pandemic has resulted to a significant challenge for adults, children, young people and families in reference to managing our mental health. This escalating need led to a rapid review of the progress being made to improve our shared provision to children, young people and families in order to improve supports during and post crisis.

Greater focus on **Health & Wellbeing** as part of the curriculum delivery will be developed in school and promoted by all school staff to ensure learners are given the opportunity to *build resilience*, develop *mental and emotional strength* and make use of *physical activity* to support this where possible.

### **Supporting children and young people with additional support needs**

The staged intervention model will continue as we transition all children back to school. Children with identified additional support needs and support plans will be contacted by schools to help plan an effective transition back into school buildings. This planning will include parents and carers with Educational Psychology support where appropriate/available. Despite the current lockdown and many possibilities, the review processes for our supported children will always continue wherever possible.

We will provide in-school support for our vulnerable learners. Additional Support for Learning (ASL) staff will continue to run a support provision for identified learners in areas of the school for smaller learner groups. Targeted interventions and supports will also be supplemented where possible, through the deployment of our PSA staff.

## Delivery of the Curriculum

As school staff return to school buildings towards the end of June/start of July there will have been some reduction in the level of 'in home' learning being provided by teaching staff. This has been necessary to ensure that staff can effectively plan for the safe return of pupils from August 2020 and organise their classrooms as much as possible prior to staff returning on Monday 10<sup>th</sup> August and Tuesday 11<sup>th</sup> August on our in-service training days to be able to complete this preparation.

### Workforce planning

The blended model of education that we may see for a temporary period may lead to requirements for workforce flexibility and increased staffing where possible.

We must consider working time agreements and workload demands to ensure that sufficient consideration continues to be made to provide all staff with the support they need to carry out their day to day duties.

A proportion of staff may also be shielding or absent due to COVID-19 symptoms, which may affect their ability to attend physical settings. Staff may also require access to childcare support to allow them to attend school under the blended model of education. This will mean that further consideration and a further model of childcare support for staff from within our school (e.g. setting up our own school hub) may have to be organised to successfully operate our recovery plan for our school. Staff who are shielding will be asked to support 'in home' learning.

We have worked with staff to review shared risk assessments and promote for staff to propose further adjustments to ensure that we are all continuously reviewing our professional roles and safety routines for returning to work.

We are prepared and ready with teaching staff assigned to classes and drafting PSA staff rotas to ensure that we are fully staffed for August.

### In School learning

The curriculum will adapt and change as we move through the phases in the Route map and act on any new advice from the Scottish Government as this situation evolves. In the first few days there will be focus on ensuring that children and young people are aware of the health and safety measures in place and a need to help learners make sense of recent events. This focus will ensure that children can re-engage positively with 'in school' learning and begin to re-discover and rebuild relationships with their 'bubble groupings' of peers and staff.

All children will focus on health and wellbeing, literacy and numeracy for the remainder of the first term; this will help ensure that staff can effectively 'ease in' and identify appropriate next steps for individuals. We also will wish to make sure that there is plenty of opportunity for children to remain active; to have the opportunity to learn, play and exercise outdoors (weather permitting!).

## **Home learning**

Home learning will complement and support learning that will take place in our school setting (i.e. face to face learning).

See Saw and Google Classroom (and other emerging learning links and resources) will continue to be utilised for the provision of school and home learning support when children are not at school. It must be noted that in a 33% or 50% blended model, class teachers will be more occupied delivering face to face learning for groups in school so, after the summer break, our home learning delivery will concentrate more on providing a range of reinforcement, practise and alternative supports so that this can now compliment the 'face to face' learning which will be taking place in school on a 3 weekly or weekly rotational basis (if running on a 33% or 50% model).

Part of the school week has also been constructed to support school staff with planning time for the additional delivery and continuity of home learning.

Staff who are unable to attend school buildings may still have a role in supporting home learning and pastoral care.

## What will Education Look Like at Balmedie School?

As the new environment will be different for all young people as they return to school there will be an induction for all young people to support them in understanding the new procedures, including hand sanitising/handwashing routines, allocated zones where necessary, lining up/entry/exit points, staggered break and lunchtime arrangements and fire evacuations, for example.

When determining groupings of young people accessing the building, we have made decisions based on several factors including, but not limited to, transport, potential loss of learning, staff availability and room availability. To support this, this year we have utilised additional spaces including the portacabins, gym hall and in our community room.

### Balmedie and Potterton Nursery Settings

The challenges around social distancing with very young children and delays to the capital programme as a result of the pandemic impact on our ability to offer 1140 hours from August 2020.

The Scottish Government recognise the negative impact of the pandemic on ELC expansion programmes and have temporarily removed the duty to deliver 1140 hours. National guidance encourages a prioritisation of continuing provision of Emergency Childcare and this must be considered in developing plans.

It is proposed that our Nursery will aspire to deliver as close to our 600 hours provision (up to 5 x 3hrs 10min sessions on a 100% return) as we can over 20/21 whilst recognising that this will be a challenge in our settings.

### What will be the 'new normal'?

Here are some of the facts that we are certain our 'new normal' will look like across the Ellon cluster:

- Each nursery will have to reduce the size of classes and reduce the number of children in nursery at any one time.
- Each nursery will have to keep children in the same small 'bubble' groups during their time in nursery.
- Each nursery will need to put in place clear arrangements for safe, socially distanced drop offs and pick-ups at the beginning and end of the nursery sessions (which will be best achieved by staggered nursery day timings).
- Each nursery will need to consider the delivery of snack.
- Each nursery will need to increase the frequency of cleaning (before/during/after sessions and further weekly preparation).
- Each nursery will need to consider new approaches to learning and play (where individual social distancing may be almost impossible but managing small bubble groups for play will be more realistic).
- Each nursery will need to reduce the use of shared spaces, equipment and resources.
- Each nursery will need to make daily use of our outdoor spaces (as often as possible in all weathers) to provide alternative educational experiences.
- Each nursery will consider how the use of technology may further enhance learning & collaborative opportunities both in the setting and at home.
- Each nursery needs to develop new ways to create solutions to new 'shared' challenges rather than supporting individual preferences – we can only achieve this with continued parental co-operation, understanding and support.

Ensuring a sense of balance and equity will continue to be at the heart of any future consultation and decision making as we take a phased approach towards an eventual full re-opening.

### **Nursery 33% Model**

Our starting aim would be to ensure that all children (whether in Potterton or Balmedie Nursery) would have an offer of approximately 8 hours 15 mins face to face time per week (although this would need to be calculated alongside staggered drop in and pick up arrangements).

In our Balmedie setting this means we would run on 33% capacity (due to numbers) and every child would have an offer of 3 scheduled session visits of approximately 2hrs 45mins per week.

In our Potterton setting this would translate as running on 50% capacity of children but every child would have an offer of 2 scheduled session visits of approximately 4 hours 10mins per week (e.g. Mon/Tues attendance or Thurs/Fri attendance).

Balmedie Nursery (33%) – there would be an indoor group (no more than 10-15) and an outdoor group (no more than 10) with designated drop off/collection points on a timed staggered entry/queueing basis.

Potterton Nursery (33%) – there would be a single group (no more than 10) on a timed staggered entry/queueing basis.

### **Nursery 50% Model**

An increased Nursery offer at Balmedie would mean arranging the children into 50% sized groups and all children could then be attending for 5 sessions per week (2hrs 30mins – 2hrs 45mins approx.) but on a reduce hours session offer to allow for additional cleaning between each sessions.

A 50% ratio at Potterton would mean that due to the size of the nursery all children 100% of the cohort could return into one 'bubble group' for 5 sessions a week (2hrs 30mins – 2hrs 45mins approx.) but sessions would also be for reduced extended cleaning sessions.

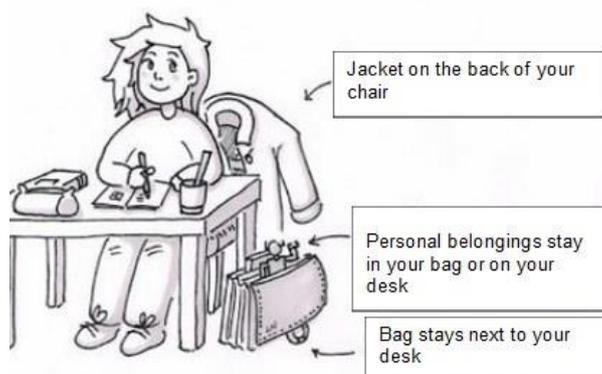
Balmedie Nursery (50%) – there would be an indoor group (no more than 26) and an outdoor group (no more than 26) with designated drop off/collection points on a timed staggered entry/queueing basis.

Potterton Nursery (50%) – there would be a single group (no more than 20) on a timed staggered entry/queueing basis.

The organisation of drop off and pick up would need to be carefully co-ordinated to maintain social distancing when parents are on site (please note there would be no access directly into the Nursery buildings and shoe changes would not be required). Children would also have a designated area for coats/belongings etc but we would ask that all children are dressed and ready for outdoor play in all weathers.

## Primary 1 to Primary 7

Our school is primarily an open plan school (with exception of the extension and portacabin areas). Whilst keeping primary aged children 2m (33%) or 1.5m (50%) apart is very difficult, altering the number of pupils in a class and changing the setup of the classroom is required to fully support social distancing.

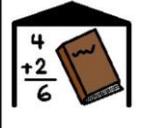
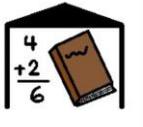
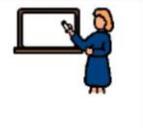
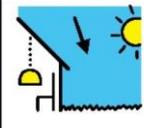
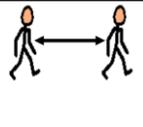
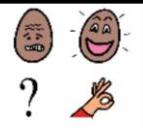
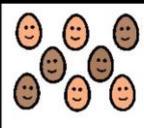
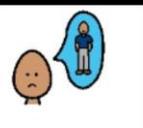


It is proposed that all year groups in primary school return, but in reduced groups with a regular rota system in place so that parents and children have a consistent routine. In most cases classes will be split into three groups (groups A, B, C of 7-11 children in a group – 33% model) or two groups (groups A, B of 10-17 children in a group – 50% model). Some groups may be planned to different sizes (within the range of acceptable bubble group numbers) so that additional supports and support staffing can be appropriately allocated.

Movement through our school on any blended model would be very limited and most children would have to spend their time in their classroom area of the school. Where possible children would directly enter through an external classroom door to limit interactions with others whilst moving through school.

It is highly unlikely that any standard breakfast and afterschool provision will be available for all families whilst the phased recovery model is in place (and even in our 100% model additional users of our school building may be delayed for some time to reduce any potential risk e.g. cross contamination by increasing the numbers of people using the same space). This will remain under constant review by Aberdeenshire Council as we fully understand the additional pressure this may place on working parents.

## Visual Aid for use with Children & Young People regarding explaining our return to school plan (if running 33% or 50% recovery models)

|   |   |   |
|---|---|---|
|    |    | School buildings have been closed for a long time because of coronavirus but it is starting to go away so it is safe to go back to school part-time.                                |
|    |    | Part-time means that some days I will go to school and some days I will stay at home. When at home, my teacher will give me things to do.   |
|    |    | My school and classroom will look a little different. There will not be as many people but I will get to see my teacher and some of my friends.                                     |
|    |    | When at school there will be no school dinners but I will be able to eat a packed lunch in the classroom and I will get to play outside.  |
|   |   | When at school I still need to remember to stay safe, so I need to stay 2 metres away from everyone and wash my hands a lot.  |
|  |  | I might feel nervous or excited about coming back to school. I may also have lots of questions. This is ok. My teachers, parents and friends will help me work out all the answers. |
|  |  | Everyone at school has missed me. They are excited about seeing me again. I will have lots of fun!  |

## Changes to the status of our recovery plan

The Scottish Government will take decisions based on the scientific evidence and we may be asked to move up or down a stage on the Route Map at short notice. Expectations in terms of social distancing measurements may reduce the 2m rule in time which will mean we can increase the numbers of children attending e.g. move from a 33% capacity model to a 50% model and then to a 100% model or vice versa.

A move back to lockdown would see us reinstate previous measures with the hope that we could create an offer of a keyworker Hub provision (hosted in the Gym Hall – providing there was staffing availability) for those in need of care and protection e.g. we would hope to be able to design a temporary provision for Cat 1/Cat 2 families and vulnerable pupils alongside supporting school staff with children to enable them to return to work.

In a lockdown, 33% or 50% phase the Ellon Community Campus Hub would also likely resume or continue operating.

# Frequently Asked Questions (FAQs)

## Nursery Settings

**What about snack?** Snack money continues as a voluntary suggested donation per week – snack will be delivered on a rolling basis and some measures will need to be taken in order to reduce social distancing and risk of cross contamination whilst attending snack sessions.

**What about the 1140 plan?** Although some details outlining the 1140 delivery are still being finalised – the 1140 offer will not progress whilst we are running on a blended return so all plans have been postponed. We will now focus for the moment on planning our nursery provision to increase towards a 33% > 50% > 100% capacity delivery model (in the anticipation of social distancing rules review).

If we can sustain an 100% return model with reducing risks then our aim would be to return to planning for 1140 or an extended hours delivery by January 2021 (subject to further staffing recruitment and providing there are no longer social distancing measures, no further re-occurrence of lockdown, 33% or 50% recovery plans).

## School Settings

**How is a day structured?** *Please refer to our school handbook, this can be found on our school blog.*

**What are the class sizes?** *In reference to our recovery planning 33% (groups of approx. 7-11), 50% (groups of approx. 10-17) or 100% (full class) models are illustrated in the recovery plans*

**What are the hygiene practices in place?** *Please refer to the Health, Hygiene and Safe Practises section of this document.*

**Can children play with other children?** *Yes, over time we will seek to build additional resilience through the formation of bubble groups (social distancing may be extremely difficult with younger children so forming small bubble groups is an important part of a social distancing strategy in Nursery and P1). Older children will still be encouraged to observe social distancing measures.*

**Is there an introduction to the school, its values, aims, organisational structure, who we contact and how if we have concerns, queries, admin issues etc?** *Please refer to our school handbook, this can be found on our school blog.*

**Can you provide information about testing in p1?** *There are a wide variety of informal assessment methods used in school but these are normally gathered as a series of snapshots to measure progress over time. There are no formal assessments or tests. Children in some year groups (P1, 4 and 7) will take part in a SNSA (Scottish National Standardised Assessments) to measure progress in Numeracy and Literacy.*

*The learner journey through the P1 assessment has been subject to review to continue to ensure P1 learners experience a gradual introduction to more and less challenging questions, as appropriate to individual needs. These snapshot results contribute towards an overall professional judgement of progress made by the class teacher which will continue to be based upon ongoing feedback and regular assessment.*

**Will there be homework? If yes, what will be the quantity/ frequency?** *Homework will vary by stage and age – P1s may concentrate more on early literacy and numeracy skills whilst older children may have a wider range of choice-based activities. The first few weeks will be dedicated to getting to know the children and settling them into a routine. Following this the class teacher will release a class newsletter and this will outline the frequency of homework and reading for each class. This does follow a stage guideline but is also at the discretion of the teaching staff/stage partners based on planned activities for the term.*

**What are the uniform and equipment requirements?** *If we are in a 33% or 50% blended model our uniform policy will be relaxed as the priority will be on hygiene and children attending where possible in fresh clothes every school day.*

*If we are on an 100% return then the uniform guidance remains the same as in the school handbook. Arrangements have also been made with our supplier (Macgregors) to support parents with purchasing uniform over the school holidays – please refer to previously circulated classes letters.*

**Do the children take snacks/water bottles etc? Is there a snack policy?** *Children are encouraged to bring a healthy/nutritious snack to school and house points are rewarded as an incentive as part of our pupil Health Group activities. The school tuck shop will not be operating when we return while there are COVID-19 restrictions in place (e.g. infection control measures around handling money). More information can be found in our school handbook.*

**How will the children be supported emotionally in these abnormal times when they have been with parents for some 5 -6 months at home? There are bound to be attachment challenges, especially at drop off? Can teachers give children physical contact?** *With very young children there will still be some requirement for contact but this must be minimised or further risk measures must be considered in the event that continued contact and support may be required for a child (e.g. consideration of PPE use when changing nappies or providing intimate carer etc). Many strategies and distraction techniques may be suitable to support the child too.*

*We will also have PSA, ASL and other support partner/teaching staff prepared for supporting all pupils with emotional and mental health support too as children phase back into school. A greater curricular emphasis on Health and Wellbeing will naturally occur as a result of the last 4 months.*

**How do drop-offs/pick-ups happen?** *In the even of social distancing there will be physical markers is queueing is required or pick up/drop off areas will be marked. If there is a need to stagger intakes and slightly adjust entry and exit times to avoid crowding then parents will be advised in advance and children may be grouped/assigned a time slot to support with this (which would be communicated to parents directly by the school e.g. a further class letter, group call etc).*

**What are the school contingency plans should the 'R-rate' increase and the blended models need to be adopted?** *As illustrated in this document and appendices, the school has a 33% capacity recovery plan and a 50% capacity recovery plan if we are instructed to adjust how the school needs to run.*

**Is the half day orientation/transition for parents and children? And the school lunch experience - for both or just children?** *The orientation half days will just be for the children – staggered times have been arranged to accommodate Nursery and P1 parents accessing the school grounds but the general advice (whilst socially distancing) would be that we need all parents to mindful of preventing any mass gatherings and observing distancing advice.*

*The school lunch would ideally be with a parent however, we are not in a position to clarify this until after the summer break – a decision on a trial lunch experience will be made and communicated to all P1 parents in Week 1.*

## **P1 Induction**

**How is a day structured?** *In this moment, our main priority will be to ensure your child can settle into the school routines (however they may be presented). More emphasis than before will be spent on Health and Wellbeing, Emerging Numeracy/Numeracy reinforcement and Emerging Literacy/Literacy reinforcement but the most important thing early on will be to ensure that your child can comfortably return to our school routines, they can develop positive relationships with their peers and they feel safe. Learning through play will be an important part of this process (although consideration of hygiene/infection control measures may require some adjustment to the resources and activities on offer – outdoor learning and regular exercise will also be encouraged).*

**What is the curriculum for p1?** *A curriculum event for parents will be held by our P1 staff during the induction period – this will help to explain to parents the learning approaches taken forward in school. If due to social distancing this is not possible then an alternative online workshop will be considered.*

**Can you provide information about school lunches? How these are chosen, what these are?** *Please refer to the recent end of term/classes letters, school handbook and Appendix A of this document for a range of updates relating to the catering service. Much like the transportation service, this is a highly changeable situation so further information or reminders for parents may be issued when we return to school.*

**What do I do if my questions are not answered via school communications, letters, school blog, school handbook or in this recovery document?**

1. Feel free to ask a member of staff on return to school
2. Submit an e-mail enquiry to the school office
3. On return to school an online forum for parents may be set up to assist with further Q&A sessions

## Appendices: Appendix A – Catering and School Lunches

The School Catering team will be offering a tailored menu featuring 2 courses of our most popular dishes. This would consist of 2 choices 1 hot option and 1 cold option (dietary requirements will be handled as with current procedures – see sample menu).

All food will be presented packaged or plated depending on requirements. It will either be delivered to classrooms, other areas within the school or if practical the dining facilities (which would not be an option in Balmedie in either the 33% or 50% model given the size of the school and accommodation needs).

| Aberdeenshire Council Primary School Menus – 2020                    |  |   |  |   |
|--|--|---|--|---|
| Week 1   |  |   |  |   |
| MONDAY   | TUESDAY  | WEDNESDAY   | THURSDAY   | FRIDAY  |
| <b>Hot Option</b>  | <b>Hot Option</b>  | <b>Hot Option</b>   | <b>Hot Option</b>  | <b>Hot Option</b>   |
| Homemade Cheese & Tomato Pizza V served with Pasta & Corn on the Cob | Breaded Fillet of Haddock served with Garden Peas and Chips        | Our Butcher's Beef Burger in a Bun served with Seasonal Fruit & Vegetable <a href="#">Bites</a> | Our Butcher's Recipe Pork Sausages served with Baked Beans & Mashed Potatoes | Traditional Roast Chicken with Gravy and Mealie Broccoli Florets & Roast Potatoes |
| Fresh Fruit of the Day served with Apple Cake                        | Fresh Fruit of the Day served with <a href="#">Oatie Biscuit</a>   | Fresh Fruit of the Day served with Butterscotch Cookie  | Fresh Fruit of the Day served with a Brownie                                 | Fresh Fruit of the Day served with Carrot Cake                                    |
| <b>Cold Option</b>   | <b>Cold Option</b>   | <b>Cold Option</b>  | <b>Cold Option</b>   | <b>Cold Option</b>  |
| Chicken Mayonnaise Wrap served with Salad Garnish & Corn on the Cob  | Cheddar Cheese Baguette V served with Salad Garnish & Pizza Finger | Ham Sandwiches served with Salad Garnish & Seasonal Fruit & <a href="#">Vegetable Bites</a>     | Tuna Mayonnaise Wrap served with Salad Garnish & Pineapple                   | Cheddar Cheese Sandwiches served with Salad Garnish & Pizza Finger                |
| Fresh Fruit of the Day served with Apple Cake                        | Fresh Fruit of the Day served with <a href="#">Oatie Biscuit</a>   | Fresh Fruit of the Day served with Butterscotch Cookie  | Fresh Fruit of the Day served with a Brownie                                 | Fresh Fruit of the Day served with Carrot Cake                                    |

V = Vegetarian | Menu may be subject to change without notice due to unforeseen circumstances.

**All meals will be served with a homemade bread roll and a bag of vegetable sticks**

Aberdeenshire COUNCIL 



Our service gives pupils a nutritious and balanced meal. Highest possible hygiene standards in our food preparation, utilising the catering staff to deliver an essential service to the school & become part of the Whole School Approach.

Consideration to utilise members of the Catering team to help with touch point cleaning throughout the school day where appropriate. Compostable containers would allow the collection and disposal of the food efficiently by the Catering Team reducing any contamination risk.

Ongoing work will allow all schools to have a food waste pick up in place for the new term.

### Other Areas to Consider

- Health and wellbeing, equality and dietary requirements are of utmost importance
- FSM Entitled Pupils - Payments will continue to parents/carers for the days the pupils are not in school
- Tuck Shop should be removed until social distancing measures have been relaxed, but this should be decided on a school by school basis (there will be no tuck shop to avoid and cash handling in order to reduce the risk of transmission)
- Communication will be provided by School Catering to the school for the parents and pupils about our service, highlighting that it will be a cashless system. This will require support from schools for those parents who are not registered to complete the registration procedure for online payment
- Staggered lunch or shortened lunch break and how School Catering can help facilitate a smooth lunch service
- Hand washing and extra cleaning measures will be in place as per catering risk assessments

## Appendices: Appendix B – Illustrations of the 33% and 50% plans

### Balmedie School 33% Return Plan

| Third  | Date   | Mon   | Tues  | Wed   | Thurs | Fri   | Special arrangements/considerations  | Days in School  |
|--------|--------|-------|-------|-------|-------|-------|--|---|
| Week 1 | 10-Aug | INSET | INSET | Grp A | Grp B | Grp C | Arrange first deep cleaning after school/weekend then every Wed.   | Grp A = 13 days   |
| Week 2 | 17-Aug | Grp A | Grp A |       | Grp A | Grp A | 3-weekly rota allows for, in the event of any instance of symptoms shown, limited loss of schooling days for children  | Grp B = 13 days   |
| Week 3 | 24-Aug | Grp B | Grp B |       | Grp B | Grp B | Continuity of a 4-day learning block   | Grp C = 9 days  |
| Week 4 | 31-Aug | Grp C | Grp C |       | Grp C | Grp C | Possibility to link weekly classes to live daily learning video sessions for those children at home (staff consultation/GDPR and Google Meet pending)  | Group C would start back after the October break with 1 further week = 13 days<br><br>Forward plan/next step for any changing point to ensure a delivery of equal days. |
| Week 5 | 7-Sep  | Grp A | Grp A |       | Grp A | Grp A | Class contact time and home learning commitments/additional workload of staff are considered in this model   |   |
| Week 6 | 14-Sep | Grp B | Grp B |       | Grp B | Grp B | School day of 9am – 3pm (with some staggered start/end where required e.g. transport)  |   |
| Week 7 | 21-Sep | Grp C | Grp C |       | Grp C | Grp C | Rotation will assist families to plan well ahead for alternative care  |   |
| Week 8 | 28-Sep | Grp A | Grp A |       | Grp A | Grp A | Rotation is best configuration to work in successfully with partnerships e.g. transport rotations, cleaning requirements, staffing rotations, potentially operating our own school mini-hub facility for children of staff, vulnerable children, CAT1/CAT 2 etc. |   |
| Week 9 | 05-Oct | Grp B | Grp B |       | Grp B | Grp B |  |   |

### Balmedie School 50% Return Plan

| Third  | Date   | Mon   | Tues  | Wed   | Thurs | Fri   | Special arrangements/considerations  | Days in School  |
|--------|--------|-------|-------|-------|-------|-------|--|---|
| Week 1 | 10-Aug | INSET | INSET | Grp A | Grp B | Grp B | Arrange first deep cleaning after school/weekend then every Wed.   | Grp A = 17 days   |
| Week 2 | 17-Aug | Grp A | Grp A |       | Grp B | Grp A | Weekly rota allows for all children to access school weekly  | Grp B = 18 days   |
| Week 3 | 24-Aug | Grp A | Grp A |       | Grp B | Grp B | Continuity of a 2-day learning block per week  | Group A would gain additional day by November INSET to even out face to face days.<br><br>Forward plan/next step for any changing point to ensure a delivery of equal days. |
| Week 4 | 31-Aug | Grp A | Grp A |       | Grp B | Grp B | Possibility to link weekly classes to live daily learning video sessions for those children at home (staff consultation/GDPR and Google Meet pending)  |   |
| Week 5 | 7-Sep  | Grp A | Grp A |       | Grp B | Grp B | Class contact time and home learning commitments/additional workload of staff are considered in this model   |   |
| Week 6 | 14-Sep | Grp A | Grp A |       | Grp B | Grp B | School day of 9am – 3pm (with some staggered start/end where required e.g. transport)  |   |
| Week 7 | 21-Sep | Grp A | Grp A |       | Grp B | Grp B | Rotation will assist families to plan well ahead for alternative care (consistency with the Wednesday break across both models)  |   |
| Week 8 | 28-Sep | Grp A | Grp A |       | Grp B | Grp B | Rotation is best configuration to work in successfully with partnerships e.g. transport rotations, cleaning requirements, staffing rotations, potentially operating our own school mini-hub facility for children of staff, vulnerable children, CAT1/CAT 2 etc. |   |
| Week 9 | 05-Oct | Grp A | Grp A |       | Grp B | Grp B |  |   |

## Balmedie and Potterton Nursery Proposals 33% Return Plan

### Nursery Starting Dates (the opening week – orientation sessions for all groups)

As our first week of term at Balmedie/Potterton will not operate as a full nursery week, we have decided to make the first week an orientation/induction week (ref invitation letters for new start and returner arrangements).

#### **Balmedie Nursery Proposals (33% capacity of children) to run on 3 sessions per week**

*Approx. 2hrs 45 mins per session (total 8 hrs 15 mins per week)*

*AM Session – 8.45am until 11.30am*

*Lunch and Cleaning - 11.30am – 12.30pm*

*PM Session 12.30pm until 3.15pm*

| Group /Bubble | Week Two (first full week beginning 17.8.20) and continued thereafter |           |           |           |           |           |            |            |           |           |
|---------------|---|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------|-----------|
|               | M<br>(AM)   | M<br>(PM) | T<br>(AM) | T<br>(PM) | W<br>(AM) | W<br>(PM) | Th<br>(AM) | Th<br>(PM) | F<br>(AM) | F<br>(PM) |
| A             | X   |           |           |           |           |           |            | X          | X         |           |
| B             |   | X         | X         |           |           |           | X          |            |           |           |
| C             |   |           |           | X         | X         |           |            |            |           | X         |

*9 sessions out of 10 used – 1 session for additional cleaning and additional preparation of resources*

- When children are in Nursery, they will be working with a nursery key worker in a group bubble of approximately 5 children but as part of an overall bubble group of up to 10 children (with 2 nursery staff).
- Bubbles will be kept entirely separate i.e. bubble groups will not mix where possible to maintain social distancing between groups
- Bubbles will remain mostly in one agreed area, or designated zone e.g. in Balmedie we will have one outdoor and one indoor group (or two outdoor groups), these groups will rotate and where possible/practical will not share the same spaces at the same time.
- Indoor and outdoor grouping names will help to establish daily queueing and drop off/pick up locations for each child.
- Each group would have one 'back to back' session over a two day period
- Families may be given staggered session drop off/pick up times to minimise crowding

#### **Potterton Nursery Proposals (50% capacity of children) to run on 2 sessions per week**

*Approx. 4hrs 5 mins/4hrs 10mins per session (total 8 hours 15mins per week)*

*8.45am until 12.55pm approx*

| Group /Bubble | Week Two (first full week beginning 17.8.20) and continued thereafter |          |     |          |          |
|---------------|---|----------|-----|----------|----------|
|               | Mon   | Tues     | Wed | Thurs    | Fri      |
| A             | <b>A</b>  | <b>A</b> |     |          |          |
| B             |   |          |     | <b>B</b> | <b>B</b> |

- When children are in Nursery, they will be working with 2 nursery key workers in a group bubble of approximately of up to 10 children.
- Bubbles will remain mostly in one agreed area, or designated zone e.g. activity groups will rotate and where possible/practical social distancing will be encouraged. There will be increased opportunities for outdoor play to be developed.
- A back to back session over a two day period.
- Families may be given staggered session drop off/pick up times to minimise crowding.
- A queueing system will be in place for Potterton Nursery due to the cloakroom and waiting areas no longer being suitable for waiting (due to social distancing rules).

## Balmedie and Potterton Nursery Proposals 50% Return Plan

### **Nursery Starting Dates (the opening week – orientation sessions for all groups)**

As our first week of term at Balmedie/Potterton will not operate as a full nursery week, we have decided to make the first week an orientation/induction week (ref invitation letters for new start and returner arrangements)

### **Balmedie Nursery**

Half size classes (2 groups of 13 children per session) attending 2hr 45 min sessions daily  
8.45am until 11.30am AM  
12.30pm until 3.15pm PM

| Group /Bubble | Week Two (first full week beginning 17.8.20) and continued thereafter |           |           |           |           |           |            |            |           |           |
|---------------|---|-----------|-----------|-----------|-----------|-----------|------------|------------|-----------|-----------|
|               | M<br>(AM)   | M<br>(PM) | T<br>(AM) | T<br>(PM) | W<br>(AM) | W<br>(PM) | Th<br>(AM) | Th<br>(PM) | F<br>(AM) | F<br>(PM) |
| A             |   | X         | X         |           | X         |           | X          |            |           | X         |
| B             | X   |           |           | X         |           | X         |            | X          | X         |           |

### **Potterton Nursery**

Full session (16 children) attending 2hr 45 min sessions daily  
8.45am until 11.30am

| Group /Bubble | Week Two (first full week beginning 17.8.20) and continued thereafter |      |     |       |     |
|---------------|---|------|-----|-------|-----|
|               | Mon   | Tues | Wed | Thurs | Fri |
| A             | X   | X    | X   | X     | X   |

### **Further Information**

*Due to the pupil roll and size of capacity of both nursery settings, our 100% model works under exactly the same plan as 50% model and would eventually extend to 3hrs 10min sessions providing that the social distancing rules are no longer in place and there is no longer additional infection control measures (i.e. no requirement for additional cleaning and management of resources between sessions).*

## Appendices: Appendix C – School Mapping Exemplars

Please refer to the separate PDF document – please note that Potterton Nursery files have not been included and are still to be finalised due to summer works being carried out to the building but will be included on the school blog and displayed on site after the summer break (if a 33% or 50% plan will be required).