Moray Education Service Planning
COVID-19: Responsive, Resilient, Readiness to Improve

RESPONSIVE

Priority Area	What Needs To Happen?	Outcomes	By Whom?	By When?
Supporting Learning at Home	• Communication to HTs to prepare packs and online resources • Information to learners about Scholar etc including passwords • Immediate upskilling of staff where necessary in Glow and other online platforms • Support from learning technologist through livestream sessions	Continued engagement in learning Upskilled practitioners in digital learning platforms and digital confidence Digital learning platforms in use	Vivienne, Karen, Stewart, Alison	27 March
Identification of 'vulnerable learners'	• All schools to identify children they deem to be most at risk during the pandemic • Data to be held centrally and shared with SW and Education Resources for longer term planning and matching to need	Risk assessment of vulnerable families completed; vulnerable pupil lists and needs to be met identified Multi-agency cross-referencing	HTs, Lynne, Mhairi	27 March
Update Child Protection guidance	• Guidance to be updated for school holiday period, for use in hubs and ongoing during interrupted learning pattern	Child protection process reviewed for hub setting and remote learning	Lynne	30 March
Workstream on vulnerable learners, Connect, level 5 and high level need families	• Action plan and guidance to support this from 13 April • Guidance re the role of named person • Lynne and team to further populate	Lynne and team to complete	Lynne, Mhairi, Jackie, Jo, Craig, Willem, Helena, Sarah and SW	10 April
Establishment, Rationale and Guidance for Childcare Hubs	• Creation of SEEMIS virtual school and school admin account • Creation of online form and volunteer forms and processing of same • Creation of hub volunteers to coordinate rotas, new starts, activity plans etc	New service was established and operational with a consistent approach across Moray All critical tasks complete as identified to left	Vivienne, Stewart, Karen, Lindsey, Fiona	27 March

	- Rationale and operational guidance to be put in place and reviewed on an ongoing nature based on national guidance - Childcare hubs documentation: hub handbook and rationale about me form CP guidance covid-19 cost template lanyard CP card Moray Risk Assessments Operational packs - various documents volunteer lists - Hub handbook includes all guidance and paperwork needed including operational documentation - Update volunteer and child sign up regularly - Ensure returns to SG, ADES, ES and local members as required	Collation of pupil numbers in each hub including vulnerable children and ASN submitted per Scottish Government reporting, daily (and associated analysis for internal use) Revisions undertaken as necessary including review of Hub Operation Guidance, Risk Assessment, Volunteer staffing and lists, Child placements, returns to Government		
Free School Meals/meals service	- Set up of packed lunch pick up for those on FSM for final week of term 3 at Secondary schools and designated primaries - Hub snacks (am and pm) for Easter holiday period - Hub lunch and snacks from 13 April onwards - Voucher system established for those on Free School Meals - Ongoing review of Free School Meals – eligible children and young people – ensuring equity for all	Target of 100% uptake from eligibility of Free School Meals (current 5/5/20 – 94% uptake) Fairness and equity for all children and young people in Moray	Catering staff, schools, hub staff and Fiona	16-27 March FSM 'grab and go' 13 April onwards – FSM provided including hubs
Opening of hubs and cleaning arrangements	- Liaising re cleaning of buildings and appropriate supplies e.g. sanitiser etc - Supply of PPE for first aid/accidents - Ongoing review of cleaning, responding to requirements for enhanced cleaning and building access	Ensure compliance with COVID-19 guidance re: hygiene, health and safety and public health (Public Health Scotland, NHS)	Rick, Fiona, Neil	From 27 March
IT Provision	- Remodelling of school ICT laptops with new group policy and associated testing to enable working from home *Access to SEEMiS from home for central and required school staff* - Online form for children and young people to access devices - Devices provided to learners based on identified criteria	Fairness and equity for all children and young people in Moray	ICT Education	Ongoing planning from 13 April

Resilient &…

Recovery

Area To Be Addressed	What Needs To Happen?	Outcomes	By Whom?	By When?
Continued Learning *Term 4 Learning* *Session 2020-2021*	• Planning for continued learning by schools including any revision to longer term delivery of the curriculum across stages • Initial focus on literacy, numeracy and health and wellbeing – including IDL - in Primary and across BGE, continuing learning across subject areas in secondary BGE – initially 2 hours per day extending over time in line with national guidance tbc (further cognisant of 22.5 hours maximum teacher contact time, 35 hour maximum working week) • Term 4 Guidance; Care and Learning – provides expectations on learning, digital resources support, advice on providing continuity for learners, remote planning format • Term 4 Guidance on Hubs and Learning – expectations on hub activities, supporting remote learning and capturing skills • Term 4 CYP My Learning Diary Hubs • Term 4 CYP My Learning Diary Schools • Learning needs to be planned and designed to suit the needs of children and be supported by parents/carers • Learning needs to be reinforced and moved on when able to do so • Ongoing distribution of learning packs • Virtual learning – good practice, • BGE/Senior Phase – quality assurance processes, timing, tracking, engagement • Completing session 2019 for nursery children • Completing session 2019/20 in primary schools • Completing session 2019/20 in secondaries for BGE and Senior Phase	Consolidation of learning across Moray establishments, guided by local authority advice based on National expectations Progression in learning to support transition into new term (4) Accessibility to learning for all Moray learners, ensuring equity of experiences	Schools Education	Ongoing

	• Secondaries – starting session 2020/21 – course offer, virtual learning timetable • Senior phase leavers • Inservice – 14 and 15 May 2020			
Supporting vulnerable learners - monitoring remote learning and engagement levels	• Approaches to monitoring to be shared via weekly briefing • Use of Connect processes for those families non-engaging • Consider how to best capture levels of engagement and when to commence gathering this data to ensure progression once schools and ELC restart	All learners are engaging in learning for positive wellbeing and achievement	HTs Connect Education	Ongoing
Digital Learning Solutions	• Development of digital learning approaches through Glow, MS Teams, Google Classrooms, consortia approaches • Development of guidance/FAQs around use of digital platforms in line with National Advice (including live lesson streaming) • Webinars and training to staff on use of digital solutions	Digital learning solutions in place and positive levels of engagement reported Progression in learning supported through use of digital learning solutions	Schools Education Learn Tech	Ongoing

Workforce Planning	• Revised DSM linear formula to be approved by Emergency Cabinet • Nursery management to be planned for with new formulae as removal of this from HTs • Identify excess staff for redeployment under compulsory transfer policy • Identify excess promoted posts as a result of linear formula changes • HTs to consider placing requests and class composition for next session • HTs to discuss staffing requirements with Business Support team • Identify current post vacancies including those in progress (currently paused) and review for progression • Progress posts where necessary • Advertise new post vacancies and undertake associated recruitment and selection processes • Adverts and appointment processes – timeline, processes, virtual • Allocate NQTs once known	Workforce planning ensures continuity of service and staffing sufficiency	Robin Vivienne Lindsey QIMs	3 July

	• Consider stage partners and supporter for both these groups and support to start new posts virtually Review of recruitment processes – HT and DHT • Complete LNCT actions related to workforce planning			
Enrolments, Placing Requests and Admissions	• Liaison between officers and HTs to consider accommodating requests • HTs to consider support and liaison during times of change	Continuity of learning experience for children and young people	LS KE HTs	30 April
Workforce Support	• Promote use of Time for Talking until end of June • Consider OH referrals for staff who are experiencing difficulties • Update and promote various online Health and Wellbeing supports to all staff • Consider the additional support likely to be required by NQTs from this year next session due to reduced probationary year • Consider the additional support required for new NQTs due to reduced ITE year • Virtual and telephone meetings (including group and 1:1 sessions with individuals and Associated Schools Groups) in support of school and ELC leaders and their staff • Promote Education Psychology offer to staff • Support for hub coordinators and volunteers • Support for supply teachers (salary average payment)	• Maintained staff wellbeing and targeted support • Continuity for learners, service continuity and supported transition	Vivienne HTs Lindsey QIMs QIOs	Ongoing
PRD/PU	• Review and update outstanding professional update from last session • Updated guidance to be shared with HTs and virtual session on changes and/or review of Moray way • Consider Glow Form to complete PRD remotely • HTs to consider which staff are in PU year and plan to undertake PRD with those as a priority • Use of GTCS professional standards • HTs to consider either remote VC or telephone call for PRD conversation • Officers to complete PRD for all HTs	Ensure registered teachers are fulfilling national requirements Continuity of service	WS QIMs QIOs	29 May 3 July
Professional learning	• Review and update leadership and management framework • Review and update offer for session 20/21 across the leadership and management framework, professional learning	• Professional learning offer reflects per Covid position and post Covid needs	WS	29 May

	courses and NQT programme • Update digital learning offer as needs develop • Provision of mandatory training on trauma, bereavement and mental health training, nurture (subject to LNCT agreement) • Develop guidance for staff on development work and collegiate time • Develop guidance on working day, pattern and wellbeing • Develop guidance for partner providers around 'training' as part of their contract.	• All staff to have increased confidence in use of digital tools to support curriculum delivery • All staff to have access to professional learning to support vulnerable children and families	Learn Tech	Ongoing (digital offer)
Curriculum	*BGE:* • Review planning for curriculum progression embracing the refreshed narrative for CfE • Review entitlements and coverage to ensure all learners continue to progress in the 4 CfE capacities • Curriculum progression review and refresh in light of digital opportunities now presented *SQA:* • Develop new arrangements and guidance from SQA for Moray for 2020 • Data sets developed to support Quality Assurance of estimates • Collegiate working within and between schools, supporting the development and implementation of guidance through virtual approaches • Regular updates with schools (HTs, SQA Coordinators and as such PTs) to ensure consistent approaches across Moray and sharing practice • Verification activities at subject, school and local authority level as well as incorporating breadth and depth monitoring • Guidance and information for families • Early start to new timetable (session 2020/2021 – 4 May 2020 – to support best outcomes in May 2021 SQA Exam diet for all learners • Continue to review curriculum offer to meet the needs of all learners – wider accreditation options	Learning progression supported through refreshed national and local authority narrative Continued focus on raising attainment Widened curriculum offer Progression pathways for all learners	Karen Education Secondary HTs	May 2020 June 2020

Priority Area	Actions	Outcome	By whom?	By When?
	• Continue to work with Moray College UHI in support of estimates and curriculum offer			

Communication and Virtual Meetings	• HTs, SLT and ASGs – method and timing of communication
	• Establishment of weekly HT Meetings during week 1 and 2 of term 4 and as required thereafter to take forward Term 4 arrangements and recovery plans
	• SLT engagement sessions to be considered where necessary to support/challenge individual schools as required
	• Absence and wellbeing
	• Coordination of staff in hubs with focus on continuing learning
	• HT communication with staff
	• Daily briefings to schools prior to and during closure period leading up to Easter Break
	• Weekly google classroom meetings between officers and HTs to establish
	  - support for learners
	  - support for staff
	  - remote learning experiences
	• Weekly Education Briefing during term 4 with national and local updates and actions required
	• Weekly meetings between HTs/DHTs and teachers, teachers and stage partners to ensure continuity in learning and continued engagement
	• Monthly ELC manager virtual meetings by ASg starting 11 May
	• Hub Coordinator meetings; monthly as follows:
	Wednesday 29 April
	Monday 19 May
	Friday 12 June
	Wednesday 1 July
		Communication and virtual meetings ensure effective discussion for improvement, dissemination of information and consistency of approaches
		
		Connectedness of Moray Education team in supporting schools
			HTs
			
			Education
				Ongoing

READINESS TO IMPROVE

Priority Area	Actions	Outcome	By whom?	By When?
Learner Transition				

Transition Planning	• HTs/Nursery Managers agree with QIMs/CIOs what transition will look like in each ASG across stages and between sectors
	• HTs to agree staffing
	• HTs to coordinate transition from stage to stage in school
	    o Universal Transition
	    o Targeted/Enhanced Transition
	    o Learning Transition
	    o Pastoral Transition
	    o Leaver Transition
	• Agree timing of communication to parents/children linked to transition planning
	• Agree transition for school reopening
	• CIOs/Nursery Managers to consider best way to undertake transition this year working with HTs
		Positive and smooth transition experience and progression to the next stage	HTs
			Nursery Managers
			
			Liaising with:
			QIMs
			CIOs
				19 June

Nursery Spring Intake	• Consider communication with families and recommended remote learning activities • Consider who will engage with these families and children from April to Summer • Consider how the physical transition will work when setting reopen	Positive and smooth transition to remote Nursery experience for all children	Nursery Managers CIOs	Ongoing
Nursery to P1 Transition	• EY team to communicate 1140 arrangements to managers/HTs and parents by email • Play pedagogy training for nursery and P1 teachers to be completed as well as transition training to be completed by all • Universal transition – what would normally be communicated to parents, what activities can be undertaken virtually, how to share home learning to date, how to ensure parents are play based activities to prepare for P1 – what aspects of emerging literacy can be expected for readiness to P1 • Targeted – who requires this and how will this be done? • Should we consider staggered entry – importance of involving parents • Early Learning transition – when should reports be completed? Time to be agreed across all settings and date when reports to parents and to primary schools • Agree procedures for other documentation to pass to primary schools eg CP files etc	Positive and smooth transition from Nursery to P1 for all children	RP HTs CIOs	End of May 2020

	• HTs to agree P1 staffing and communicate to nursery parents			
Within primary stages P7-S1	• Secondary DHT lead on transition to lead this working with Primary HTs – what can be done virtually, meet guidance teacher, tour of school etc • Arrangements for curricular transitions – see Tracking and Monitoring • Enhanced transition supported at all stages by relevant school personnel supported by central officers	Positive and smooth transition for all children	HTs SLT Education	Ongoing

Priority Area	Actions	Outcome	By whom?	By When?
Statutory Requirements				
School Improvement Planning, SQR, PEF, NIF, other QI reporting and processes	• Priority must be given to supporting the recovery of school/ELC communities and particular children, families from the impact of COVID-19 and lockdown and to support remote learning, staff and pupil wellbeing and childcare hubs at this time • Current guidance should be updated and reviewed as well as a new section on COVID-19 expectations • HTs/managers should consider evidence already gathered from August to March – learning visits, SFF visits, internal QA processes, inspection documentation etc • HTs/managers should consider data they have from August to March eg attendance, attainment, exclusions and other data • HTs/managers should consider any views they have gathered through feedback, surveys, questionnaires etc. Google forms can gather information during school closure and are easy to set up • HTs/Managers should consider planning for equity and excellence – widening groups in Literacy/Numeracy/HWB for individuals and groups due to school closures • PEF planning and monitoring delivering equity in the short, medium and long term • The role of PEF post COVID-19 and planning	Planning for improvement and raising standards, improving performance Closing the attainment gap Monitoring emerging gaps and planning for reintegration into school based learning and monitoring progress Working towards achieving anticipate levels across all our schools and stages based on milestones	HTs HoE QIMs QIOs	Ongoing June 2020
Moray Education Quality Assurance and Self Evaluation	• School QA interactions (virtual visits) – SLT and ASG • Self-evaluation processes (SEP, SIP, SQR) and quality assurance • Term 1 (2020/2021) focus on QI 3.1 Wellbeing, Equity and	Improved rigour in school systems for monitoring performance in this aspect	Karen Stewart	Ongoing October 2020

Processes	Inclusion • Develop and maintain rigorous mechanisms for record keeping and monitoring all aspects of wellbeing, Equity and Inclusion	Greater support and challenge in school improvement planning		
Working Time Agreement (WTA)	• HTs to renegotiate WTAs to end of session, taking account of remote learning, remote professional development and supporting hubs • Discussion with LNCT joint secretaries how best to undertake consultation virtually with all teaching staff • Agree timescales to support the finalisation of SIP and school calendar • Await national advice to be disseminated through LNCT joint secretaries	Fully operational Working Time Agreement collegiately agreed within SNCT guidance	LS LNCT Education	TBC Ongoing
Transfer of Records and Data	• Paper and digital turnarounds • Transition arrangements for data and wider information	To ensure continuity in service To ensure effective transitions	HTs Education	3 July
Tracking and monitoring CfE levels – ACEL data	• Collection and monitoring of school internal data e.g. school tracking and monitoring data, BGE and Senior Phase early indication, estimates and attainment data • Review of range of assessment evidence for identification of learner progress and achievement • Profiling of learning journeys using paper based or electronic capture, cross-referencing to COVID-19 processes eg My Learning Diary • Collection and use of attainment data pre, during and post-COVID-19 • Moderation across stages, schools, ASGs, Moray wide	To ensure collection and use of up to date information and data – planning for session 2020/2021	HTs Education	3 July
Reporting	• Conversation with HTs on Reporting based on following key questions: o What stage are individual schools at? o If reports not completed – what should expectations be so teachers can support hubs and remote learning? • HTs/managers to moderate reports not yet completed and how these will be issued to parents before the end of the formal school session • HTs to consider their sign-off process for reports this session and feedback requests/follow-up procedure on any parental queries	Guidance developed on reporting in line with national and Trade Union advice Reports issued with any follow-up actions undertaken	HTs Schools Education	3 July

| Summer Hub provision planning | • Consider coordinator roles
• Consider partnership input for activities – Active Schools, CLD, Third Sector, etc
• Consider offering to Cat 1 only
• Consider how Teacher Volunteers may be supported in Hubs during Summer
• Write to all key workers to inform them of offer | Hub Childcare Provision to be maintained for key workers over the extended Summer break | Education LNCT | 29 May |

Priority Area	Actions	Outcome	By whom?	By When?
Recovery				
Preparing for Schools reopening	• Consideration of National and International Research and Advice • School and ELC setting Capacities • School building readiness for opening • Physical and Social Distancing compliance • Health and Safety for all including cleaning arrangements • Staffing capacity available for work (e.g. shielding, pregnancy) • Staged return (which children and when?) for phased re-entry • Consideration to lunchtime and break arrangements • Staff Expectations – balance of remote learning and school-based learning • Transport arrangements (including social distancing measures) • Factors for individual groups of children including ASN • Childcare provision within schools?	Schools reopened and adhering to current Government advice	Education	15 June
Hub Provision – Post-August	• Nature of provision agreed • Targeted groups identified	Hub provision in place with guidance	Education	3 July

Version Number:	Date:
1	30 March 2020
2	4 May 2020