



Covid-19 Update

The school's updated risk assessment can be found on our website. Any updates are highlighted in yellow.

Handwashing/hand sanitiser.

Both classes have access to handwashing facilities and follow the routine of handwashing throughout the school day (see risk assessment for a detailed break - down.

Hand sanitiser is available in areas where there is no access to handwashing facilities (at the entrance to school). Hand sanitiser is not provided for classrooms as handwashing is considered a more effective way to protect children from the virus.

Children may bring their own hand sanitiser to school for their own use, but this will not make them exempt from the handwashing routines of school. Children in P5-7 have been allocated a small bottle of hand sanitiser for their tray. This was generously provided from the funding for the Community Larder.

Training on handwashing for P1-4 continues as they do not generally maintain a 20 second handwashing routine following a toilet break. They are therefore asked to wash their hands on re-entering the classroom.

One small issue in the older class comes from the number of wet paper towels being used. Older children take 4-5 towels per time to dry their hands. The bin overflows quickly and the towels soon make their way to the floor. We are encouraging children to take less paper and ensure their towel goes into the bin.

During our call with NHS colleagues the use of textbooks was discussed. It was agreed that children can sanitise their hands before and after use if they have it available, otherwise further washing will be required, it is then not necessary to quarantine books.

Admin Corner

It is vital that we have up to date contacts for all children in school. If you change your email address or phone number, please do get in touch to update school records. Thank you.

Message from the Head

We are now settling into the school term, embracing the new routines, and enjoying some of the more familiar ones.

Each week I continue to engage in weekly updates with the Director of Education, Laurence Findlay as well as a new (and very much welcomed) update from NHS partners.

During these calls various aspects of the school day are discussed and questions from all 179 Head Teachers answered. If there are any concerns, we know we will get an answer quickly and that is reassuring.

We are also lucky to be part of a forward thinking and supportive cluster of schools, to whom we can turn to seek advice or clarity of opinion when we are presented with problems that do not have a simple answer.

Understandably we expect that parents may also need some reassurances or confirmations of the routines at school.

We will provide updates to risk assessments and subsequent changes to the routines in school to ensure all families are reassured that the school is a safe learning environment for both pupils and staff.

We have experienced a few occasions where children have gone home and shared their interpretations of the cleaning routines in school. Parents have then contacted the teaching staff directly through SEESAW, causing undue anxiety or upset by their accusations. Where parents have concerns about cleanliness in school could I please direct them to a more appropriate method of **enquiry**, by either calling 01561 400 690 or emailing me at karen.johnstone@aberdeenshire.gov.uk

Finally, we are aware that some parents may be finding being separated from their child(ren) difficult after a very intense period of lockdown. Keeping in touch by emailing their child's Glow account may seem reasonable but we must advise against this.

We plan to issue a survey to parents to seek their views on their child's return to school and will include a question about supporting parents too.

Additional Information

Cleaning of equipment

Wiping equipment down is time consuming and results in less teaching time or less pupil support from the PSA staff.

There are a few options for keeping equipment clean and we carefully consider which method to use:

- We have purchased large drawstring bags for construction materials, cubes etc so that we can pass them through the dishwasher.
- For some items we can rotate usage, leaving 72 hours between use. (PE equipment, painting tools for example.)

- We can allocate individual items to children's trays (glue sticks, scissors etc). Children are then responsible for returning items to their tray and not sharing them when they are in use.
- We can ask children to sanitise/wash their hands before and after usage (playground equipment)
- Anything else that requires washing or wiping is set aside and cleaned at a convenient time such as the end of day. (ipads, headphones and ear defenders for example.)

Touch points are wiped down once mid-morning and then once in the afternoon, over and above the morning and end of day cleaning. We have minimised touch points by purchasing door stops for doors to keep them open.

Our recovery plan for this session aims to support children as they readjust to the routines of school again. The recovery curriculum below focuses on targets of Social and Emotional Wellbeing as well as outlining a pathway back to learning for all. Staff will be using this curriculum model to support children as they reengage with education and the life of the school.



Johnshaven School Recovery Curriculum

Aims

Our recovery curriculum aims to restore the mental health and rebuild the resilience of our pupils to allow them to become successful learners again by:



Recognising the experiences had by all



Restoring trust and relationships with staff



Re-establishing friendships and social interactions



Regaining structure and routine



Rebuilding a sense of community



Regulating their emotions and managing behaviours



Re-engaging them in learning



Supporting transitions

Curriculum

Our recovery curriculum will focus on...



Health and wellbeing



Opportunities for outdoor learning



Short literacy and numeracy sessions



Sustainability



Expressive arts



Focus on skills for learning

Blended Learning



Classroom learning



Home learning

This will be the focus of our main curriculum upon our return to school. For most pupils, this approach will meet the aims we have set out, although their journeys will happen over different time frames. From the activities planned, staff will be able to identify those who need more support in their recovery which will lead to a personalised response.

Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children. .” (Barry Carpenter & Matthew Carpenter 2020)



Improvement Priority		To support the “recovery” of learning at Johnshaven School ensuring all are fully supported to engage with the “new normal”			
National Priority	ALL	Key Drivers of Improvement		HGIOS 4 Quality Indicator	3.1, 3.2, 3.3 – How good are we at ensuring successes and achievement?
Evidence/Data Informing Priority		Covid Lockdown			
Action & Leadership of Change		Expected Impact		Measures	
<p>Re-building positive relationships with pupils, staff, parents/carers and community.</p> <p>Clear focus on Health and wellbeing within school.</p> <p>Re-establishing what the school stands for within the community. (Update the vision, values to support the daily life for all in school.)</p> <p>. Consideration will be given to:</p> <ul style="list-style-type: none"> • Acknowledging and responding to the experiences of pupils and their family/community. • Providing appropriate supports to meet individual needs • Rebuilding the sense of community across the school • Re -establishing positive and trusting relationships • Engagement with the new routines and structures - supporting all to become familiar and confident within these. <p>Re engagement with the curriculum: In school learning - with a key focus on Literacy, numeracy and health and wellbeing. Ensuring learning experiences are based on a strengths-based approach – building on what children and young people can do and not what they can't do or 'have missed'. Supporting transitions appropriately. Ensuring that there is a focus on development of the skills for learning life and work. Continuing to support the development of the use of technology, moving on from the developments of term 4 – 2019-2020. (supporting blended learning.)</p> <p>Ensuring opportunities are also provided for outdoor learning.</p>		<p>All within the school community are supported to engage positively with the “new normal” in August.</p> <p>All staff, pupils and parents/carers feel fully supported with the provision available from August.</p> <p>All pupils receive appropriate support in a timely manner and feel safe, included and nurtured within the school environment.</p> <p>A key focus is placed on the delivery of the curriculum allowing all pupils to experience learning with a continued focus on: Literacy Numeracy Health and Wellbeing Development of skills including technology Use of outdoor learning as an approach.</p> <p>As a staff team plan to ensure all children and young people are clear about what they will be learning when in school and what they will be doing away from school. (<i>consider key area of focus for initial planning block across all stages. Keeping above curricular areas as a key focus</i>). Encourage all pupils to follow patterns and routines that will support their learning at school and at home. All staff to ensure pupils know when work will be 'allocated' and the timescales for completion, with clear success criteria Ensure all parents/carers are kept informed in order for them to appropriately support their children(routines around blended learning, sharing the purpose/learning intentions etc)</p> <p>Work with colleagues across the school cluster to reach an agreed approach to blended/flipped learning for our school –</p>		<p>Assess learner’s social and emotional needs in the first few weeks by planning and delivering open activities. Adopt a dialogic approach - listening, talking and observing as a first stage in gathering formative information about children and young people’s learning needs on their return to places of learning.</p> <p>Use of school’s health and wellbeing assessments during term 1.</p> <p>Use previous years’ forward plans, previous assessments, learning activities and tasks - including those carried out during the period of remote learning - to support initial assessment of learner progress. Use of engagement in learning evidence used during lockdown to support gathering of information on children’s learning.</p> <p>Baseline and follow up assessments to any bespoke programme of work which may be put in place for a short period of time to reinforce different areas of learning for some learners</p> <p>Collegiate planning to be supported virtually to ensure moderation of planning for learning, teaching and assessment.</p>	

	share in good practice/review and adapt in line with practice/guidance.	
--	---	--

Progress, Impact & Next Steps

Wellbeing wheel assessment has been completed with children and actions arising are being planned with pupils, staff and parents where necessary.

We have been getting to know our pupils again and learning about how they have changed since they were last in school, in March. We have revisited our wellbeing indicators – Safe, Healthy, Active, Achieving, Nurtured, Achieving, Respected, Responsible and Included.

We have revisited the United Nations Convention of the Rights of the Child – Aligning them with the wellbeing indicators.

We have begun diagnostic assessments to support pupils learning from where they are now, identifying targets for this term. Reading, spelling complete. Writing and Numeracy are next focus. Support, as required is being identified and built into the daily timetable.

We are working with: Intervention and Prevention Teacher, Additional Support For Learning Teachers, Health colleagues, Aberdeenshire Council, Cluster Head Teachers, Pupil Support Workers, OWLS, Art Therapy, Social Work and local groups to support children and families.

Training for the 'new normal' routines is completed, and we are supporting a few individuals to ensure they are 'Covid Safe'.

We are supporting our new P1 pupils and those who have moved into the older class (P5) with new ways of learning and friendships.

Parents have been kept informed about the risk assessment, routines and other general daily matters. We have also involved parents in the continuation or introduction to support programmes for children. We will begin to engage parents with learning targets in the coming weeks.

