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Teachers  
Education Staff  
Directors of Education  
C-19 Education Recovery Group

By email

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5 June 2020

Dear Colleagues

### **Advice on priorities for teachers and other school staff: June 2020**

As many of you return to your school buildings this month, we wanted to give you a brief update on the work of the Education Recovery Group and provide you with links to the key guidance that we would ask you to consider with your colleagues.

Teachers and other staff are able to access schools in June for the purpose of preparing for a re-opening of all schools on August 11 for a blended in school/at home model of learning. Whilst some preparation and planning may be done remotely, it is expected that other aspects will either require to be done in schools or will be done more effectively there. However, working in school must only be on the basis that all the required protections are in place, including risk assessments and appropriate physical distancing. When working in school there should be a clear purpose including giving staff an opportunity to re-connect, discuss and agree priorities and sources of support and guidance.

There are a number of priority areas for school staff to consider over the month of June. Many local authorities are already planning what needs to be done in their locality. It will be important that collegiate discussions take place to balance and control workload.

Four key priorities for June include:

**Preparing for the new school session in August 2020** and considering how to implement the strategic framework for school re-opening. This will include the local authority phasing plan and the supplementary guidance published on practical and operational issues, including health and safety guidance and adaptations which will be needed in-school to deliver the new model. Staff need to work together to develop the blended learning model and complete curriculum planning for the recovery phase and the impact on learning, teaching and assessment as well as the ways in which schools will meet children's needs.

Engaging with families and communicating clearly before the end of summer term what the blended learning model will look like, including the timetable, for individual children and families and when/how they should return to school will be important. This can include 'virtual' introduction to new teacher(s) through the use of online channels and other means. Staff will also want to pay particular care and attention to supporting children with additional support needs and engage with multi-agency partners to plan next steps.

School staff also need to consider the long-term plan for the year ahead, including collegiate working agreements and school improvement priorities. These will be subject to change given the ongoing priority on education recovery.

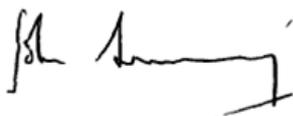
**Supporting home learning** which will continue throughout the remainder of this term as schools remain closed to most pupils. As we move towards the end of the term, home learning activities may focus on reflecting on this school year and celebrating achievements, as well as planning next steps in learning and setting goals. There may also be a focus on activities which support progression to the next year group.

**Transition support for children** in particular those entering P1 and S1. This may include some limited in-school experience to enable children to make the next step in their learning. Children and young people's mental, emotional, social and physical needs need to be taken account of when planning transitions, including during any shared activities and experiences. Effective arrangements need to be in place to involve families and relevant agencies in designing transitions for those requiring additional support. There needs to be a strong focus on ensuring a high level of social and emotional support for all children and young people during this key time in their educational journey. Children and young people need support to develop high levels of resilience and confidence during transitions and continue to make progress.

**Contributing to the provision of critical childcare** for key worker children and vulnerable children. Whilst some teachers will continue to have a role in providing this provision, local authorities will ensure that teachers have adequate time to prepare for the year ahead. Other education staff will continue to play a key role, including CLD teams, active schools teams and pupil support assistants, for example.

Not all staff will require to be involved in all areas of work and clearly there will be a need to agree the balance of time spent across the above priorities (and other appropriate tasks). This should be managed locally, led by headteachers and local authorities, and conducted in a collegiate manner.

We would like to take this opportunity to thank you for your flexibility, professionalism and commitment to supporting the care and education of Scotland's children and young people during the period of school closures due to COVID-19. Thank you for all the work you are doing with your colleagues as we prepare to welcome back children and young people to school and prepare for the new session.



**JOHN SWINNEY**  
Deputy First Minister and  
Cabinet Secretary for Education and Skills



**STEPHEN McCABE**  
Children and Young People  
Spokesperson, CoSLA

## **Links to key guidance for school re-opening**

Strategic Framework for re-opening schools and ELC in Scotland

<https://www.gov.scot/publications/excellent-equity-during-covid-19-pandemic-strategic-framework-reopening-schools-early-learning-childcare-provision-scotland/>

Coronavirus (COVID-19): re-opening schools guide

<https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>

Coronavirus (COVID-19): supplementary national child protection guidance

<https://www.gov.scot/publications/coronavirus-covid-19-supplementary-national-child-protection-guidance/>

Coronavirus (COVID-19): curriculum and assessment guidance

<https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>

Coronavirus (COVID-19): support for continuity of learning guidance

[www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning](http://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning)

Coronavirus (COVID-19): schools, early learning and childcare settings - scientific evidence

<https://www.gov.scot/publications/coronavirus-covid-19-schools-early-learning-and-childcare-settings---scientific-evidence/>

You can access the full suite of guidance on Coronavirus (COVID-19) for education and children and all other sectors here:

<https://www.gov.scot/collections/coronavirus-covid-19-guidance/>