



Angus Council - Education and Lifelong Learning

## Local Phasing Delivery Plan

Revision	Date	Description
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1	01.07.2020	Minor updates to wording

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## 1. Introduction

On Friday 20 March 2020 Angus Council closed all settings to children and young people. Since that date our staff have enabled learning at home. This has necessitated everyone learning to work in a different way. Our staff have embraced the challenge and continue to quickly adapt and innovate. Our parents are doing everything they can to support their children. Our learners are managing to engage to a varying degree. Everyone must be commended for playing their part.

Angus Council has responded to all Scottish Government and Health Protection Scotland information and guidance in order to plan for the re-opening of our schools to staff and some young people in June 2020. June guidance was developed.

Our August Education Local Phasing Delivery Plan (LPDP) has been developed in collaboration with school staff, parents, trade union representatives and our learners. We have liaised closely with our colleagues in the Tayside Regional Improvement Collaborative. Our plan is a live document which will be hosted on GLOW, enabling up-to-date advice and information to be available and reduce the bureaucratic burden on staff.

Our LPDP supports school leaders to plan for equity and excellence. We aim to get our children and young people back to school in accordance with the latest

guidance on safety and provide an environment which is conducive to high quality learning.

Safety is our priority. Our plan provides operational guidance. This guidance must be adhered to and where Head Teachers require local solutions relevant to their context support will be provided.

Each of our schools submitted their individual recovery plans and communicated their model of attendance to parents prior to our end of term, 26 June. We anticipate a further update from Scottish Government on physical distancing measures.

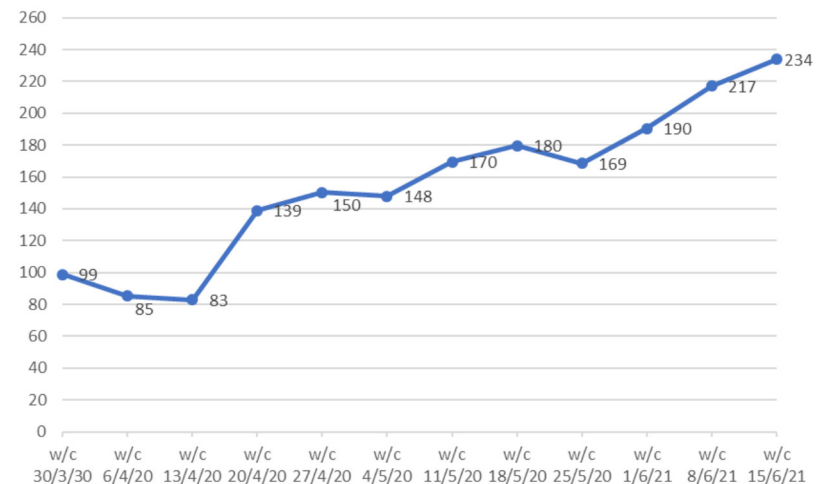
## 2. Delivery of childcare

### 2.1 Delivery of childcare March - June

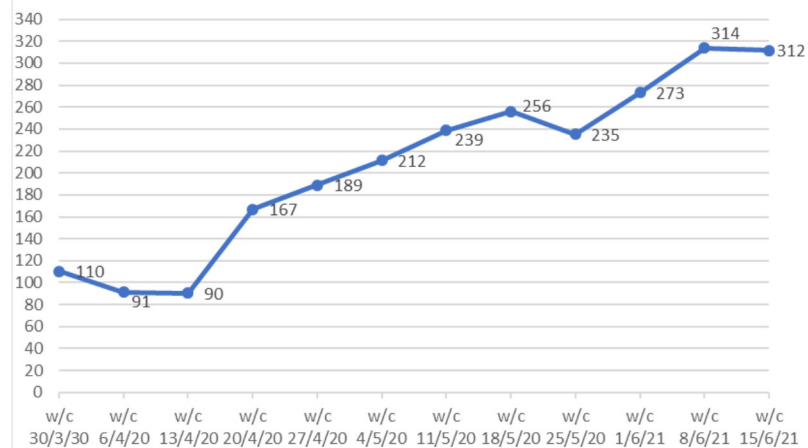
The graphs below show the attendance of children accessing childcare within 11 school-based hubs in Angus. In addition to this, children of key workers and children who have been identified as vulnerable have also been attending hub provision delivered by partner providers and childminders who have remained open as part of our local authority co-ordinated response to the delivery of critical childcare.

In addition to the figures noted in the graphs below, a daily average of 60 additional children have been accessing childcare provision within partner provider critical childcare locations.

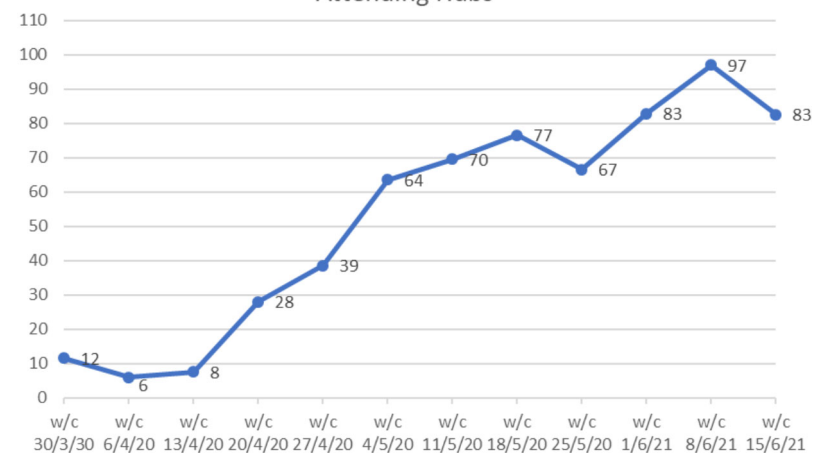
Weekly Average Number of Keyworker Children Attending Hubs



Weekly Average Number of Children Attending Hubs



Weekly Average Number of Vulnerable Children Attending Hubs



## 2. Delivery of childcare

### 2.2 Provision of childcare during the summer holiday

From Monday 29 June until the end of day on Wednesday 5 August, we will be providing a limited number of critical childcare spaces for Key workers and identified vulnerable children. This childcare offer will be for children from birth to aged 14 and is based in 8 childcare hubs throughout Angus in combination with 6 private nurseries and 27 childminders. The childcare offer within school based hubs is an offer from 08.45 until 18:00, Monday to Friday, for the part of the day and the parts of the week where key workers have exhausted all other childcare options. The offer within private providers and childminders can be arranged directly with the provider and so may further increase flexibility for families. Additional to this, we continue to have a weekend childcare offer in place in the form of 10 childminders who will work in partnership with us to deliver services on our behalf on a Saturday and Sunday as required.

### 2.3 Childcare arrangements for August

Within phase 3 many more private providers will come back on stream and this will further increase childcare options for parents. Partner nursery and voluntary providers will prioritise places for the children of key workers, for those accessing funded early learning and childcare and for those who may be provided with access to daycare services under section 2 of the Children (Scotland) Act 1995.

In August, if schools return to a part-time attendance model of in-school and at-home learning then each school has identified a limited number of childcare learning hub spaces that can be allocated to the children of key workers in a prioritised way based upon relevant key worker categories.

### 3. Attendance models summary

Our Early Years offer for children and families has remained as previously advertised to parents for August 2020. This has been possible by careful consideration of the safe capacities of indoor spaces as well as the maximisation of the use of outdoor facilities. Delivery approaches will also be changed from 'complete free flow and choice' to instead embracing the concept of a "bubble approach". This "bubble" is where small numbers of children and adults are consistently grouped together and remain in the allocated group at all times. The key to this approach is ensuring the integrity of the bubble through all members remaining together whilst staying apart from all other groups. Therefore, the identification of groups and planning of routines and practices has been given very careful consideration. The use of the "bubble approach" and maximisation of indoor and outdoor spaces in combination with increased hygiene practices and appropriate physical distancing between adults has ensured that parents will be able to access all (or almost all depending upon their allocated staggered drop off and pick up time) of their child's 1140 hours as originally planned in all funded provider settings in Angus.

Each of our schools has developed a recovery plan. When developing models of in-school attendance Head Teachers have considered staff availability, building capacity, transport capacity, their knowledge of the support needs of their children, young people

and families, and the unique context of their school.

Please see [Appendix A](#) for details of the percentage of time our children and young people will spend in school.

Our in-school provision for August is based on a model of four full days with one more 'flexible' day to allow for targeted groups of children and young people to complete practical work or engage in individual or small group 'tutorials'. Due to the varied nature of settings across Angus there are a small number of schools where all children can attend full-time.

The school day will have staggered start and finish times to ensure that entry and exit routines can be well managed. Lunch time provision will ensure that there is a meal service for all entitled to free school meals and for anyone else wishing to have a school meal. All options are likely to be on a 'pre-order' only basis.

Head Teachers have planned to use week 1 as appropriate for induction to ensure that children and young people can adjust to new routines, especially those related to safety and hygiene. Some schools will have a specific focus on transition in week 1, depending on how effective their usual programme of transition had been up to the point of school closure.

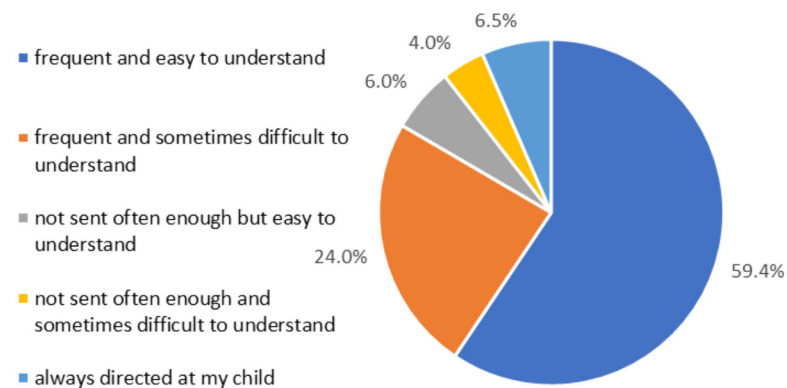
## 4. Learning at home

As of Monday 23 March 2020 all teachers in Angus moved to a model of delivering learning at home. Teachers have used a variety of online platforms, both within and out with GLOW, as well as providing resources for families with no access to a suitable device or internet connection.

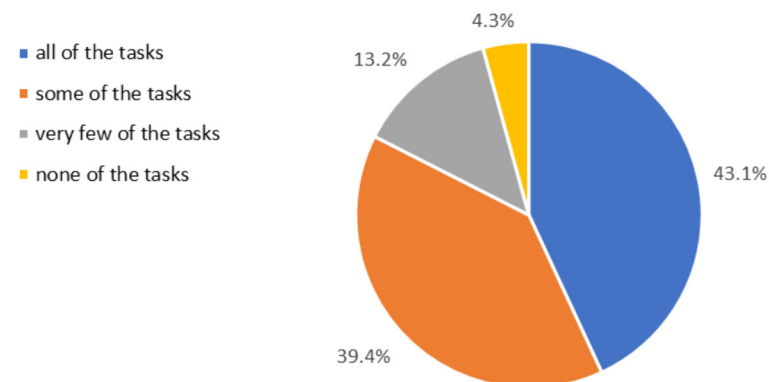
Head Teachers have continued to monitor engagement with home learning and offer additional support as required. This has included the provision of suitable devices where available. As at this date we still have a number of families who are failing to access our on-line home learning due to lack of access to a device or suitable internet connection. Angus Council await further information regarding the allocation of devices and connectivity support from Scottish Government.

Responses to our GLOW home learning survey have been provided to each school to assist planning for part-timing attendance. A selection of the results are shown in the following graphics:

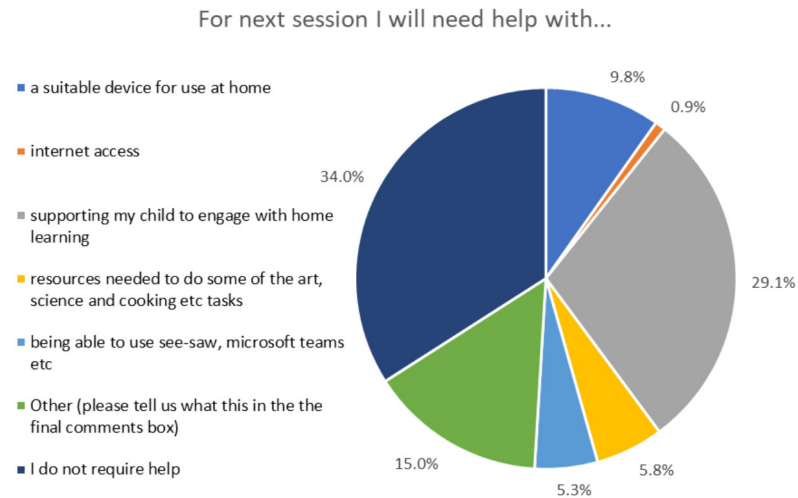
The communication about home-learning was...



I was able to support my child with...



## 4. Learning at home



learning activities with this figure for secondary aged learners being 11%.

Feedback comments suggest that the main challenge for primary learners is missing time with friends in school. Secondary learners report missing interactions with teachers as the main challenge.

Children and young people have been surveyed to evaluate their home learning offer and to gauge levels of engagement in learning. As of 22 June, 62% of secondary learners report that their experience of home learning has been good or very good. For primary school aged children 67% report that their learning has been good or very good.

In our secondary schools 36% of learners are spending an average of two to four hours per day on home learning with 20% spending more than four hours. In primary schools 41% are spending one to two hours on learning each day with 34% of children spending two to four hours on their learning. Only 17% of primary learners are spending less than an hour per day on home



## 5. Support to children, young people and families

Liaison between Education and Social Work colleagues has ensured provision for our most vulnerable children and young people through attendance at our childcare hubs and with partner providers.

For those not attending hubs, schools have continued to maintain virtual contact with vulnerable children and young people in an ongoing basis during lockdown. For children with additional support needs, contact has been maintained with individual children and families by school staff and the ASN Locality and Specialist Teams. This has included regular contact with parents to offer online learning resources, support and advice in relation to the individual needs, as well as signposting to local and national supports.

Resources have been provided by our ASD team to support the transition of children including social stories reflecting the current context and boardmaker signage for those with communication difficulties.

Online teaching (ESOL) sessions have been provided by our EAL team via GLOW; an Armed Forces Families Support Group run by our Service Family Liaison team has provided support and resources for families during lockdown; resources and adapted work for children with sensory impairments has been provided by our VI and HI teams; and information on free technology and webinars has been communicated to schools and families by our Assistive Technology teacher.

In addition, our Educational Psychology Service has continued to provide consultation to schools and parents; developed resources for children, young people, parents and schools to help cope during COVID and in recovery planning; as well as attending virtual planning meetings for children and young people including those looked after out with Angus.

Planning and support will continue for children and young people in line with our Continuum of Need process. Our multi-agency working will be increasingly important as children and young people return to school and will require support for their health and wellbeing. In addition, we will need to continue to meet the needs of those unable to return due to health issues and who are required to continue to shield.

## 6. Key Principles

The strategic framework for re-opening schools outlined the key principles of safe; fair and ethical; clear and realistic in relation to planning. The Angus Council principles are:

### Safe

- Guidance has been provided for all schools to ensure consistent procedures that prioritise the safety and well-being of all.
- Capacity assessments have been produced for each school to help Head Teachers determine the number of children, young people and staff who can safely work in classrooms each day.
- Where possible schools will utilise other spaces and outdoors areas to maximise safe levels of attendance each day.
- Risk assessments are in place to ensure consistently safe practice across all schools.
- Practical subjects will be offered in line with risk and capacity assessments.

### Fair and ethical

- All children will receive high-quality in school learning complemented by a programme of at home learning, this will be known as part-time attendance.
- Part-time attendance is not solely dependent upon digital access or help from parents/ carers.
- Some schools may be able to accommodate children attending much more frequently than others.
- Schools will try to have siblings attending on the same days, if possible.
- We are planning to prioritise support for certain groups when required. It is likely that Friday will be allocated for teachers to support home learning and specifically focused learning, such as practical science lessons or literacy support.
- All this may be subject to change depending on the latest guidance from Scottish Government.

## 6. Key Principles

### Clear

- Schools will share clear and timely information related to timetables and attendance rotas to allow families to make practical arrangements.
- Schools will alert parents/cares directly to any changes as a result of staffing or safety issues.
- Schools may have staggered starts, breaks, lunch and finishing times.
- Transport, which will be subject to safety and physical distancing guidance, may look different.
- Some schools may decide that children will not need to wear uniform if they do not already have it.

### Realistic

- Schools will work hard to ensure social distancing among children and young people while they are in school.
- In the early stages of primary children will play and learn together in small groups called 'bubbles'.
- All children accessing local authority early learning and childcare can attend for all of their agreed sessions. More detailed information will be shared in the coming weeks.
- Young people in our secondary schools will be encouraged to stay on site over lunch and more information will be provided by each school.
- Schools will provide childcare for key workers, where all other options have been exhausted.

## 7. Learning and Teaching

As at 15 June 2020 information gathered from staff indicated that 48 teachers and 21 school and pupil support assistants were in the shielding category. In order to ensure that we were at full staff capacity for August 2020 approval was sought to employ staff on temporary contracts from August – December 2020.

The priority will be to replace class teachers to allow Head Teachers to maximise in-school attendance. Additional staff will be deployed appropriately following any change to physical distancing guidance or guidance provided to those currently within the 'shielding' category. Once we return to full time attendance temporary staff will work with children and young people requiring targeted support.

### Part-time Attendance

Part-time attendance is the integration of direct classroom learning experiences with online and remote learning experiences. Key principles part-time attendance:

- A return to school in the first instance is about establishing and re-establishing relationships between learners, their peers and school staff.
- Children and young people understand 'what part-time attendance looks like here' and users have the IT skills required to access the online content.
- As children and young people have 'in school' days it is important to invest time in giving feedback during these face-to-face times to highlight the outcome of teacher assessment and observation of completed tasks.
- Schools should seek and act on feedback from learners to find out what is working well and what we could be doing better.
- All children will receive an offer of high quality in-school and at home learning which is not solely dependent upon digital access or help from parents/ carers.
- Schools have the flexibility to use Fridays for targeting groups of learners to raise attainment and achievement for all and to allow staff to

## 7. Learning and Teaching

support home learning.

- Schools will provide clear guidance for parents and carers to ensure there is a shared understanding of the purpose and expectations of each element of learning.
- Digital learning is an important aspect of the Curriculum; therefore, schools will continue to build on the development of digital skills to enhance learning in the long term.
- Schools will aim to achieve a part-time attendance model that offers a manageable and realistic balance of in school and at home learning.
- Teachers will be responsible for ensuring all learners can access learning at home through either digital or non-digital platforms. This includes a responsibility to provide paper copies of work and tasks where necessary.
- In-school time will include teaching input and preparation for learning tasks to be completed at home by learners

Thought will be given to the balance and weighting of the curriculum in primary schools with a focus on health and wellbeing, literacy and numeracy. This may vary depending on school contexts and stages with, for example, a greater focus on literacy in P1 and numeracy at Second Level. Secondary school

timetables have been developed to enable learning within all curricular areas.

How to structure remote learning to provide balance and differentiation also should be considered. Platforms such as Google Classroom or MS Teams will be used to allow teachers to assign work to a specific learner or group of learners.

Children and young people will know when work will be 'allocated' and the timescales for completion, with clear success criteria. Learners will be encouraged to explore and record/celebrate opportunities for personal achievement and leadership, e.g. sport/fitness; cooking; gardening; personal projects.

Teachers will spend time initially developing skills that will support children and young people to tackle work at home independently. Teachers will consider ways of creating or encouraging interactions amongst families and peers when away from school to aid motivation and increase opportunities for learning and self - assessment.

Parents will be informed about how part-time attendance learning will work and how they can contact their school and staff if needed. Parents will know the purpose/intention of the learning, what is to

## 7. Learning and Teaching

be learned, how the learning will be shared and how they can support the learning for their child or young person.

Colleagues specialising in youth work will liaise directly with Head Teachers to discuss their contribution to part-time attendance.

DYW officers are working to develop a work-based learning offer which enables young people in the senior phase to complete relevant e-learning modules.

## 8. Consultation and Communication

Since the closure of our schools we have provided regular updates to staff and parents. School staff have maintained contact with children and young people, especially those thought to be in most need of support. Where possible we have reached decisions jointly with our TRIC colleagues.

As part of our recovery planning, Angus Educational Psychology Service is preparing staff wellbeing guidance and training. This is based on over 1,000 returns to our wellbeing questionnaire for school staff.

## 9. Operational Guidance

Our response to COVID-19 means we are planning for many changes to the way we run our operational services in support of education. This has been possible thanks to the critical support from colleagues in other council services and partner organisations. In all matters we have been guided by the principles set out by the Scottish Government, Health Protection Scotland, and other key national organisations.

The safety of our staff, children and young people, and the wider community is central to our recovery planning.

Our approach to operational recovery is designed to be flexible to enable us to respond, if necessary, to changes in guidance. We are working with colleagues in Dundee City and Perth & Kinross Council's to develop an offer which is consistent and equitable for the children and young people of Tayside. All of our operational guidance will be kept under review and changes communicated to stakeholders as required.

### 9.1 Health and Safety

All schools must have a COVID-19 risk assessment in place. We have worked with our colleagues in the Safety Team to develop templates for this which take into account the diverse areas of school business, including Early Years and Additional Support Needs. The template for return to school in August is under development at present. We will engage with key partners and trade union representatives as we progress this work.

We also have an employee risk assessment process in place to support our staff to return to work safely, wherever possible.



## 9. Operational Guidance

### 9.2 Provision of Personal Protective Equipment (PPE)

Our approach to PPE provision is informed by risk assessment and the most recent [Scottish Government](#) guidance. In cases where physical distancing measures cannot be maintained, for example when supporting children with specific health needs, appropriate PPE will be provided. At present all PPE orders are being coordinated through the central Facilities Management Team. This is to ensure continued supplies can be maintained.

Under the current national guidance it is noted that face coverings are not considered necessary in educational settings. It is our view that our employees and those who engage with our services must feel comfortable to do so. While mindful of the current guidance we will support any members of staff who wish to wear a face covering. We will also enable children and young people to make the same choice, as long as it is safe for them to do so.

### 9.3 Facilities Management

In response to the pandemic, Tayside Contracts has established the following cleaning regimes:

#### **CLEAN 1**

CURRENT MORNING OR EVENING CLEANER BEFORE/  
AFTER BUILDING USERS

**Who** - Normal cleaning team

**What** - Priorities are to wipe down all used hard surfaces and contact points within the building. Bins and toilets cleaned as normal. Vacuum cleaning and dusting partially suspended to focus on contact cleaning.

**Why** - A re-focused cleaning specification will help reduce cross contamination

**When** - During normal cleaning shift

#### **CLEAN 2**

CONTINUOUS DAY CLEAN OF CONTACT POINTS AND  
TOILETS IN LIVE ENVIRONMENTS

**Who** - Day Cleaner

**What** - Wipe down of handles, handrails, door push plates, communal tables and toilets in rotation during school day.

**Why** - A continuous daytime clean will help reduce cross contamination

**When** - Continually throughout the day

## 9. Operational Guidance

### CLEAN 3

#### TARGETED DEEP CLEAN - FOLLOWING CLOSURE

A deep clean is most effective after a 72-hour period of closure as the amount of virus living on surfaces will have reduced significantly. This is safer for employees carrying out the clean and also increases the effectiveness of the cleaning regime

**Who** - Selected cleaning team

**What** -

Stage 1 - Initial clean of all contact points and toilet areas using a general multipurpose cleaner

Stage 2 - Disinfection of all contact points and toilet areas using a chlorine-based solution with a minimum contact time of 5 minutes

Stage 3 - Repeat Stage 2

**Why** - To eliminate the presence of the virus (as far as reasonably practicable)

**When** - On instruction from the Council

**Where** - Building / areas as instructed by the Council

Tayside Contracts have their own robust risk assessments and procedures in place to support physical distancing and safe working practices.

Waste collections resumed in June once staff returned to school and will continue in line with usual schedules.

The confidential shredding service has now resumed. Monthly collections will take place from open buildings. Requests for bulk uplifts should be made in the usual way by emailing [FMSupport@angus.gov.uk](mailto:FMSupport@angus.gov.uk)

Mail services have temporarily been redirected to Angus House for all post to be scanned and emailed. The redirection service stops in mid-July and from then on schools can expect to handle their own mail.

## 9. Operational Guidance

### 9.4 Physical Distancing and General Hygiene Measures

The Scottish Government has published comprehensive guidance in relation to physical distancing in education and childcare settings.<sup>1</sup> Physical distancing is for everyone and some of the key points are:

- Stay 2metres (6 feet) away from other people at all times;
- Wash your hands with soap and water (or hand sanitiser if facilities are not available) frequently, and when you return home;
- Travel by foot, bike or car if you can and avoid non-essential public transport use

All school staff should be familiar with the following guidance documents:

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19/coronavirus-covid-19-physical-distancing>

[https://hpspubsrepo.blob.core.windows.net/hps-website/nss/2973/documents/1\\_covid-19-guidance-for-non-healthcare-settings.pdf](https://hpspubsrepo.blob.core.windows.net/hps-website/nss/2973/documents/1_covid-19-guidance-for-non-healthcare-settings.pdf)

Good hygiene practice is essential to prevent the spread of Covid-19. Full details are available [here](#) but in summary:

- Wash hands frequently with soap and water for at least 20 seconds;
- Use an alcohol-based hand rub where available, if no access to soap and water;
- Avoid touching the eyes, nose and mouth;
- Avoid direct contact with people that have a respiratory illness where possible;
- Avoid using personal items of people who have respiratory illness;
- Cover the nose and mouth when sneezing/ coughing/blowing or wiping nose;
- Dispose of tissues in a lidded bin.

### COVID-19 Symptoms

The typical symptoms of COVID-19 are:

- New continuous cough **OR**
- Fever **OR**
- Loss of/change in sense of smell or taste

Individuals displaying Covid-19 symptoms **must not** attend the workplace.

Individuals who live in a household with someone displaying Covid-19 symptoms **must not** attend the workplace.

Individuals who have had close contact with a confirmed COVID19 case **must not** attend the workplace.

## 9. Operational Guidance

Anyone developing Covid-19 symptoms when in school should notify the designated responsible person on site. If symptoms are mild, the individual should be advised to return home as quickly and safely as possible and self-isolate in accordance with NHS guidance.

If it is not possible for the individual to leave immediately, isolate the individual in an appropriate, ventilated room, ensure there is a designated space within the school for the individual to wait. If someone is seriously ill, call 999 for assistance and inform the operator that COVID-19 is suspected. Try to ensure any other individuals in the area remain 2m or more away.

Following departure, cleaning should be carried out in line with section 1.9 of the [Health Protection Scotland guidance](#).

Where an employee lives in a household where a member of the household displays symptoms, or has tested positive, [self-isolation advice](#) must also be followed.

We have developed a set of consistent signage to enable schools to ensure everyone attending is fully aware of how we operate.

### 9.5 Employee Health and Wellbeing

It is recognised that this has been a challenging time for our employees. The pandemic has affected our working lives and our personal lives. While things are changing, we know that life will remain very different for some time to come.

The council has measures in place to support staff during this time.

Coaches are available to support staff and short one-off sessions can be arranged via Skype. Contact Tricia Lowe ([lowet@angus.gov.uk](mailto:lowet@angus.gov.uk)) to discuss requirements.

Our Occupational Health partner, PAM has set up an employee support line specifically for COVID-19 Advice Tele-consultation. The aim is to provide employees with advice on working from home and emotional support. Employees can self-refer to this service by calling Client Services – 07957 666296.

Many of our employees are members of Trade Unions. Support may also be accessed through these bodies.

## 9. Operational Guidance

### 9.6 Access to Testing and Arrangements for Reporting Absence - Staff

School staff who report COVID-19 symptoms should self-isolate right away. Line managers should then arrange for the employee to access testing using the [Testing Flowchart](#) and [Referral Form](#).

If the employee tests negative then they may return to work when they feel well enough and no further action is required.

Employees testing positive must self-isolate in accordance with [NHS Guidance](#).

Employees who have been informed by NHS contact tracers must self-isolate for 14 days. They may work from home if possible during this period.

<https://www.gov.scot/publications/coronavirus-covid-19-test-and-protect-advice-for-employers/>

Any employees who have symptoms of Covid-19, or who test positive, or who are self-isolating (either due to symptoms or due to being in a vulnerable group) must complete the Covid-19 reporting form on the website.

Non Covid-19 related sickness absence should continue to be reported in the usual way.

### 9.7 Access to Testing - Children and Young People

Children aged 5 and over can access COVID-19 testing: <https://www.nhsinform.scot/campaigns/test-and-protect>

Children with coronavirus symptoms should self-isolate at home in accordance with current guidance. They should only return to school once the isolation period is complete, or following a negative test result.

We are awaiting clarification regarding isolation requirements for classmates and staff.

## 9. Operational Guidance

### 9.8 Attendance at school

Under the current guidance, staff and children and young people who are shielding are not required to return to school buildings in August. The Shielding programme has been extended to 31 July 2020. Further information will be available after this time. As noted above, we will work to support anyone

Employees and children and young people with health needs which put them at a higher risk from Covid-19 may be able to return to school in August, providing appropriate risk assessments and mitigating actions are in place.

We will support head teachers to undertake risk assessments for this purpose. Our approach mirrors the wider policy position for the council's workforce.

### 9.9 Determining Capacity

All Angus schools were provided with an initial desktop assessment of capacity, based on the utilisation of designated classrooms only. We applied the following metrics for this activity:

- Early Years – 4m<sup>2</sup>
- Primary and Secondary Non-practical – 5m<sup>2</sup>
- Secondary Practical – 7.5m<sup>2</sup>

These metrics allow for 2m physical distancing between people (children and staff) as well as sufficient space for circulation in the room. Our capacity modelling can be quickly updated to reflect any changes in physical distancing guidance.

Using the initial assessment, our schools have all completed a thorough investigation of the space available for learning and teaching. By using general purpose areas, gym halls and other spaces, our schools have maximised the numbers of children safely able to attend each day. A small number of primary schools will be able to welcome all children back to school from the start of term in August.

A small number of schools are also exploring the use of external spaces, located close to the main building.

Workforce availability and school transport also form a key part of our capacity assessments.

## 9. Operational Guidance

### 9.10 Transport Planning

As a rural authority, some of our schools have a significant reliance on school transport provision. We also provide transport wherever required to children with additional support needs.

With the current physical distancing measures, our capacity to transport everyone is reduced. A minibus which would ordinarily transport 16 children may only take 4. We are working with our Transport colleagues within the council and our operators to revise how we deliver our transport service. We will be prioritising ASN transport and those who are eligible. We may not be able to provide transport for everyone and will work with parents/carers to put alternative models in place.

A change to 1m distancing would improve our capacity to an extent however our transport colleagues have advised that there would still be challenges. We are working closely with our operators to model potential changes to physical distancing.

### 9.11 Catering

Working with Tayside Contracts we have developed catering provision to be in place from the start of term. Our Early Years and Primary settings will have the option of a cold bagged lunch. In many schools, children will eat lunch in their classrooms to reduce movement around the school. We will have enhanced cleaning in place to support this. Our schools will work directly with Tayside Contracts to agree the best delivery model for this.

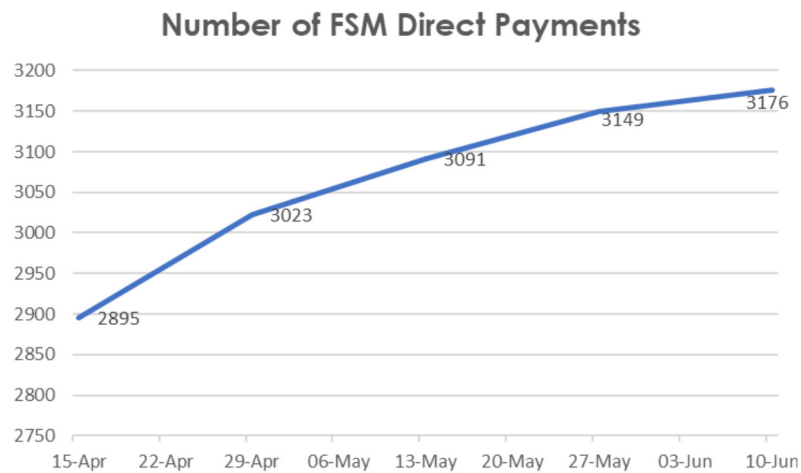
Our secondary schools will have portable deli and hot snack options, to support the delivery models for these settings. Again, each setting will work with local catering teams to ensure the service provided meets the needs of the school.

Pre-orders and cashless catering are key principles.

## 9. Operational Guidance

### 9.12 Free School Meals

We have been providing a direct payment to those entitled to free school meals. This will continue over the summer holidays for those meeting financial eligibility criteria. The chart below shows the payments made over the course of the closure period to date:



We are exploring whether direct payments can continue on a part-payment basis to reflect the part-time attendance model. Children and young people attending school will access their meal provision on-site.



## Appendix A - Angus School Plans for August Return

School	% time learners in school: Primary - % week
Aberlemno PS	100%
Airlie	60 – 80%
Andover	40%
Arbirlot	100%
Auchterhouse	100%
Birkhill	40%
Borrowfield	40%
Burnside	40%
Carlogie	40%
Carmyllie	100%
Colliston	40%
Cortachy	80%
Eassie	100%
Edzell	P1 (100%) P2-7 (40%)
Ferryden	40%
Friockheim	40%
Glamis	40%

School	% time learners in school: Primary - % week
Grange	40%
Hayshead	40%
Inverarity	40%
Inverbrothock	40%
Inverkeilor	40%
Isla	40%
Ladyloan	40%
Langlands	40%
Letham	40%
Liff	40%
Lochside	40%
Maisondieu	40%
Mattocks	40%
Monikie	40%
Muirfield	40%
Murroes	40%
Newbigging	40%

## Appendix A - Angus School Plans for August Return

School	% time learners in school: Primary - % week
Newtyle	40%
Northmuir	40%
Rosemount	P1/P7 – 40 % / P2-P6 – 20%
St Margaret's	40%
St Thomas'	40%
Seaview	40%
Southesk	40%
Southmuir	40%
Stracathro	40%
Strathmartine	100%
Strathmore	40%
Tannadice	40%
Tealing	40%
Timmergreens	40%
Warddykes	40%
Whitehills	40%
Woodlands	40%

School	% time learners in school: Secondary % of 33 period week
Arbroath Academy	42% Mon & Wed – S1, S3, S5/6 (by column) Tuesday and Thursday – S2 S4 S5/6 (by column) Friday – different year groups where we cannot accommodate during the timings above due to staff and accommodation constraints
Arbroath High	14/33 42%
Brechin High	42% Pupils will attend school on alternate weeks. In their allocated week pupils will follow their timetable and be in class Monday to Thursday. Week A: S1-2 and half of S3 . Week B: S4-6 pupils and the other half of S3.
Carnoustie High	14/33 – 42%
Forfar Academy	S1/S2/S4: 12/33 (36%) S3/S5/S6: 10/33 (30%)
Monifieth High	14/33 – 42%
Montrose Academy	12/33 periods – 36% (Separate plans for ASN)
Webster's High	S1-S6: 14/33 - 42%
<b>All secondary schools using Friday for specific groups/ purposes e.g. practical activities/AH/ASN etc. The % attendance will be in excess of figures quoted above.</b>	