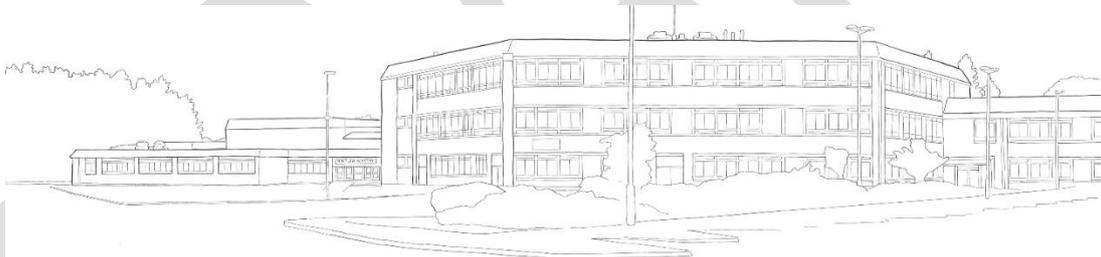




MINTLAW ACADEMY

Covid-19 Recovery Manual

(version 1.4, updated 02.07.20)



*Learning
together*



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Aim and overview

The aim of this framework is to:

- Provide clarity of expectation with regard to practical approaches to a safe, phased reopening of schools for all pupils

This guidance has been developed for the Mintlaw Academy community to support a safe, phased reopening. The plan is written in accordance with and reflects the Scottish Government and Aberdeenshire publications. It would therefore be read in conjunction with the following documents:

- <https://www.gov.scot/publications/coronavirus-covid-19-phase-3-guidance-on-reopening-early-learning-and-childcare-services/>
- <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>
- Aberdeenshire Local Delivery Phasing plan

Mintlaw Academy's plan recognises and reflects the need for broad national consistency whilst ensuring appropriate local flexibility for education authorities, schools and staff to adopt and adapt approaches that best suit our school community in terms of locality, accessibility and capacity while prioritising the safety of staff, children, young people and their families.

In doing so, the plan reflects the key implementation requirement that the number of pupils and requisite staff within the school allows the required physical distancing to be achieved. Consistent with all Scottish Government guidance, any physical distancing plan will be in place only for as long as is necessary.

Therefore, the return to Mintlaw Academy will follow the key guiding principles set out by and supported by scientific medical advice from the Scottish Government.

- Safe
- Fair and Ethical
- Clear
- Realistic

Within this, the plan will focus on the following key areas:

Health and Safety
Health and Wellbeing
Learning and Teaching
Curriculum
SQA 2020/2021

Please note: This plan is subject to change at any time to ensure continued adherence to National and Authority Guidelines.

Health and Safety

Physical distancing (this is dependent on national and local guidelines)

- Signage and floor markings will be in place to ensure school users are aware

One-way system

- On return to the building there will be a one-way system in place; this will include the introduction of certain doors becoming entrance doors and certain doors becoming exit doors.
- Although during a fire evacuation you should leave by the nearest fire exit (regardless of any one-way system in place) adopting social distancing.

Entrance/Exit

- There will be key entry and exit points to the building.
- A queueing system is likely to be in place in order to ensure safe entry to the building.

Area 1 – Main hexagon building and Extension Block

- Enter via the main social area doors to - access 1st Floor Extension, 1st & 2nd Floor Main Building, Social Area class rooms and rooms on ground floor of the hexagon (Art, HE & Tech).
- Exit 1st & 2nd Floors of Main building via the stair leading to the main school entrance.
- Exit 1st Floor Extension and social area classrooms via the fire exit located at the bottom of the extension stairs.
- Exit the ground floor of hexagon via main foyer door out via pupil doors.

Area 2 – PE/Drama and B Block

- Enter via the PE/Drama door to – access Drama Studios, Games Halls and B Block. 1st Floor B Block should be reached via the stairs at B9 end of corridor.
- Exit from Games Halls and Drama Studios via the corridor through to languages and out via exit doors at end of corridor.
- Exit from 1st Floor B Block down stairs leading to B6 and exit via door immediately to left.

Area 3 – Music

- Pupils should follow route for Area 2 exiting the B Block from the languages exit door and following the courtyard to the side door located adjacent to the management corridor.
- Entry will be via this door directly into music room 2 through to the main music room.
- Exit will be via the main door from Music Room 1, turning right into canteen and then following the exit instruction for Area 2.

Pupils moving between areas must follow the one-way system at all times and no pupil should be doubling back on themselves to gain access to an area. **Please see appendix 1 for further information.**

Health and Safety

Breaks and Lunchtime

- Break times may be staggered.
- Following discussions with the Parent Council, all pupils should bring a packed lunch to school with them up until the end of August.
- Aberdeenshire Catering Service will commence a reduced service from 1st September 2020. More details will follow.
- Pupils in receipt of Free School Meals – provision TBC.
- There will not be an option to remain seated in the canteen or social area.
- Entry to the social area will be via the social area doors. Exit via the side door directly out of social area to the courtyard area allow one way movement to continue around to the front of the school.
- Entry to the canteen will be via the staff main entrance doors via the foyer and through to the canteen. Exit should be made along the PE corridor to the exit doors at the very end next to the Katherine Granger Suite.
- Following dialogue with the Parent Council, we would ask all pupils to remain on campus throughout the school day, again until the 31st of August in order to establish protocols for pupils to safely access shops etc within Mintlaw.
- The playing fields will be utilised for pupils to sit out and eat lunch.

PPE

- PPE will not be required beyond what would normally be needed, for instance in practical areas.
- Should Parents/Carers prefer for children to wear PPE this should be provided for by Parents/Carers and thus their responsibility.

Cleaning – hand washing/hand sanitiser

- Effective hand hygiene remains the most effective way to deter the spread of Coronavirus.
- Pupils are asked to wash hands at any given opportunity.
- Soap dispensers within toilet areas will be maintained and should this become an issue the Supervisory Janitor should be alerted.
- Hand sanitiser will also be available at various locations around the school and pupils are encouraged to utilise this.
- Pupils should bring their own hand sanitiser to school.

Toilets

- TBC.

Transport/Drop off/pick up

- TBC.

Health and Safety

Isolation Accommodation

- Any individual who presents as symptomatic for Covid-19 whilst on site should leave immediately and follow NHS self isolation guidelines.
- An isolation area will be available in B2 that can be used if an individual cannot leave immediately.

Coronavirus cases occur

- Shielding – anyone who has been instructed by the NHS to follow shielding measures should remain at home.
- Any individual displaying symptoms, or with a family member displaying symptoms, of Covid-19 must self isolate at home in line with.
- Any individual displaying symptoms should arrange a Covid-19 test via [NHS Inform](#).

Fire Evacuation

- Pupils should leave with class teachers by nearest Fire exit (regardless of any one-way system in place) .
- Pupils should adopt social distancing, leaving personal belongings.
- The assembly area remains within the All-Weather Pitch
- pupils should assemble in the class group they have evacuated from.
- Until instructed otherwise, pupils should stay at assembly point along with class teacher (social distancing) until instructed otherwise.

Health and Wellbeing

- The safety and wellbeing of all pupils and staff is paramount.
- If you have any concerns regarding your child, please contact the school. Guidance staff regularly liaise with staff to communicate any barriers that pupils are facing, thus supporting the health and wellbeing of the pupils.

Learning and Teaching

- Bring Your Own Device – TBC.
- Particular faculties have put in place particular measures to maximise safety and, where possible staff will be utilising outdoor areas to deliver learning and teaching.
- Beyond safety, we will be looking as a school staff to ensure we work both to address any anxieties individual youngsters may have around returning and to identify where we need to address any concerns around learning should these exist.

Curriculum

We have two timetable options ready to go.

PLAN A: At present, the most likely option is that given “all pupils are to return from the 12th of August”, pupils will start back in August on their formal timetables which have already been issued to all S2-6 pupils and follow these from their first day back at school. However, should the virus not be sufficiently suppressed, either nationally or locally to allow this, we have an option which involves a Blended Learning package which youngsters will follow – please see PLAN B below.

If, as we expect, all pupils return from the 12th of August, in order to support a safe and orderly return to the building for all, pupils will be phased in over the first few days as follows:

- S3 will start back on Wednesday 12th August
- S4-6 will start back on Thursday 13th August, joining S3
- S2 will start back on Friday 14th August, joining S3-6
- S1 will start on Monday 17th August

The above arrangement will hopefully ensure we are able to effect a safe and managed return to school for all our pupils, and are well placed to welcome our new S1 youngsters on Monday 17th August.

Plan B: . ***Please see appendix 2 for further information***

Should the virus not be sufficiently suppressed, either nationally or locally to allow PLAN A to be implemented, from the 12th August we will operate a two week timetable which ensures that all pupils in S1-3 are in school for three days out of ten and S4-6 are in school for four out of the ten days. This timetable model ensures that all pupils in S1 and S2 access all curricular areas over the two weeks and that all S3-6 access all of their subject choices.

- In weeks 1 and 2 **S4-6** are in school on Thursday and Fridays.
- In week 1 **S1 and S2** are in school Monday and Tuesday, in week 2 on Monday only.
- **S3** are always in school on a Wednesday and in Week 2 they are also in school on a Tuesday.

SQA

Estimates *please see appendix 3 for further information*

At every point in this process, staff have been aware of the responsibility they have to pupils as individuals, and as part of the whole cohort of pupils, and have been mindful of SQA's stated aim that no pupil should be disadvantaged because of the changes forced on schools by the Coronavirus pandemic.

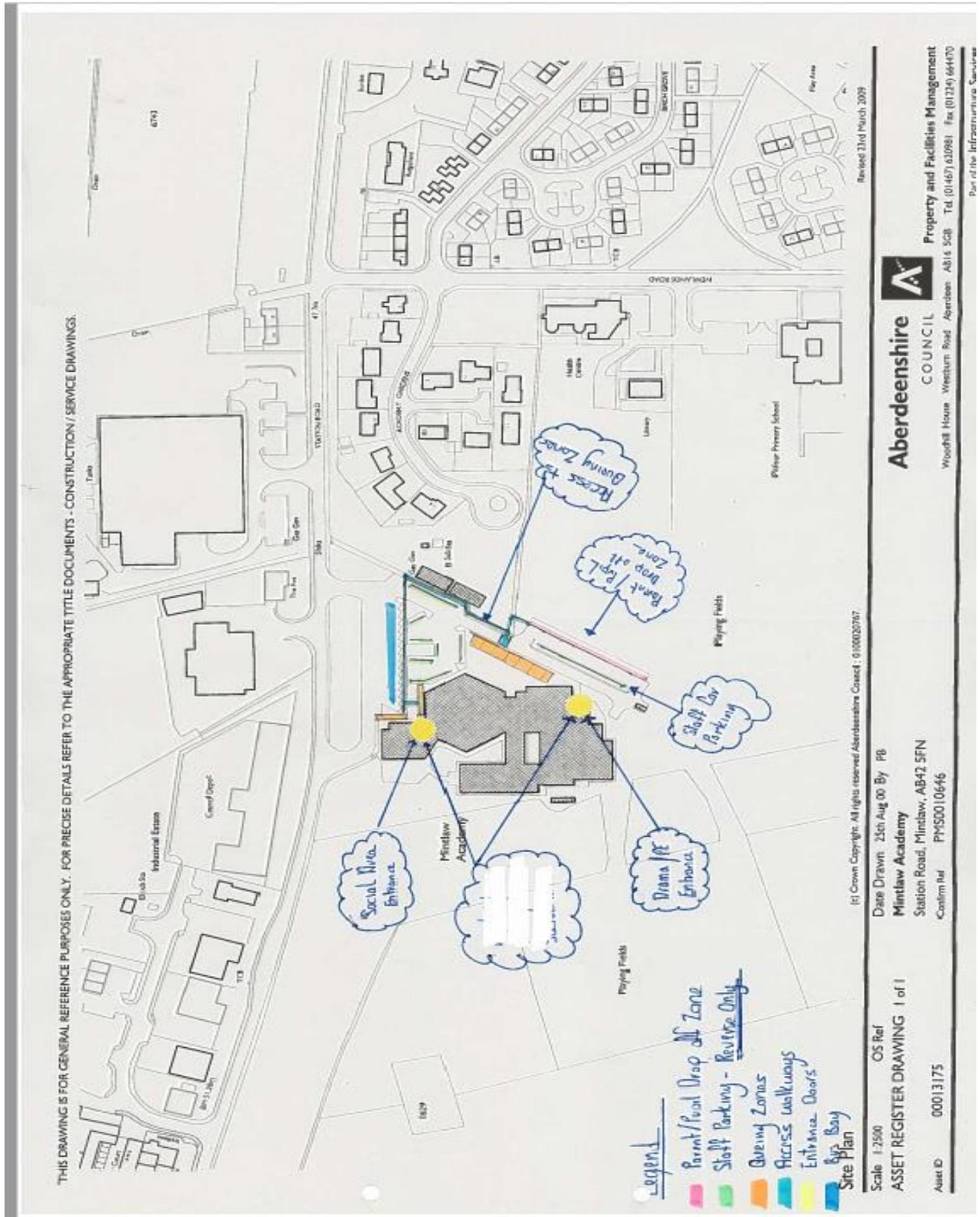
Post Result Certification *please see appendix 4 for further information*

- SQA has intimated that Results will be sent out to pupils on 4th August and that following this, it will offer a Post Certification Review Process – an appeals mechanism.
- If a parent has a concern about a grade awarded, the concern should be discussed with the school. The school will be able to advise whether or not a request would meet the SQA's criteria. Final decisions about whether a request should be made will, therefore, be taken by each school.
- On the 4th August, 2020, Mrs Whitehead (SQA Co-ordinator) will be in school from 9.30-2.30. If you have a query regarding your child's exam results, please contact Mrs Whitehead using one of the communication methods below:
 - Telephone the school on 01771 676670
 - Email mintlawacsqa2020@aberdeenshire.gov.uk
 - Or complete the following form to request a call back from me:
https://forms.office.com/Pages/ResponsePage.aspx?id=BpPZ_i1NCUSVndDttzBKCxNt5oWX2aIOiYWzxiOtq7NUNk5OTUJLVFBNTzZXWTZJQkhLUjYzNlpSRS4u

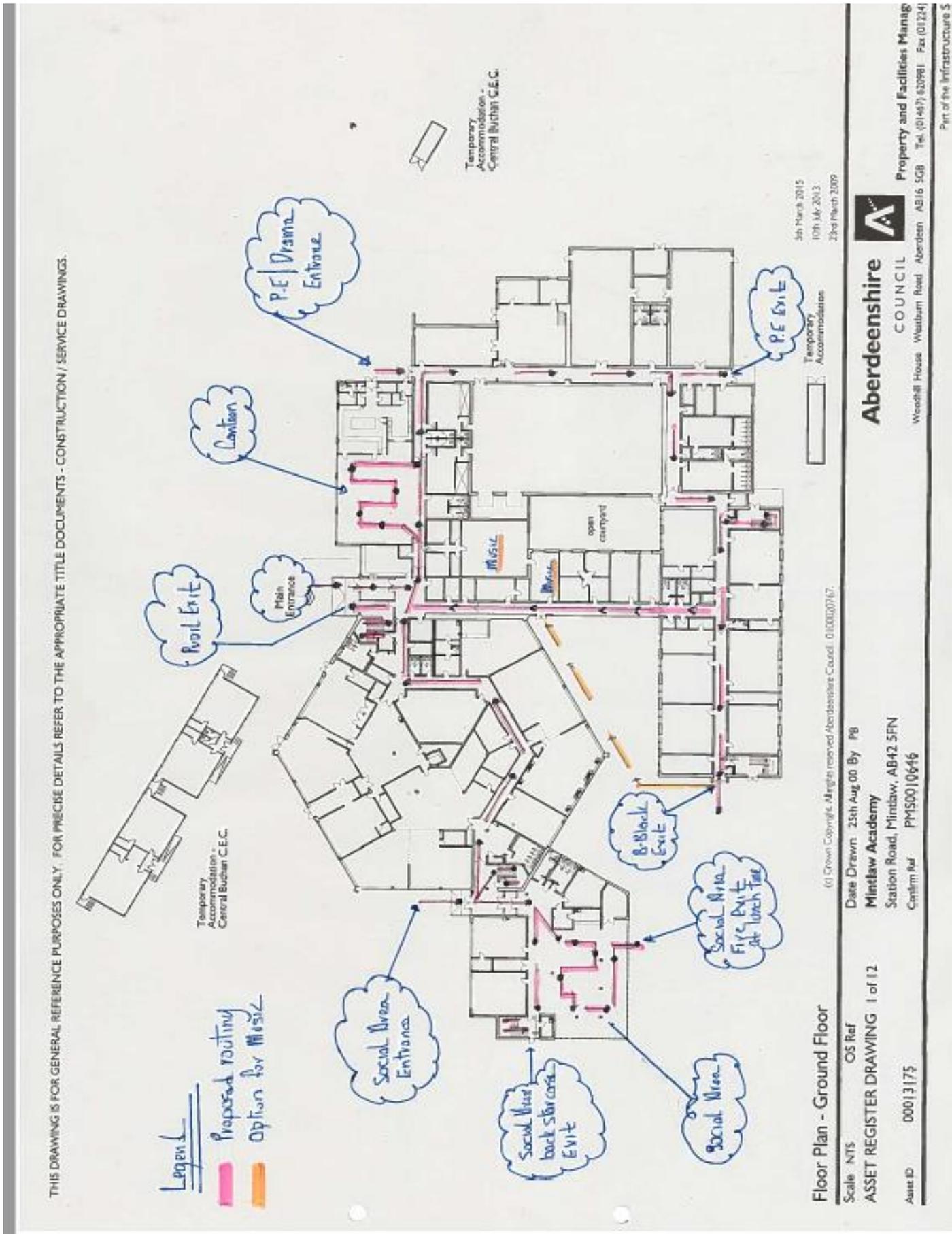
SQA

- At this point, we do not know what SQA Examinations will look like in session 2020/2021. but clearly planning is at a relatively early stage for this nationally.
- Staff will continue to use all course work completed from May, until pupils complete the course, as evidence to support final grade estimates as and when required.
- As this is an evolving picture, you will be notified of any updates on SQA courses/exams as soon as the information is released.

Appendix 1 – School map

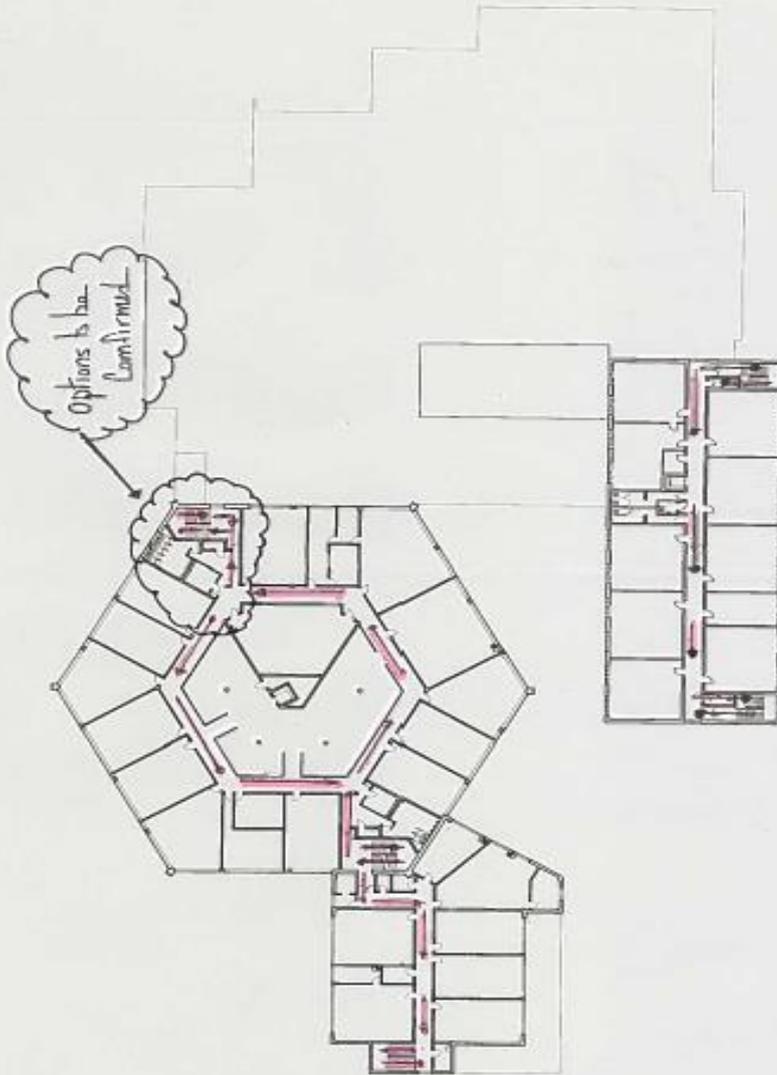


Appendix 1 – School map



Appendix 1 – School map

THIS DRAWING IS FOR GENERAL REFERENCE PURPOSES ONLY. FOR PRECISE DETAILS REFER TO THE APPROPRIATE TITLE DOCUMENTS - CONSTRUCTION / SERVICE DRAWINGS.



26/ March 2015
 25th July 2013
 23rd March 2009

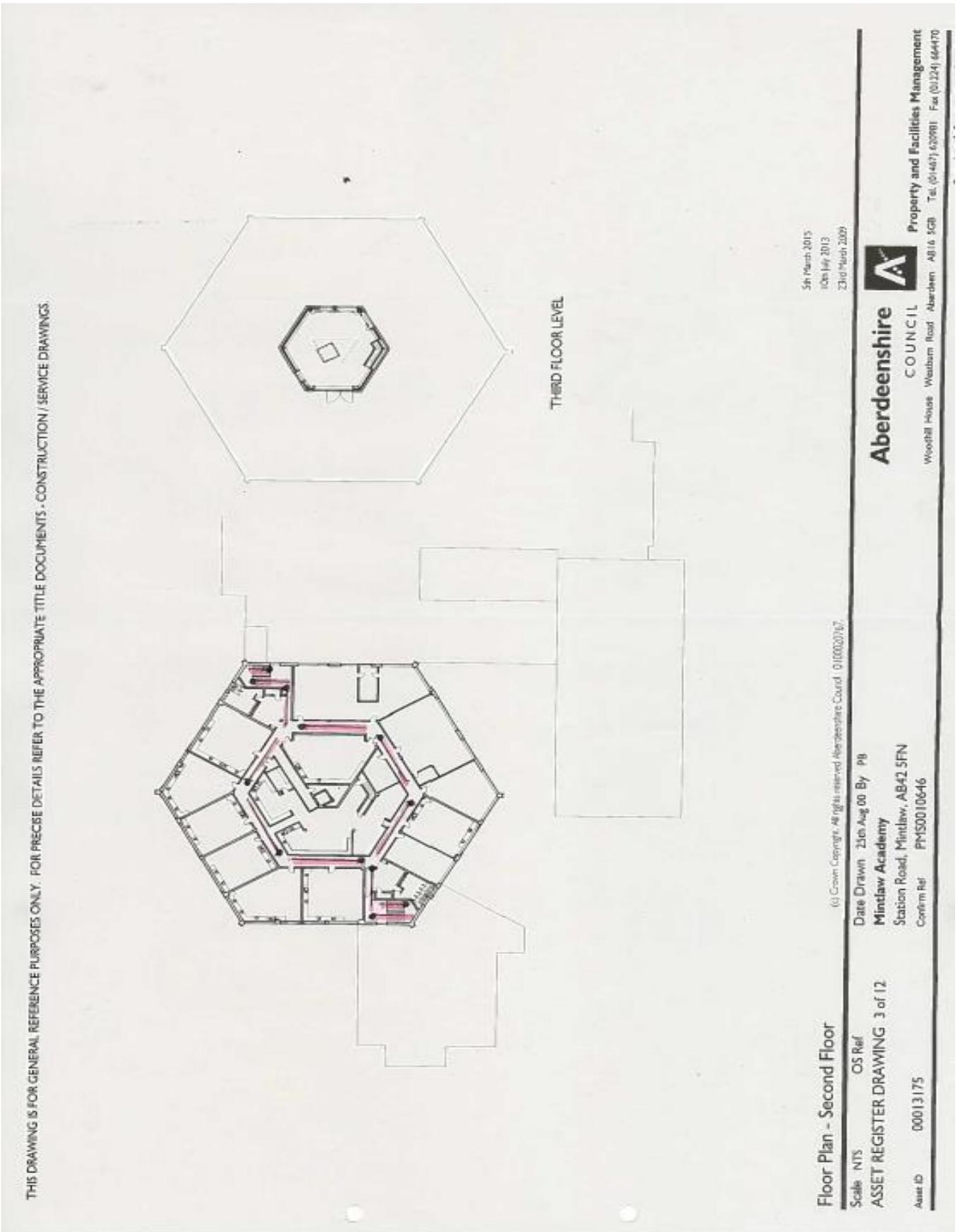
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Floor Plan - First Floor
 Scale: NTS OS Ref
ASSET REGISTER DRAWING 2 of 12
 Date Drawn: 25th Aug 00 By: PB
Mintlaw Academy
 Station Road, Mintlaw, AB42 5FN
 Cont'n Ref: PMS0010646

Aberdeenshire
 COUNCIL
 Woodhill House, Weirburn Road, Aberdeen AB16 5GB
 Tel: (01467) 620981 Fax: (01224) 664670

Property and Facilities Management
 Part of the Infrastructure Services

Appendix 1 – School map



Appendix 2 – PLAN B Curricular Plan

Week 1

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
S1	S1	S1			
S2	S2	S2			
S3			S3		
S4-6				S4-6	S4-6

Week 2

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
S1	S1				
S2	S2				
S3		S3	S3		
S4-6				S4-6	S4-6

Appendix 3



SQA AWARDS 2020

1



Teachers have worked together to decide the grades for each pupil taking their subjects.

SQA provided guidance on the steps they had to take.

SQA said grades had to be evidenced based so a wide range of evidence has been used including:

- Class essays
- Class tests
- Homework
- Classwork
- Performance in practical work
- Portfolios achieved across the course

HOW HAVE GRADES BEEN DECIDED?

2

WHAT ABOUT UNIT PASSES AND AWARDS LIKE SKILLS FOR WORK AND NATIONAL PROGRESSION AWARDS

The approach has been the same as for Estimates:

- All available and relevant evidence has been looked at



3

Even though they have been working remotely:

- They have worked together cross-marking and cross-checking pupil work.
- They have discussed and agreed the criteria pupil work must cover to get each grade.
- They have had lots of virtual meetings to check decisions.
- Many of our teachers are SQA markers and they have shared their knowledge and expertise with colleagues across Aberdeenshire.

HOW DO TEACHERS KNOW GRADES ARE RELIABLE?

4

THE ESTIMATE GRADES



- All the Estimates were sent to SQA by Friday 29th May
- SQA will now check estimates and do statistical modelling to decide on final grades
- SQA will not share the type of statistical modelling they have done with schools
- SQA will decide on the final grades to be awarded

5

RESULTS



- Results will be sent to you on 4th August. Sign up to [MySQA](#) to get your results via email!
- SQA have announced a Post Certification Review process
- Any Review Requests must be sent through schools. Schools will decide if there are grounds for a review
- Reviews can only be requested if:
 - The grade awarded by SQA is lower than the estimate grade submitted by the school.
 - The school has robust evidence to support the review.
- There will be a Priority Review process for pupils whose grades do not meet standard required for University/College entrance.

6

POST CERTIFICATION REVIEW PROCESS



- Requests for review must be accompanied by evidence used to decide the estimate
- All the evidence will be reviewed by senior SQA staff

7

POST CERTIFICATION REVIEW DECISIONS

Three Possible Outcomes

- Request accepted and the award **upgraded**
- Request rejected – grade stays the same
- Request rejected and award **downgraded** (if evidence does not reflect the required standard)

8

Appendix 4



Our Ref LF/CR
Your Ref

Please ask for Caran Richardson
Direct Dial 01467 533305
Email caran.richardson@aberdeenshire.gov.uk

Laurence Findlay
Education & Children's Services
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel: 01467 537438

22 June 2020

laurence.findlay@aberdeenshire.gov.uk
www.aberdeenshire.gov.uk

S4/S5/S6 Parent/Carer

Dear Parent/Carer

SQA

Because of the Coronavirus pandemic, SQA has changed the way that pupil grades at National 5, Higher and Advanced Higher will be decided this session. This has involved teachers in our schools working together to ensure estimate grades were submitted by the deadline of 29th May 2020.

In deciding the estimate grades for each pupil, schools have followed SQA's Guidance on Estimates, published on 20 April. This Guidance put an emphasis on the importance of **evidence** in coming to decisions, and considerable work has been done within and across schools to come to agreement about the range of evidence teachers could use on which to base their grades. Evidence has included work pupils have done under test or exam conditions, classwork and homework assignments, pupil performance in the type of practical tasks which are covered in courses, and intelligence gathered from information about pupils' prior attainment. Teachers' own knowledge of how well pupils were progressing before schools had to close has also influenced decisions.

The task of creating estimates was not left to individual teachers to do alone. Teachers have worked with subject and faculty colleagues to look at the evidence available: moderation of teacher marking is a standard feature of quality assurance in all our schools and ensures that standards are applied as consistently and fairly as possible from teacher to teacher as well as helping to eliminate any implicit bias; and the ranking process demanded by SQA has involved discussion amongst teachers in all subject teams. Senior Leadership Teams have also been fully involved in this process, and they had the responsibility for signing off grades before final submission to SQA. At every point in this process, staff have been aware of the responsibility they have to pupils as individuals, and as part of the whole cohort of pupils, and have been mindful of SQA's stated aim that no pupil should be disadvantaged because of the changes forced on schools by the Coronavirus pandemic. At the same time, however, everyone is conscious that SQA will make the final decisions about the grades awarded, a process which is likely to involve a degree of statistical modelling over which schools have no control.

As well as submitting estimates for National 5, Higher and Advanced Higher students, teachers have also entered unit results for pupils who have been studying units at National 2- 4 levels, and for those who have been studying for other SQA Awards including Skills for Work and National Progression Awards. Again, the advice from SQA was that where units had not been completed prior to schools closing, decisions about whether or not a pupil should be awarded passes in units was to be based on a range of evidence and so the process followed has been very similar to that used to decide estimates.

SQA has intimated that Results will be sent out to pupils on 4th August and that following this, it will offer a Post Certification Review Process – an appeals mechanism. This will have 2 stages. Stage 1, with a closing date of 14th August, will be for Priority Reviews required for pupils whose grades fall short of what is required for entrance to college or university courses. Stage 2, with a closing date of 21st August, will be for the remainder of Post Certification Review requests. Requests can only be made by schools.

The criteria which need to be met before schools can submit a request for a review have been made clear by SQA:

- The grade awarded by SQA must be **below** the estimated grade submitted by the school
- There must be assessment evidence available to support the estimate grade submitted by the school.

When a request for a review is submitted to SQA, the evidence on which the decision has been made has to be sent to SQA and this will be considered by senior subject specialist examiners. SQA may then make one of three decisions:

- It may accept the request and **upgrade** the award
- It may reject the request and **confirm the original grade** awarded by SQA will stand
- It may reject the request and **give a lower grade** if it feels the evidence supplied does not reflect the required standard for the original grade awarded.

If a parent has a concern about a grade awarded, the concern should be discussed with the school. The school will be able to advise whether or not a request would meet the SQA's criteria. Final decisions about whether a request should be made will, therefore, be taken by each school. The last few months have been testing for everyone, but teachers have been united in their desire to do the very best they could for the learners they work with, and this will continue as we move forward into a new school year.

Yours sincerely,



Laurence Findlay
Director of Education & Children's Services