EIS Guidance for Secondary Members on Education Recovery: Curriculum and Pedagogy (Updated November 2021)

List of Contents

What's this guidance for?

This guidance is intended to provide EIS members in Secondary Education with some key principles in relation to curricular and pedagogical approaches within COVID-secure teaching environments and in the context of education recovery.

The advice is not intended to be all-encompassing. Teachers working with their own pupils and their own colleagues will use their judgement in determining what to teach and will arrive at solutions, in many cases involving pupils in this process, to overcome some of the practical challenges that COVID-19 presents in terms of conducting normal classroom interactions. The age and stage of pupils will be key in determining how such challenges are to be overcome.

The guidance is intended to be iterative and subject to change as more is learned about adaptations that members are making to pedagogy while the threat of the virus remains.

It is generic in nature. Subject-specific guidance has been/ is being prepared by Education Scotland and other stakeholders in relation to learning and teaching in the context of COVID-19 risk.

Background

The reopening of schools and the return to classrooms after periods of school closure last year was welcomed by thousands of young people and teachers, albeit with some concerns, across Scotland. They missed the structure, certainty and social interaction which school provides.

However, with the continued prevalence of the virus within society and the emergence of new variants, we have all had to adapt to the changing circumstances in which we live and in Education, to consider alternative forms of education provision, including moves to blended and remote learning.

What is clear is that session 2021-22 has not been and should not be business as usual. The risks of the virus and of the potential impact of Long COVID persist.

The wellbeing impact of the last year and a half, both on pupils and staff, cannot be forgotten. For reasons of health and safety, in the interests of wellbeing, and in order to address the key priorities for recovery, school life, and the delivery of education through other contingency models, should look very different from it would under 'normal' circumstances.

Scottish Government Guidance: Application and Terminology

The Scottish Government [Guidance, Coronavirus (COVID-19): Reducing the Risks in Schools](#) is referred to throughout this document. In considering its application in practice, it is important to have an understanding of the scope of the guidance.

The Scottish Government Guidance applies to all local authorities and schools under their management. It also provides that it should be used by grant-aided schools and independent schools to support their recovery efforts.

Although non-statutory in nature, it begins by highlighting the primacy of health and safety considerations and provides that Local Authorities and schools should exercise their judgement when implementing the guidance, to ensure the safety and wellbeing of children, young people and staff, taking into account local circumstances.

COVID-secure Schools

Essential health and safety procedures and standards required to minimise the risk of infection in schools have meant that much will be different and will remain so for the foreseeable future, in terms of how schools operate and in terms of the physical environment.

This has implications for how things are done from now on. From how pupils move around the school, to how lessons are taught and learning takes place,

to how hygiene and cleaning is arranged - many aspects of school life will look different as schools endeavour to keep safe their pupils and staff and the school environment COVID-secure.

Enhanced Personal Hygiene

In addition to the EIS Advice to School Reps and Members re [Revised Risk Assessments](#), consideration should be given to Enhanced Hand Hygiene protocols.

To mitigate against transmission of the virus, we would recommend that a hygiene protocol should be in place, providing for an enhanced hand hygiene regime for adults and young people.

This should include arrangements for handwashing (for 20 seconds) with hot water and soap when entering or leaving the school building, before and after eating, after toileting, at regular intervals throughout the day and when moving between different areas of the setting.

In some situations, children or young people with additional support needs may require assistance when washing or drying their hands. In these circumstances, consideration should be given to any additional risk mitigation measures which may be necessary. Face coverings (or where identified in a risk assessment, PPE and other protective barrier measures) should be used by the member of staff in circumstances where support is being given.

We would also recommend that tissues are provided within the setting to encourage good respiratory and cough hygiene practices when children and young people are coughing or sneezing. Lidded foot pedal bins with double bagging should be provided to ensure the safe disposal of used tissues. A good pedagogical approach would be to talk with the children and young people about why these enhanced personal hygiene practices are necessary in the context of infection risk.

Wellbeing and Equity

All children, young people and adults - parents, teachers and support staff-

will have been affected in some way by the pandemic. Confinement, restricted social interaction, illness, bereavement, unemployment, poverty and food insecurity, financial worries, media reporting of the virus, including information about the increased transmissibility of new variants, will all have made their mark to varying degrees on individuals, families and communities.

Whilst some may have managed some recovery, others will still be suffering the harsh consequences of Coronavirus on their physical and emotional health, family life, finances and employment status.

The EIS has been clear that periods of school closure and lockdown have wreaked the most damage upon young people and their families who are most disadvantaged by societal inequality, this having been well documented by researchers, press and media. With this in mind, we are of the firm view that the needs of those young people whose circumstances at home rendered their families less able to support them with remote learning at that time, and potentially during further periods of school closure, must be prioritised.

Any additional resources, including staffing where available, should be channelled towards helping those young people in particular to address the impact of any interruption in learning caused by the pandemic.

It has been well documented, also, that COVID-19 has had a disproportionately high impact on people from BAME backgrounds to varying extents in different parts of the UK, both in terms of likelihood of infection and death rates. Schools should be sensitive to the possibility that young people from BAME backgrounds and their families have been affected by COVID-related illness and bereavement and/or may be experiencing higher levels of anxiety related to infection risk.

Education Recovery

The EIS has been influential in setting the national priorities for education recovery through its contributions to the CERG and associated working groups. Consequently, in its Coronavirus (COVID-19): [Curriculum for](#) [Excellence](#) [in the Recovery Phase guidance](#), the Scottish Government and the stakeholders who are part of the national Education Recovery Group advised that schools

should:

- 'prioritise the physical, mental and emotional wellbeing of children and young people, practitioners and families;

- recognise that 'children and young people from disadvantaged backgrounds may have faced multiple barriers to learning over the period of the school closures';

- 'applying the principle of equity, consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning and continue the work to close the poverty related attainment gap'.

Taking care of our physical and mental health is crucial at this time, when there are many social, emotional, health and practical challenges facing all of us: children, parents and teachers. The EIS view is echoed by Education Scotland in advice published in January 2021 which highlights that health and wellbeing remains a key element of the recovery curriculum for young people and the importance of this is clearly stated: 'We need to be mindful of the impact of COVID-19 on our children and young people, many of whom may have suffered loss and trauma as a result. For all learners a key focus …needs to be health and wellbeing.'

It goes on to state, 'From the outset of the pandemic, schools and settings adapted their learning and teaching to ensure a strong focus on children's mental health and well-being, and engagement. This continues to apply.'

Equally, teachers should be mindful of their own health and wellbeing and the need for an appropriate balance of priorities in this regard.

Health, safety and wellbeing, and the principle of equity, therefore, must continue to be of paramount importance in session 2021-22 and as we move towards education recovery.

Scottish Government guidance, issued earlier in the year, acknowledged this, stating,

'2021/22 will also be a recovery year, and there will be a continued emphasis on issues such as: supporting student and staff health and wellbeing; transitions at all levels; the impact of tragedy in communities; identifying gaps in learning; and a renewed focus on closing the poverty related attainment gap. In particular, there should be a focus on what can be done to remedy any impact that there has been around the widening inequalities of outcome experienced by children and young people'.

This has significant implications for the curriculum and pedagogy- what and how teachers teach and young people learn not only in this academic session but in the years to come.

Planning for Learning

As under normal circumstances, the EIS is clear that teachers' planning for learning is a tool to aid them in their preparation of learning and teaching, and to support professional dialogue among colleagues with regards to this. Planning documentation should be designed and handled with this key priority in mind.

Primarily for teachers' own use, any associated planning template should be bureaucracy-light, and should neither be a generator of unnecessary workload nor an accountability tool. Neither class teachers nor colleagues who have management responsibilities have time to dedicate to onerous planning regimes at a time when the priority in schools must be the wellbeing of pupils and staff alike.

In the event that planning processes or associated paperwork, particularly relating to forward planning, are found by members to be overly bureaucratic and generators of unnecessary workload, this should be raised with the management of the school setting in the first instance. In doing so, members may find it useful to refer to Education Scotland advice and Deputy First Minister's statement regarding excessive bureaucracy. If necessary, the EIS School Rep and/ or Local Association Secretary can assist in helping the setting to reach a collegiate and bureaucracy-light solution.

Collegiate Activities

As under normal circumstances and as has been the case since the start of the pandemic, it is important that colleagues are able to work together to reach solutions to the many challenges that maintaining safety and providing opportunities for quality learning and teaching in the context of COVID-19 present.

Whilst collegiate activities that reflect the key Education Recovery priorities continue in accordance with school Working Time Agreements, this should be in adherence to the current public health advice around physical distancing and hygiene, and with teachers wearing face coverings when working in shared spaces with others. Where it is not possible to comfortably maintain physical distancing for collegiate activities, particularly in light of the increased transmissibility of the new strain of the virus, these should be done using virtual means.

Setting Priorities

The wellbeing of pupils, teachers and families is to be at the forefront of all school-based decision-making as we work towards education recovery.

The Scottish Government guidance on education recovery advises that schools should set out:

> '…a clear statement of intent to prioritise the physical, mental and emotional wellbeing of children and young people, practitioners and families. Recognition that good health and wellbeing is fundamental to ensuring that children and young people can engage effectively in their learning.'

Communication to staff and parents should have this emphasis and it should be reflected in all school-based planning and decision-making in which teachers should be fully involved. The Empowered Schools agenda, with

collegiate working at its heart, remains live.

Schools should not expect to nor feel under pressure to provide the same opportunities for learning in session 2021-22 as it would any other. Streamlining of priorities is encouraged while young people, teachers and support staff continue to respond to the challenges of the pandemic.

The Scottish Government guidance goes on to state that:

> '…focusing on learning across literacy, numeracy and health and wellbeing will be the initial priority with increasing learning experiences across all four contexts of learning. Cross curricular linked themes can help learners' experiences and activities across the BGE and senior phase.'

It recommends that time is specifically earmarked for

> '…maximising opportunities for communications and dialogue with children, young people and their families and continuing to build relationships and resilience. Benefits of play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.'

With this in mind, teachers should plan to provide time for talking, socialisation, building resilience, play and outdoor learning, for all pupils. In Secondary schools, there should be an overview of the balance of these elements across the range of subjects that pupils study, with opportunities identified for relevant inter-disciplinary activities as appropriate.

Planning at school level should also take account of the need to ensure regular contact for young people with a key adult within the school who knows them well. The Education Recovery Guidance recommends that this should be:

> 'to talk about their wellbeing; to share experiences during lockdown, including successes and challenges; to offer compassion and individual support as required; and to support engagement with learning'.

Structures are in place to enable this within the Secondary context through Registration, Guidance and Pupil Support. Additional staffing, should it be available, would be one way of seeking to enhance wellbeing support by enabling smaller classes, which would also enable physical distancing, and the provision of more one-to-one support by class teachers and/or assigning new staff to this specific role. Schools may also wish to consider how access to school counsellors and their partnerships with third sector organisations might assist them in addressing this aspect of young people's wellbeing needs in the coming months.

The [Refreshed Narrative for Curriculum for Excellence](#) is a practical tool that may be useful in supporting teachers' planning of learning during the Recovery Phase.

Breaktimes and Lunchtimes

Whilst schools may have made adjustments to school start and finish times in the interests of maintaining physical distancing, it is important that pupil and staff break-times and lunchtimes are at least preserved and possibly even lengthened to enable opportunity for young people and staff to reconnect with peers and colleagues, albeit with restrictions related to distancing, etc. in place; and to allow extra time to help manage physical distancing in relation to toilets, cafeteria, staff kitchen and water-cooler access. This is particularly important with the increased risk of transmission from the new strain of the virus.

Tackling Inequality, Promoting Equity

The EIS advises that in planning for all learning activities, teachers should also take account of any information that the school has been able to gather on the equity impact of school closure and lockdown, and the implications of this for learning activities, resources to be allocated and the organisation of any additional support to the pupils who have been most disadvantaged since the pandemic struck.

This priority is reflected in the Education Recovery Guidance in which schools and teachers are encouraged to recognise that:

'…children and young people from disadvantaged backgrounds may have faced multiple barriers to learning over the period of the school closures. Applying the principle of equity, consider how to provide additional and appropriate support where it is most needed in order to maximise engagement with learning and continue the work to close the poverty related attainment gap.'

Whole-school recovery planning and teachers' individual planning should feature provision for young people which takes account of the poverty-impact of COVID-19.

COVID-secure Classrooms

Layout and Seating for Teachers

Whilst highlighting the requirement of physical distancing of at least 1m, the Scottish Government guidance sets out its expectation that most schools will wish to retain the 2m physical distancing arrangements between adults and young people in Secondary, though it is recognised that this may be more difficult where young people have more complex additional support needs.

The EIS recommends that 2m physical distancing between teachers and pupils should be observed in all situations. This applies irrespective of whether an individual has been vaccinated. Vaccination does not change the need to continue to comply with all current COVID-19 mitigation measures.   This is particularly important in light of the increased transmissibility of the new strain of the COVID-19 virus. A 2m distance is advised between teachers and pupils at all times unless a risk assessment has identified other appropriate mitigations that can be safely applied in circumstances where 2m distancing is not possible.

With this in mind, teachers should have a designated space within the classroom, that is 2m apart from all pupils, from where they teach their classes. Pupils should be clearly instructed not to enter this space and other means of seeking the teacher's attention/ help identified. Young people who

have greater difficulty remembering/ following instructions will require repetition and possibly further visual reinforcement of this rule. Neither should teachers go into the space where pupils are seated or standing at learning stations. If teachers do need to step into the area where pupils are situated, it is essential that face coverings (or where identified in a risk assessment, PPE and other protective barrier measures) are worn.

This is in line with Scottish Government guidance which continues to provide that face coverings should be worn at all times in Secondary schools by staff and young people (including pupils in S1-S3) in classrooms, in communal areas and when moving around the school.

It may be helpful to tape out the teacher's zone(s) on the floor so that pupils can see the space marked out rather than be required to estimate 2m. A good pedagogical approach would be to talk with the young people about why this and the wearing of face coverings is necessary in the context of infection risk and the increased transmissibility of the new variant of the virus.

Teachers should maintain physical distancing from other adults in the classroom. In exceptional circumstances when physical distancing cannot be maintained, a risk assessment should be conducted to determine whether, and if so, what other appropriate mitigations, can be safely applied. Face coverings should form part of the mitigation measures and be worn in such circumstances.

Particular consideration should be given to the impact of wearing a face covering on young people with additional support needs. The EIS believes that transparent face coverings, where considered appropriate, should be supplied by the school or local authority to support learning and teaching and the health and wellbeing of young people.

There may also be situations in which staff with a disability, such as a hearing impairment, will require other adults, with whom they are working, to use transparent face coverings. The EIS would recommend that in these circumstances, appropriate adjustments are made and transparent face coverings are supplied to staff to support communication.

When children and young people are observing Ramadan, they should be

treated with sensitivity and discretion in relation to the wearing of face coverings. In addition to fasting, young people observing Ramadan during the school day will not drink liquids and so, may find the wearing of face coverings more challenging.

Schools should provide clear guidance for staff on how to put on, remove, store and dispose of face coverings to avoid inadvertently increasing the risk of transmission in the setting.

Layout and Seating for Learners

Prior to COVID-19, many classrooms were set up to enable collaboration among learners, with seating either in groups or pairs to encourage this. In the Secondary context, the Scottish Government advises that physical distancing between learners is encouraged. Guidance emphasises that where it cannot be adhered to, the additional mitigations, such as effective ventilation, must be strictly implemented.

Mitigations suggested for schools to consider include:

- Altering class sizes to intensify support for young people and create more space.
- Adjusting class space if required, and where possible, to maintain spacing between desks or between individual young people
- Seating young people side by side and facing forwards, rather than face to face
- Encouraging young people not to crowd together or touch their peers is recommended
- Avoiding situations that require young people to sit or stand in direct physical contact with others

Aside from the physical positioning of desks, chairs and learning stations in the classrooms, in the interests of creating a calm classroom environment and promoting positive behaviour, teachers should give consideration to where young people sit in relation to one another, and in relation to the designated teaching space/zone, within the classroom. Some young people

benefit from being seated close to/away from particular peers; others benefit from being closer to the teacher, particularly if they have visual or hearing impairment, or if they require regular reassurance from the teacher.

Given the need to ensure appropriate ventilation in classrooms, seating plans could, where appropriate, be designed to accommodate individual temperature preferences of young people and staff.

With evidence about the increased transmissibility of the new variant of the virus, the EIS is maintaining a close watching brief on emerging data and will be continuing to review the resulting pedagogical (as well as health and safety) implications. With this in mind, the advice that we provide relating to physical distancing and in relation to other mitigation measures may be subject to change as evidence emerges.

Equipment and Resources

School risk assessments will have determined the extent to which pupils will share resources and equipment, or have sets of resources for their sole use, and any mitigation measures required such as cleaning or enhanced hand hygiene regimes after use.

In some situations where resources require to be shared, pupils should be able to clean those that they have touched after use. Teachers should demonstrate from their teaching spaces/ zones, how this should be done.

With restrictions upon access to the wider classroom space, teachers will wish to encourage pupils to take responsibility for organising any resources that they will use- getting these out and putting them away after use. Such approaches are in common use in many schools and will be familiar to teachers and pupils alike.

Where young people need to move about within the classroom to access a shared resource, this should be organised to minimise congregation around the point of access to the shared resource, particularly in the Secondary context in light of the advice that distancing should be maintained here, where possible.

Given the need to prioritise health and safety, teachers should give extra-careful consideration to which equipment and resources will be used in their lessons, as they plan for learning. Only those which are essential for the lesson should be used for the time-being, and where disposable materials can be used, this should be considered.

Making Use of Technology

Some of the practical difficulties posed by physical distancing and hygiene requirements might be overcome through the use of technology, though it is understood that the extent to which schools can rely upon this will depend on both the availability of hardware and internet connectivity.

Where provision allows suitable ICT access for pupils, there are a range of digital platforms that might be useful and with which pupils and teachers have become increasingly familiar during periods of school closure – GLOW and Microsoft Teams are some of those that are being used by schools across Scotland in line with local authority and school protocols.

Where schools and teachers are using such options, this should be within existing protocols, and should take account of the fact that some young people have less experience of using digital platforms than others, many having been unable to participate in this type of learning experience during lockdown because of home circumstances. It should also be borne in mind that teachers have varying degrees of confidence in using this kind of technology and many are likely to require professional learning in this area.

Some schools/ teachers already encourage the use of smartphones by pupils within clear protocols, to aid learning. Such an approach might be helpful in enabling pupil research, peer collaboration and communication with the teacher through class WhatsApp groups and such like. Once again, where such approaches are being considered, thought should be given to equity and the need to ensure that all pupils have full access to the learning activities that are being planned. No child or young person should be unable to participate as a result of not having a smartphone or sufficient mobile

phone data. Where either of these is the case, sensitivity and an alternative approach that avoids stigma will be required either for the whole class or for individual young people who are at risk of missing out.

Further information about the use of technology in the context of remote learning during periods of school closure can be found below in the section below on **Blended and Remote Learning and Teaching.**

Interacting with Pupils

All interactions between pupils and teachers should be conducted with the appropriate guidance on health, safety, wellbeing and equity, and risk assessment mitigations, in mind. This should be the case in terms of how:

- pupils are welcomed into the classroom
- instructions, explanations and practical demonstrations are given
- additional support is provided
- learning is assessed
- discipline matters are handled.

Settling classes

The previous practice of many class teachers being at their classroom doors at the beginning of classes to welcome pupils in and to help settle them may need to be reconsidered in light of the requirement to physically distance. The school's arrangements for managing movement of pupils around the school should be the subject of ongoing review in terms of managing the risk of transmission of the virus. Changes may already have been made and arrangements may require to be further altered to ensure that physical distancing can be adhered to, particularly in light of the increased transmissibility of the new variant of the virus.

For example, in the Secondary context, in many circumstances, groups of young people within the BGE will remain together in the same groups within the same classroom or other teaching spaces, with teachers moving around the school. Where this is the case, consideration will require to be given to

how teaching resources will be safely transported and to how teaching zones, including teachers' desks, chairs, computers, etc. will be cleaned after each use.

At all times when adults and young people are moving around Secondary schools, in corridors, office and admin spaces, canteens (except when dining) and other confined communal areas, face coverings should be worn.

Whatever the arrangement, teachers should give consideration to how they will greet their pupils, in the interests of promoting positive relationships and behaviour at this time and throughout the Recovery Period as young people adjust to being in school in these circumstances and as many will be overcoming COVID-related trauma.

It might be that a quick, friendly check-in with each pupil would help here; or a ready wellbeing reckoner using hands-up or thumbs up/thumbs down so that young people get the chance to express how they're feeling. The use of erasable whiteboards for this and other purposes could be useful- each pupil supplied with their own, plus markers and wipes. Through means such as these teachers are able to gain quick insight into how pupils are feeling and who might require some extra encouragement or support in the course of the lesson.

Gesture, eye contact and where possible facial expression in addition to spoken words of encouragement, or digital messaging if classes are suitably equipped, will be key ways of providing this additional encouragement to individual pupils whilst maintaining physical distance. The role of learning assistants/ support assistants will be important here, also.

Giving instructions, explanations and demonstrations

For the period that teachers are restricted in their ability to move among pupils in their classes, traditional methods of giving instructions will continue to be essential:

- verbally giving instructions and repeating them patiently, whether for the whole class or for individuals until all pupils have understood and

followed them;

- writing instructions/ placing symbols on the board or other signposting area to reinforce instructions or make them accessible to pupils with hearing difficulties.

Teachers may also wish to encourage pupils to help their peers to follow the teachers' instructions.

The same advice applies to explanations of concepts and demonstration of skills. Teachers will be required often to deliver these from their designated teaching spaces/ zones. Where appropriate, the use of visual aids such as props, and images and diagrams projected onto screens might be helpful. Teachers could also consider using audio-video material to help deliver and reinforce explanations under these circumstances.

As far as possible, teachers should avoid reverting to traditional 'chalk and talk' methodology, encouraging active listening and participation among pupils and students through dynamic whole class group work.

Explanations and demonstrations can be peppered with questions as a means of keeping pupils engaged. Questions should be varied in type with higher order, open questions included and posed to pupils on a differentiated basis.

Pupils should also be encouraged to ask questions and could be asked to explain concepts in their own words either to the class or to those sitting close by them following the teacher's exposition. The use of erasable whiteboards and tablets could be helpful in enabling pupils to feed back to the teacher through visual and digital means as explanations and demonstrations are underway.

Use of voice

As far as possible, young people should be encouraged not to raise their voices when in the classroom or indoor space in order that the teacher or anyone else who is speaking to the class is audible without having to raise their voice. This is to minimise the number of airborne particles and droplets within the space. Using 'partner' or controlled 'classroom' voices will also help in creating and maintaining a calm atmosphere in the room.

Pace

As young people acclimatise to a different version of school life and new routines, it is likely that simple steps may take longer to be followed. Teachers should be comfortable with this and should not feel pressure to rush their pupils through activities. Learners should be given sufficient thinking time in which to formulate answers to oral questions or approaches to problem-solving. In the interests of wellbeing, in some cases, the usual pace of classroom activity will require to be slower.

Teachers should be confident in applying their judgement in relation to determining the pace of all classroom activities, taking account of current priorities around health, safety and wellbeing, and the needs of individual and groups of pupils within that context.

Practical Activities and Subjects

The Scottish Government guidance makes clear that practical 'hands on' learning activities, experiments and investigations may not be able to occur on the basis that they would normally and that teachers may have to adapt some aspects of their approach to these activities in the interests of safety.

Many such activities are likely to take longer, from planning to take account of any obstacles, setting up equipment, delivery and clearing up and cleaning equipment after use.

In the Secondary context where physical distancing is encouraged among pupils, consideration should be given to which practical activities are possible and to how these might be managed safely, particularly in the context of the new strain of the virus, while still enabling effective learning to occur.

- Science and Technology

  SSERC has produced [guidance] on carrying out practical work in Sciences and Technologies for Secondary level, including links to resources.

- Physical Education ('PE')

The updated Scottish Government Guidance provides that 'children and young people can now continue to engage in all drama, music, P.E. and dance activity in schools, indoors and outdoors. Safety mitigations should continue to apply in relevant settings where these activities are taking place (e.g. good ventilation, enhanced hygiene, etc.).'

In terms of sports days, whilst class events would be permitted subject to risk assessment and appropriate mitigation measures being adopted, the Scottish Government Guidance makes it clear that large group gatherings should be avoided. Whole school events would not therefore be permitted at this time. In line with SportScotland Advice, and where appropriate mitigations are in place, parents can now attend school premises to spectate at permitted outdoor sports events.

Education Scotland has produced updated guidance on safe practice in P.E. which outlines practical considerations which should be considered as part of the risk assessment process and provides some advice on aspects of implementation.

The guidance emphasises that 'the greater transmissibility of the current dominant variants of the virus means that ongoing vigilance is required to minimise the opportunities for spread'. It provides that 'in preventing aerosol transmission, physical distancing and ventilation remain important mitigation measures. For all physical education, particular attention should be paid to ensuring effective ventilation, good hygiene and sanitising of shared equipment'.

The guidance provides advice on the importance of maintaining physical distancing requirements between adults and between adults and pupils; the use of changing rooms; the wearing of face coverings by staff and by all young people; the use and cleaning of equipment; appropriate hygiene measures; greater emphasis on ventilation and the importance of reviewing procedures adopted. It highlights that specific consideration should be given to how the risk of transmission can be managed safely in changing rooms, with a key focus on enhanced cleaning of surfaces after use and ventilation.

Where physical distancing cannot be maintained between secondary aged

pupils, the EIS recommends that this is reflected in the risk assessment and provision is made to ensure that the other mitigations, such as ventilation and the use of outdoor learning, are strengthened.

Risk assessments should be kept under regular review and should also reflect and be adapted to respond to local issues, such as increases in cases of COVID-19 or local outbreaks.

If a teacher, having due regard to the guidance, is concerned about activities permitted or the mitigation measures which have been identified and has concerns about their safety or the safety of anyone else in the setting, they should raise this with the management team and seek advice and support from their EIS school representative or Local Association Secretary thereafter as necessary.

The guidance will remain under review by Education Scotland.

- Home Economics

Education Scotland has produced updated guidance on safe practice in relation to the delivery of Home Economics.

Central to the guidance are considerations around the health and safety of young people and school staff, with a risk-based approach being adopted.

The importance of adhering to physical distancing rules between adults, and between adults and young people, is emphasised. It also provides that face coverings should be worn by staff and all young people in Secondary schools at all times and that greater emphasis should be placed on ventilation.

Practical advice is provided in relation to the storage of pupils' outdoor coats, school bags and personal belongings; arrangements for the purchase, storage and handling of food items; and the need for enhanced hygiene measures for equipment and resources.

It recommends that consideration is given to the safe collection by young people of food which is being taken home at the end of the day, with a focus placed on minimising the movement of young people in

corridors as part of this process.

Where teacher demonstrations are necessary, the guidance suggests that this could be done from behind a Perspex screen or alternatively, through the use of technology, such as data projectors, digital cameras or visualisers.

Additional consideration should also be given to the planning of practical activities for young people who require additional support. Where there is a need for staff to be in close proximity to the young person to provide support, a risk assessment should be conducted, reviewed on a regular basis and appropriate risk mitigation measures put in place. Face coverings should be worn by staff and pupils in classrooms. However, measures may also extend to the use of PPE where deemed necessary. Enhanced hygiene arrangements before and after contact should also be adopted.

Education Scotland's Guidelines refer to the 'cost of food provision within schools'. The EIS is clear that no young person should be charged to have access to the curriculum at any time. This principle is even more pertinent during this period of Education Recovery when many families will be facing additional challenges from the financial impact of the pandemic. To ensure equity of provision, it is essential that no financial barriers are placed in the way of a young person's participation in this, or any other, area of the Curriculum.

- Expressive Arts

The updated Scottish Government [Guidance](#) provides that 'children and young people can now continue to engage in all drama, music, P.E. and dance activity in schools, indoors and outdoors. Safety mitigations should continue to apply in relevant settings where these activities are taking place (e.g. good ventilation, enhanced hygiene, etc.).'

(a) Music

In light of this revised guidance, it is essential that risk assessments are revisited and that agreement is reached around the safe delivery of Music and Instrumental Music Tuition in

schools.

Whilst the guidance permits a return, inter alia, to the teaching of voice, brass and wind instruments, **the EIS would emphasise the need for rigour in risk assessments in relation to these activities in particular.**

Careful consideration, through collegiate dialogue, should also be given in all cases, to the mode of delivery of vocal and instrumental music lessons. Where group activity is proposed, discussion should focus on the appropriate size of the group, the prevalence of the virus in the area in which the school is situated and the implementation of appropriate mitigation measures.

The importance of space and well-ventilated rooms when Music is being taught indoors continue to be paramount. As before, consideration may be given to the use of alternative spaces within the school, such as assembly halls, games halls or other general purpose areas, to ensure compliance with ventilation requirements. To reduce pupil movement around the school, instrumental timetables should also continue to be reviewed.

In considering these risk assessments, it will be important to ensure that appropriate arrangements are put in place in terms of cleaning between and after use of a room. It should be clear who will be responsible for cleaning and provision should be made to ensure that they have access to PPE in doing so.

In line with the general guidance for Secondary schools, all staff and pupils should wear a face covering.

Additional Guidance on Managing the Risks of Covid-19 has been produced by the EIS for Instrumental Music Teachers. Aspects of this guidance in relation to the cleaning of instruments, in particular, may be helpful when conducting risk assessments for the delivery of music education activities.

Risk assessments should be kept under regular review and should also reflect and be adapted to respond to local issues, such as local increases in cases of COVID-19 or local outbreaks.

If an IMT/Music Teacher, having due regard to the guidance, is concerned about the activities permitted or the mitigation measures which have been identified and has concerns about their safety or the safety of anyone else in the setting, they should raise this with the management team and seek advice and support from their EIS school representative or Local Association Secretary thereafter as necessary.

(b) Drama

In light of the updated Scottish Government guidance, it is essential that risk assessments are revisited and that agreement is reached around the safe delivery of Drama lessons in schools.

Particular consideration should be given to the use of well-ventilated rooms or outdoor spaces when planning Drama activities and time built in to ensure that appropriate cleaning and hygiene measures can be adopted. In line with the general guidance for Secondary schools, face coverings should be worn by staff and young people.

Technology and digital platforms, where appropriate, may facilitate the delivery of teaching and learning in Drama. Blended learning could also be used to encourage young people to undertake research-based tasks and preparatory work at home.

Risk assessments should be kept under regular review and should also reflect and be adapted to respond to local issues, such as local increases in cases of COVID-19 or local outbreaks.

If a teacher, having due regard to the guidance, is concerned about activities permitted or the mitigation measures which have been identified and has concerns about their safety or the safety of anyone else in the setting, they should raise this with the management team and seek advice and support from their EIS school representative or Local Association Secretary thereafter as necessary.

(c)   Dance

In light of the updated Scottish Government guidance, it is essential that risk assessments are revisited and that agreement is reached around the safe delivery of Dance lessons in schools.

Particular consideration should be given to the use of large well-ventilated spaces or outdoor areas when planning Dance activities and time built in to ensure that appropriate cleaning and hygiene measures can be adopted.

Specific consideration should be given to how the risk of transmission can be managed safely in changing rooms, with a key focus on enhanced cleaning of surfaces after use and ventilation.

In planning lessons, efforts should be made to ensure that learners are facing either the same direction or away from each other, to minimise the risk of transmission. We would also recommend that teacher demonstrations and explanations should be delivered from an assigned area to allow for physical distancing from pupils.

Where physical distancing cannot be maintained between secondary aged pupils, the EIS recommends that this is reflected in the risk assessment and provision is made to ensure that the other mitigations, such as ventilation and the use of outdoor learning, are strengthened.

Risk assessments should be kept under regular review and should reflect and be adapted to respond to local issues, such as local increases in cases of Covid-19 or local outbreaks.

If a teacher, having due regard to the guidance, is concerned about activities permitted or the mitigation measures which have been identified and has concerns about their safety or the safety of anyone else in the setting, they should raise this with the management team and seek advice and support from their EIS school representative or Local Association Secretary thereafter as necessary.

(d)   Art and Design

Education Scotland Guidance on 'Learning and Teaching in Art and Design and Photography' adopts a precautionary, risk based approach.

Health and safety considerations for children, young people and staff are paramount and are central to decisions around the resumption of activities in this area of the curriculum.

Risk assessments should be conducted to identify and assess the level of risk which the activity presents and to consider whether this can be managed safely with the implementation of appropriate risk mitigation measures.

Particular consideration should be given to the processes around the relevant activity and additional time allocated as part of the planning process to set-up and clean-up time.

The guidance outlines the importance of safety, stating:

> 'As an overriding principle, activities which involve contact with shared equipment should be kept to a minimum.'

Where equipment or resources are to be shared as part of an activity, they should be sanitised carefully before and between use by each pupil. The guidance makes it clear that:

> 'close attention must be paid to good hygiene, cleaning of surfaces and physical distancing between adults and between adults and children and young people.'

Where possible, and to minimise risk, consideration should be given to whether the activity can take place outdoors.

During lessons, young people should be encouraged to clean their own equipment. Instructions on how this should be done should form part of the teaching of classroom routines. Additional consideration should also be given to access to sinks and to controlling the

numbers of pupils present at the sinks at any one time. Where sinks are shared with other classes, access should be timetabled to avoid cross-contamination and sinks and taps cleaned before and between use.

In relation to photography equipment, the guidance states that this should be issued on an individual basis. It goes on to provide that where this is not possible, young people may use their own devices to capture images. However, careful consideration requires to be given to equity of access. No young person should be disadvantaged or prevented from undertaking a qualification in Photography, solely as a consequence of having no access to their own photography equipment.

The guidance provides a number of suggestions for the delivery of teaching in Art whilst maintaining physical distancing. It suggests the use of visualisers, the use of blended learning approaches where initial sketches and developmental work can be conducted at home and the use of online platforms. It also recommends a focus on the fundamentals of drawing, with opportunities for observational drawing or research projects to develop an understanding of aspects of art history.

The guidance highlights the importance of planning lessons which enable young people to maintain physical distancing from each other, where possible, to minimise risk.

Where physical distancing cannot be maintained between secondary aged pupils, provision should be made to ensure that the other mitigations, such as ventilation and the use of outdoor learning, are strengthened.

It highlights that additional consideration should also be given to the planning of art activities for children and young people requiring additional support for learning.

Peripatetic Staff

Although the updated Scottish Government Guidance does not explicitly refer to peripatetic staff, it does provide that 'supply staff and other visitors e.g. visiting teachers…can move between schools where necessary'.

Applying these principles, the EIS would, therefore, recommend that careful consideration is given to the use of peripatetic staff at this time. The question should be asked whether their attendance is 'necessary' at this time and whether the service that such staff provide could be delivered remotely.

If, after collegiate discussion, the attendance of peripatetic staff in school buildings is considered necessary, then 'movement should continue to be limited to those that are necessary to support children and young people or the running of the school'. We would also recommend that efforts should be made to consolidate their attendance in one location.

Where a peripatetic member of staff is attending more than one school, robust risk assessments should be jointly prepared between the schools involved, the staff member and the trade unions involved. Relevant risk mitigation measures should be implemented. Risk assessments should be reviewed regularly and **should also reflect and be adapted to respond to local issues, such as local increases in cases of COVID-19, local outbreaks. Schools and local authorities should, in partnership with local Public Health Teams, pay very close attention to any evidence suggesting the potential for emerging bridges of transmission between schools.**

Visiting Professionals

The Scottish Government Guidance is clear that 'supply staff and other visitors e.g. visiting teachers, psychologists, nurses, social workers, youth workers, outdoor learning specialists, HEI tutors and those providing therapeutic support, can move between schools where necessary'. It emphasises that 'movements should continue to be limited to those that are necessary to support children and young people or the running of the school'.

In these circumstances, collegiate dialogue and partnership working will assist in determining when attendance is 'necessary' and when support could otherwise be provided remotely.

Where attendance is considered 'necessary', then movement across locations should be minimised and a robust risk assessment undertaken (and reviewed on a continuous basis) to identify appropriate mitigation measures. Risk assessments should be jointly prepared between the school, the relevant partner service or visiting professional and the trade unions involved.

Outdoor Learning

In the interests of risk mitigation and wellbeing, schools may wish to consider the increased use of outdoor space, as advised by the Scottish Government guidance.

Suitable facilities may include school playgrounds, local greenspaces and/or community areas, where appropriate and within the parameters of current restrictions. Risk assessments should include any activity that will take place outdoors. Any of use outdoor spaces should involve coordination of activities to ensure there is sufficient space for all pupils at any one time.

On days when the weather allows, teachers may wish to take their classes outside to work on activities that would normally be done indoors but which could easily be transferred outside. Alternatively., lessons could be planned that use the outdoors as a stimulus and basis for the learning. Such learning activities may be less dependent on fine weather as long as young people- and teachers- have the necessary clothing.

For any outdoor learning that requires it, an appropriate cleaning regime should be introduced along with appropriate bins for disposal of any rubbish and hand washing stations/sanitiser to ensure hygiene. If outdoor equipment is being used, the Guidance makes clear that schools should ensure that multiple groups do not use it simultaneously, as well as

considering appropriate cleaning between groups of young people using it.

In planning for outdoor learning, consideration should be given to the needs of young people who may require additional support to ensure that they are not disadvantaged.

Education Scotland has [produced a summary of outdoor learning resources](#), relevant policies and related professional learning which may be helpful in planning activities.

[The Outdoor Learning Directory](#) also provides links to a variety of resources that can be filtered by subject area and curriculum level. Support and guidance on risk assessment can be found on the [Going Out There](#) [framework](#) .

The Scottish Advisory Panel for Outdoor Education ('SAPOE') has launched an online resource, 'Teaching Learning Outdoors'. The course is designed to support the development of teachers' knowledge, skills and confidence in taking learning outwith the classroom. The TLO course can be accessed [here](#) and more information is available on the SAPOE [website](#)

Teaching about Coronavirus

It is always important for learners to understand the context in which they live and learn.

Teachers should give consideration to the opportunities that there may be for young people to learn about the behaviour of the COVID-19 virus, transmission of the infection, and about the measures that are in place to reduce transmission, such as social distancing, cough and hand hygiene, and the wearing of face coverings and handling and disposing of them correctly.

Learning around these areas could feature in Science and Health and Wellbeing activities; parallels could be drawn with other global pandemics

and their impact in History; and the subject matter could be approached creatively through Writing, Music and Art activities.

Differentiation

As under normal circumstances, teachers should consider how learning activities will be tailored to be inclusive of all learners and differentiated accordingly by stimulus; or by the level of support given in terms of scaffolding of learning, additional instruction, peer support or learning support; or by outcome.

Providing Support in the Classroom

In the current conditions, teachers will require to consider how follow-up support to their whole-class/ whole-group explanations and demonstrations can be provided.

Teachers can, of course, repeat explanations verbally, as appropriate.

Where young people have access in school to digital hardware such as tablets and PCs, they could be directed to further audio-visual material for the purposes of revisiting or reinforcing concepts.

Where pupils have specific additional support needs, appropriate supports will require to be in place taking account of the child's individual needs and in accordance with the outcomes of all relevant risk assessments.

Where adults- either teachers or support staff- are unable to maintain physical distancing from pupils who require additional support with their learning, then face coverings should be worn at all times. Risk assessments should be conducted and reviewed regularly to identify whether any additional risk mitigation measures are needed.

Where young people with more complex additional support needs require

staff to be in close physical contact, for example in the provision of personal care, the wearing of PPE may be required.

Additional Support for Learning

Young people with identified additional support needs will require continued support with their learning. Arrangements for providing this should be carefully considered in light of public health measures, with risk assessments being updated as necessary and appropriate mitigations put in place to protect young people with additional needs and any adults who will be supporting them.

Where necessary, in seeking to prioritise need and the allocation of resources, including staffing, consideration should be given to the extent to which individual young people are impacted by school closure and lockdown and any associated gaps in their learning. Given the high correlation of poverty and incidence of additional support needs, the equity principle will be important here.

Where class teachers are working with learning/support assistants or ASN/SfL Teachers, consideration should be given to how they will physically distance from one another at all times and how physical distancing or other mitigations will be maintained to enable young people to receive the support that they need.

In some circumstances, the use of ICT may be of benefit to young people with additional support needs as an alternative or partial alternative to one-to-one support.

Peer Learning and Collaboration

Pupils will be less able to support their peers with their learning in the usual ways through paired and group work as result of physical distancing arrangements in the Secondary context. Messaging apps on tablets, PCs and smartphones where such use is permitted, could aid this process.

Assessment and Feedback

The usual close working between teachers and pupils where teachers sit with or stand beside pupils to coach them in their learning, assess their progress and provide feedback, cannot occur as it usually would at this time.

This requires to be considered in planning how assessment will be built into sequences of learning and alternative methods of assessment and providing feedback identified where physical distance cannot be maintained between teacher and pupil.

With this in mind, teachers should think about using verbal means where possible in order to gauge how learners are progressing- for example, asking for oral rather than written explanations from pupils, or by encouraging pupils to read out shorter pieces of their writing to the teacher, and verbal feedback as appropriate provided to the pupil rather than written feedback in jotters.

Where written work is essential, consideration could be given to this being produced and sent to the teacher digitally as occurred during the period of school closure and lockdown. This would require schools to be adequately equipped with digital hardware and internet connectivity.

Pupils could also submit jotter work for teachers to assess, following adoption of the appropriate risk mitigation measure identified for this purpose in the school risk assessment. Similarly, on returning jotters to pupils, the appropriate risk mitigation measure identified in the school risk assessment should also be adopted. Any contact with pupils' jotters or other hard-copy assessment evidence should be preceded and followed by thorough hand-washing.

Self and Peer Assessment

As per good formative assessment practice, learners should also be taught and supported to self-assess their work using the agreed success

criteria. Such an approach deepens learning by encouraging metacognition, gives learners greater ownership of their learning and promotes independence.

This could be done at key stages throughout the learning activity, with opportunities provided to tell/ show the teacher their progress using erasable whiteboards or other visual signal. Coloured card or paper could be used to traffic-light learner's progress through a learning activity as judged through self-assessment.

The same principles of formative assessment apply to peer learning. Where physical distancing guidance allows and where any necessary risk mitigation measures have been adopted, pupils can also be encouraged to look at one another's work and provide feedback either orally, in writing or using symbols, based on the success criteria for the activity. The use of technology could enable this in some circumstances; in others, pupils could read parts of their writing to peers and verbal feedback could be provided; in others, pupils might read the work without touching the page and provide verbal feedback.

This approach benefits both the peer assessor who learns more deeply in the process, and the learner whose work is being evaluated who will often find advice and explanations from peers very helpful in enhancing their understanding of ideas, concepts and skills development and application. The value of helping one another is also critical to promoting positive relationships and behaviour and to fostering a sense of community in the classroom and the wider school on the basis that education is a social, collective endeavour.

Responding to Interruption to Learning

Schools and teachers continue to monitor young people's progress with learning and the impact of any interruption caused by the pandemic. Literacy and Numeracy in addition to Health and Wellbeing, continue to be prioritised.

This, together with the principle of equity should be borne in mind when decisions are being made about how resources, including any additional resources such as staffing, are to be allocated and deployed.

Teachers may wish to make use of a range of learning resources prepared by Education Scotland- originally for the purposes of Blended Learning- to help address the impact of any interruption in learning caused by the pandemic. These resources could be used either in class or at home as appropriate. For the Secondary context, the Esgoil resource might also be useful in providing opportunities to reinforce learning on a subject-specific basis. Further information about these resources and additional resources produced by the EIS Education Department, including a webinar on blended and remote learning, can be found on our website.

Education Scotland have also compiled a list of helpful resources for remote or blended learning to support learners with complex additional support needs which can be accessed here.

The EIS is of the clear view that ACER's 'Scottish Formative Online Assessments' should not be used as the means to assess the impact of school closure on pupils at this time. Neither can SNSAs perform this function singularly. Where schools are considering the use of SNSAs for this purpose, this should be the subject of collegiate discussion in light of the wellbeing imperatives as laid out clearly within the current Scottish Government and Education Scotland guidance.

Promoting Positive Behaviour and Relationships, and Managing Discipline

Schools should have reviewed their policies in relation to promoting positive relationships and behaviour, and managing discipline in the context of aiming to make the school environment COVID-secure.

Practices which would have commonly occurred pre-COVID such as close one-to-one Behaviour Support coaching or the use of 'On Target' or 'Behaviour Cards' which pupils take home for daily parental checking and

signature, and regular signing by class teachers, PTs/DHTs/HTs, will require rethinking and other methods of supporting young people to achieve positive behaviour and good relationship with peers and staff, identified.

We would recommend that one-to-one interactions with pupils are conducted at a safe 2m distance. Consideration will require to be given to how and where class teachers, PTs/DHTs/ HTs and Pupil Support staff can manage this. Larger, less confined spaces such as corridors, empty classrooms, larger offices could be used.

In using techniques such as 'Behaviour Cards', teachers would still be able to discuss targets and progress with young people. It may be possible in some cases for young people to be instructed to fill in cards themselves having been directed by the teacher as to the content and under physically distanced supervision. Other possibilities might be the use of SEEMIS or other digital platform to track the behaviour of pupils who require additional support throughout the day, with a view to this being texted or emailed to parents daily. Phone calls by PTs/ Pupil Support/SMT would be another possibility.

Given the Scottish Government guidance that the number of interactions for young people per day should be kept to a minimum, and that play and socialisation are critical to recovery, and in light of the difficulties around travel as a result of the current public health restrictions, detention either during or after the school day should be very carefully considered and where alternative sanctions are possible, these should be considered.

GIRFEC, Guidance and Pastoral Care

The strong emphasis on wellbeing means that there is likely to be much GIRFEC-related activity in schools and with multi-agency teams.

All associated arrangements should be made with public health imperatives in mind, both regarding one-to-one meetings and

conversations with young people, and meetings with other professionals such as Educational Psychologists and Social Workers.

Physical distancing arrangements should be maintained between pupils and teachers who are providing them pastoral support and face coverings worn.

Where physical distancing cannot be comfortably maintained for larger meetings and in the interests of minimising the number of visitors to school buildings, virtual meetings should be considered.

Face coverings should be worn by parents and all visitors to school settings, at all times.

Homework and Out of School Learning

The key priorities of the Recovery Curriculum – wellbeing, equity, and health and safety, should be borne in mind in relation to decisions around homework- whether it should be given at all; and if it is to be given, what and how much.

Some questions to consider:

- Should homework be a priority at this time?
- How well will it benefit young people's wellbeing and learning at this time?
- Are families in a good position to support young people with homework at this time?
- How will young people from disadvantaged backgrounds be able to engage with the homework activities? Can they participate equally to their more affluent peers?
- How will resources be provided and collected in safely?
- How will feedback on homework be provided safely and meaningfully?
- Will the setting, collection and provision of feedback on homework

take up valuable class time?

- Are there activities which can be encouraged which require little resource and upon which class lessons are not dependent?

Teachers are advised to discuss such questions with their colleagues, ideally in arriving at a whole-school, collegiate decision about an approach to homework during the recovery period that sensibly and fully takes account of the current context and priorities.

Blended and Remote Learning and Teaching

In the context of the COVID-19 pandemic, schools are having to adapt to a variety of circumstances using a range of approaches to deliver learning and teaching. This will include situations in which young people and/or teachers may be self-isolating or shielding; where teachers with particular health vulnerabilities are working from home; or where schools require to move to a blended or remote learning model.

The EIS is clear that learning and teaching occur most effectively when teachers and pupils work together face to face in classrooms. This is acknowledged in Education Scotland's advice on remote learning which states that 'remote learning will not replicate face to face in school teaching – in style, approach or hours of delivery'.

Teachers may wish to provide access to online learning as an addition to classroom-based learning and teaching but only in exceptional circumstances should online modes of learning be considered as a substitute for face to face learning and teaching.

The Education Scotland advice is clear and the EIS agrees that 'Whilst remote learning is not a substitute for full time classroom-based learning and teaching, effective remote learning can mitigate some of the adverse impact of a reduction in face-to-face learning' in a variety of ways.

Maintaining Professional Boundaries

To accommodate these circumstances, teachers might be asked to deliver lessons from home, either pre-recorded or on a 'live' basis. Where

this is the arrangement, teachers may use their own computer devices and smartphones for online communication with pupils as part of the school's agreed approach to continuing education delivery and through agreed official channels only- i.e. work email addresses, GLOW or other local authority-endorsed digital platforms. It should also be understood that teachers are not compelled to use their own digital devices, should they not wish to do so. In these circumstances, the onus is on the local authority to provide any devices as necessary to support remote teaching.

Employers' policies, guidance and protocols relating to online learning should be shared with teachers and strictly adhered to; and the EIS Social Media Policy and the GTCS Professional Guidance on Electronic Communication and Social Media should be borne in mind.

Members are advised, however, to be mindful of safeguarding private personal details. Teachers should not share, or be asked to share, personal phone numbers, email addresses, or social media IDs with pupils or their parents.

Where it has been agreed that live-streaming of lessons will feature as one part of a school's approach to the delivery of remote learning, this should proceed only where secure platforms, such as GLOW, can be used and according to agreed protocols, including those in relation to the roles and responsibilities of parents in supporting their children with remote learning generally and specifically to access any live lessons.

Where lessons are being streamed or video recorded for sharing as saved digital files with pupils, teachers should take all appropriate measures to protect their personal privacy and safeguard their professionalism, for example, by ensuring neutral backgrounds and appropriate dress.

Teachers should not engage in any phone or video-calling with parents unless this has been arranged through the school in accordance with LNCT agreements, and with the knowledge and/or participation of the appropriate line manager and the consent of the teacher involved. In the event of a parent seeking to engage a teacher in discussion about their

child's learning in the course of planned online engagement with the child, they should be directed to the school office/website where all relevant contact details can be provided/should be clearly available.

Teachers should not feel pressure to respond to any parent/carer comments, requests or complaints made through online channels which have been set up for the purposes of maintaining learning at home amidst the current public health crisis.

Teachers should be aware that nothing that is shared online is private.

Any school which is delivering learning online must have protocols in place to protect staff and safeguard pupils. No teacher should be expected to carry out any online teaching with which they feel uncomfortable, or in the absence of agreed protocols. Such protocols should include measures for handling incidence of pupil behaviour which is disrespectful of others, including the teacher, or is disruptive of learning; and for responding to incidences of inappropriate parental intervention.

Teachers should not routinely be in phone contact with young people who are learning at home, for the purpose of checking progress with learning activities. To support the emotional wellbeing and learning needs of young people who are particularly vulnerable, a degree of regulated contact, maintained by staff who are experienced in pastoral care, and within clear protocols which safeguard both pupils and teachers, would be appropriate.

Where phone contact is judged necessary on the basis of an evaluation of pupil need and subsequent identification of pupils for whom wellbeing considerations are significant, this should be done by staff who are well experienced in making phone contact with home in relation to pastoral care matters.

In the Secondary setting, any phone calls to pupils deemed necessary should be made by the Depute Head who has responsibility for Pastoral care and/or Guidance/Pastoral Care Teachers. Main Grade teachers should not normally be involved in making such phone calls directly to

pupils and parents at home. If asked to do so by the school, this should be in accordance with agreed protocols.

Further information in relation to Maintaining Professional Boundaries, both online and during phone calls can be found in the EIS [Working at Home Advice](#) .

Teachers' Use of ICT

As far as possible where digital technology is being used to support learning and teaching at home, this should be familiar both to teachers and pupils. Teachers cannot be expected to be adept at using digital learning platforms without the requisite training, nor can they support such learning without access to the necessary devices.

Where schools/ local authorities use digital platforms for the delivery of teaching and learning, the associated learning should be made available. Where teachers are unable to access this learning, alternative activities should be agreed. These might include a different means of supporting contingency education delivery at this time; or carrying out manageable curriculum development work; or engaging in additional professional learning.

Where teachers have concerns about the use of particular software, for example, in relation to the capacity of companies to access and harvest personal data, these should be raised with the SMT with a view to alternative possibilities being explored.

The classroom environment for many has extended into a virtual space which can be accessed by multiple users. Whilst it may be appropriate in some circumstances for colleagues to work together on providing remote learning for pupils, the use of digital platforms for the purposes of quality assurance of learning and teaching in the context of any contingency arrangements, is not appropriate and should be resisted.

Whilst it is understood that senior managers have a responsibility to quality assure learning provision, this should be done on the basis of collegiate, professional dialogue with teachers. All staff should be

involved in collegiate discussion about what the school's remote learning offer will be and opportunities for professional dialogue among colleagues, including senior managers, should be created ongoingly throughout the period of remote learning and teaching. It is not acceptable for quality assurance processes to be in the form of observation of live virtual lessons.

Learning and Teaching in the Blended or Remote Context

The principles of Empowering Teachers and Teacher Agency should apply to remote working and digital learning contexts in all aspects of learning and teaching.

As would be expected when working in the normal environment of school, teachers should be involved in all decisions about the curriculum - in this case, the activities that children and young people will be offered while learning at home. What is provided by teachers should be by agreement following a collegiate, professional dialogue with the senior management of the school or line manager as appropriate. Collegiality rather than instruction and prescription is key.

As in the classroom context, teachers know the children that they teach well and are therefore best placed to decide upon the nature, volume and frequency of the learning activities provided.

An appropriate range of learning activities should be considered, particularly in light of the fact that many children and families still do not have sufficient access to digital devices or internet access. Education Scotland has advised that 'Remote learning can be delivered in a variety of ways. It may include reading, doing, creating and inventing, playing, problem solving, observing and investigating with some of the best learning examples not requiring technology at all, although in the current context, digital and online approaches will be commonly used.'

It should be borne in mind that in addition to the issues related to digital inequity, many children may struggle simply to have a quiet space to study / work.

Learning activities should suit the age range and capabilities of the children and expected outcomes should be flexible. A good strategy is to set learning activities that enable differentiation by outcome, that all pupils in a class, including those with additional support needs, can complete with some degree of success, with extra and more stretching activities for progression.

It can be beneficial to provide a list of possible activities that cover different areas of the curriculum/course and which allow learners to choose the activities that particularly interest them and with which their parents might be better placed to help.

Offering a variety of learning activities, covering a range of subject areas and involving different skills, is recommended. Creative activities involving music and dance, art, writing stories, songs and poetry, and making things are likely to motivate and be a welcome distraction for learners, particularly in the current worrying climate.

Work that can be done by pupils in bite-sized chunks is more likely to be completed than longer tasks. If there are projects, suggest how these could be broken down.

Learning activities should be centred on ground previously covered in class, and as far as possible which learners can make progress with independently. Overly complex tasks including those that seek to introduce new learning should be avoided in these circumstances, especially where young people have additional support needs.

Many parents are also trying to work from home, and some parents might struggle to assist with schoolwork for a number of reasons besides. Expectations of young people and their parents need to be realistic and fair, as would also be advised when in normal circumstances, approaches to homework are being considered.

Given that there has been a commitment made to continue to provide education on a contingency basis during any period of school closure, and given the inequalities that already exist arising from socio-economic factors, local authorities and schools should be live to this and continue to

take account of and address socio-economic disadvantage and digital inequality in terms of the remote learning that they offer.

Provision of feedback on pupils' learning at home should be concise, focused, bureaucracy-light and given through the agreed channels. Feedback should be given in line with good formative assessment practice with a view to ensuring that any feedback provided is meaningful for young people. With this in mind, teachers should also be free to use their professional judgement in determining the amount, nature and frequency of feedback that they give their pupils. It should also be borne in mind that good formative assessment practice involves a balance of teacher, self and peer assessment.

Workload in the Blended or Remote Context

Workload control measures are still operable in the context of working at home, whatever the reason teachers might be doing this. Management of teachers' working time should be within the parameters of the 35-hour working week, and collegiate discussion and agreement around the use of collegiate time in the current circumstances. A common-sense approach should prevail and should take account of the very challenging conditions in which all are working.

In accordance with the Scottish Government Guidance on Education Recovery, priorities should be centred around the wellbeing of teachers, as well as of children and young people, and be agreed on a collegiate basis. Teachers should be mindful of their own health and wellbeing and the need for an appropriate balance of priorities in this regard.

Adjustments to the balance of normal pupil-contact time are recommended for digital learning contexts - neither children nor teachers should be engaged for the duration of the normal pupil day in screen-based learning and teaching. This would be an excessive and unhealthy demand to place upon pupils, is pedagogically unsound and is not conducive to maintaining good health and wellbeing among teachers working in relatively restricted conditions at home and without the usual supports from colleagues and senior management being in place.

This view is shared by Education Scotland in their advice, referred to above, which states that 'Learners should not engage in online learning for the entirety of the school day. Learning may include activities such as research tasks, project work, practical opportunities, discussions and other activities that can be carried our away from a digital device'.

Teachers who are attending school for the provision of education to children and young people should not also be asked to provide online learning experiences for their own classes on days when they are rostered for this provision.

The main priority of teachers, as when working in school, should be learning and teaching. When working at home, time spent on work-related activities of a bureaucratic nature that contribute little or nothing to the quality of learning and teaching, should be minimal to zero.

If a teacher, when working at home, has a concern about workload, this should be raised with the management of the school setting in the first instance. If necessary, the EIS School Rep and/ or Local Association Secretary can assist in helping the setting to reach a collegiate and bureaucracy-light solution.

The EIS has developed a range of resources, including a webinar delivered in partnership with Education Scotland, to support members in the delivery of remote and blended teaching. Resources to assist teachers preparing online learning can be accessed here and on the Education Scotland website.

Resources to support members' health and wellbeing whilst working at home can also be accessed here.

Further EIS advice on Blended and Remote Learning and Teaching during the COVID-19 Pandemic can be accessed here, in addition to advice for members when Working at Home.

School/College Partnerships

As part of the school/college partnership, young people in the senior phase

may undertake some of their learning at college during the school week to develop practical, vocational and academic skills, subject to current restrictions.

Colleges can now include within the group of students attending in-person teaching, those senior phase school pupils who are studying at college and who **require** in-person delivery for the 2021/22 academic year. The guidance highlights that careful consideration should continue to be given 'to ensure the safety and wellbeing of students and staff, taking into account local circumstances'.

The updated Scottish Government [Guidance in relation to colleges](#) will apply to senior phase learners when they are attending college. All public health measures identified in that guidance must be strictly observed, including in circumstances where school pupils are being taught separately from the wider college population.

Prior to any arrangements being put in place, bespoke risk assessments must be conducted. Schools and colleges should work together to consider whether remote or blended learning arrangements can, in the first instance, be put in place for school pupils, to limit the time necessary for them to be on a college campus. In making this assessment, a collegiate approach should be adopted and the views of the college lecturers, as well as relevant school staff, taken into account.

As part of the school/college partnership, college lecturers can also be invited into schools to deliver lessons to school pupils, provided lessons are delivered with a GTCS registered teacher present.

In the context of the pandemic, any such arrangements should be reviewed to determine whether they align with the advice contained in the Scottish Government guidance, 'Coronavirus (COVID-19): Reducing the Risks in Schools' and current restrictions in place.

Paragraph 76 of the guidance states that

> 'Supply staff and other visitors, e.g. visiting teachers, psychologists, nurses, social workers, youth workers, outdoor

learning specialists, HEI tutors and those providing therapeutic support, can move between schools where necessary. Movements should continue to be limited to those that are necessary to support children and young people or the running of the school'.

Paragraph 181 acknowledges that:

'it may be helpful for pupils to continue their learning remotely for those course elements where this is possible'.

Consideration should, therefore, be given to whether the delivery of these lessons by college lecturers in schools is 'necessary to support children and young people' and whether alternative methods of delivery could be adopted. In making this assessment, a collegiate approach should be adopted and the views of the college lecturers, as well as relevant school staff, taken into account. For example, the use of technology may be helpful in the provision of online lessons.

Where it is felt that the attendance of the college lecturer in school is necessary, then a bespoke risk assessment should be conducted to determine whether the risk can be managed safely and if so, to identify the appropriate mitigation measures which should be put in place. The risk assessment, and any review of the risk assessment, should be conducted in consultation with the teachers and lecturers involved, with trade union support as necessary and take full account of the current public health restrictions in place.

In addition to any bespoke risk mitigation measures identified through the risk assessment process, arrangements should be made to ensure that the requisite physical distancing provisions between the teacher, lecturer and any other adults in the classroom, and between the adults and young people, can be applied.

Face coverings should be worn by all visitors to school premises.

Risk assessments in relation to all aspects of school/college partnerships should be kept under regular review and should also reflect and be adapted to respond to local issues, such as local

increases in cases of COVID-19 or local outbreaks. Schools and local authorities should, in partnership with the colleges involved and local public health teams, pay very close attention to any evidence suggesting the potential for emerging bridges of transmission between school and the FE setting.

Reporting to Parents/Carers

Parental involvement and engagement play a crucial role in a young person's education. There is a strong body of evidence that active and supportive parental involvement in schools is crucial in delivering the best opportunities for all pupils and is one way of seeking to address the poverty related attainment gap. In the context of the Recovery Curriculum, parental engagement continues to play an important role and is likely to have a pivotal impact on the successful re-engagement of the child or young person with education.

However, to facilitate this engagement and ensure that a collaborative approach is adopted, sufficient time and resources must be allocated to this activity, to avoid any further negative impact on the workload of teachers who, over the course of this academic session, are already working beyond capacity.

Important health and safety considerations should also be factored into any decisions about how best to communicate with parents on a young person's progress.

In considering arrangements to be adopted for reporting to parents, it is advised that collegiate discussion involving all teaching staff should take place to consider and reach an agreement on how best to proceed locally. Approaches adopted should reflect a joint commitment to reduce bureaucracy and teachers' workload.

(a) Parental Consultation

Agreed arrangements relating to parental consultation should align with the advice contained in the Scottish Government 'Coronavirus (COVID-19): guidance on reducing the risks in schools'.

Paragraph 78 of the guidance states that:

> 'Where it is considered beneficial, parents/carers may also attend school premises for *individual* parental visits related to the wellbeing, progress and behaviour of children. All such visits should be risk assessed and agreed in advance by schools as being necessary and a proportionate measure'. (emphasis added)

The guidance is clear that these should be **individual, one-off meetings** which **the school considers necessary** to support the wellbeing, progress or behaviour of the pupil involved **and** attendance in person is a **proportionate** response to progress the issue under consideration.

In the context of the current public health restrictions, the EIS is clear that face-to-face parental consultations, arranged on a class, year or whole school basis, do not meet this criterion and they should not, therefore, be taking place in schools at this time. Alternative means of communicating and reporting to parents could be adopted.

The use of technology could be considered with virtual meetings taking place or where appropriate, phone calls home. Where, after collegiate discussion, it has been agreed to report to parents using online or phone communication, the arrangements should be made through the school and with the knowledge and/or participation of the appropriate line manager and should be accounted for within the School's Working Time Agreement and with consideration of 'Time and Place' working arrangements.

In determining the arrangements for any such remote consultation with parents, consideration should be given to the digital exclusion that many parents/ carers experience as a result of low income. Access to devices, internet and personal data, together with fuel poverty, may inhibit or prevent some parents' participation in online

consultations. In instances where families are in poverty, including digital poverty, consideration would be given as to how parents can be involved in consultation activities. For example, pre-charged devices and data could be provided or phone calls set up as an alternative to online video calls.

In the current context, schools should consider innovative and creative ways to report on the progress of children and young people. This might be planned across a longer period of time, rather than a traditional written report sent home on a specific date.

If the time taken to report on the progress of children and young people is increased as a result of newly agreed arrangements, this should be factored into the Working Time Agreement and sufficient time allocated to avoid additional strain on weekly working time within the parameters of the 35-hour week.

(b) Report Writing

Regarding interim reports, given the significant workload pressures which teachers are currently experiencing, and in the context of the empowered schools agenda, it is advised that collegiate discussion involving all teaching staff who would normally be involved in writing such reports, takes place to consider and come to an agreement on how best to proceed.

The following points may be helpful in informing such discussions.

Purpose/rationale of report writing

As a starting point for discussion, it is worth exploring the rationale for writing interim reports. Are written reports necessary? Is there a legitimate purpose in seeking to write and distribute such reports while multiple other priorities, arising from the consequences of the pandemic, are being addressed?

Where schools have provided alternative opportunities for teachers to consult with parents/carers, consideration should be given to whether there would be any additional benefit to issuing written interim reports. It may be that interim reports written would cover much of the same ground.

When there are many other priorities being addressed by teachers currently, such as seeking to address the health and wellbeing needs of pupils on their return to school, it could be difficult to justify diverting significant swathes of teacher time to report writing if little new ground will be covered.

Where there has not been recent reporting activity, it might be agreed that there is a stronger case for writing such reports.

Where it is agreed that writing interim reports will serve good purpose at this time, discussion and agreement should take place regarding the revised format and level of detail that can, in the circumstances, be included, such that the reports are meaningful for parents and learners. The interim report should not seek to cover all of the elements of the usual interim report and could be written providing an holistic view of the child's progress, with a focus on Health and Wellbeing which is central to the Recovery Curriculum.

Any decision reached in relation to the provision and format of such reports should take account of and be balanced against other current working time priorities.

Practical Considerations: managing collaboration among job-share and part-time teachers

Where classes and associated reporting responsibilities are shared between/among teachers, there could be significant challenges at present in enabling the requisite professional collaboration on report-writing.

Where it is agreed that interim reports are to be written for pupils,

consideration should be given to how collaboration will be facilitated safely.

Practical Considerations: access to technology

In addition to time, such collaboration in the current circumstances demands availability and reliability of the requisite technology, internet access and software. Not all teachers have this, with some having to share these resources.

This is a barrier which would need to be overcome by the school/local authority to enable the safe completion of electronic reports by their teaching staff.

Practical Considerations: distribution of reports

Should there be an agreement that interim reports are to be written, consideration should also be given to how they will be distributed to parents in light of the risk of infection being carried by paper. How will this be overcome and how will any electronic solution take account of the fact that not all parents will be able to access emailed reports?

Working Time

Given the very challenging contexts in which teachers are working currently, there is likely to be additional strain on weekly working time within the parameters of the 35-hour week. Clearly, if report writing is to be prioritised, it may not be possible for teachers to undertake other activities.

Should any member believe that unrealistic or unsafe arrangements are being put in place around parental reporting (both in relation to parental consultations and report writing), they should raise the matter in the first instance with the School Rep and/or the Local Association Secretary as appropriate.

Assemblies

The Scottish Government advice is that large group gatherings, including assemblies, should not take place at this time.

Where schools wish to focus on particular themes on a whole-school basis or with key ages and stages, this should be done on a class by class basis. In the interests of minimising unnecessary movement around the school, any themed activity that might have featured in an assembly should take place within the classrooms that class groups would otherwise be in at that time.

Extra-curricular Activities

Risk assessments and consideration of the priority principles of equity, wellbeing and focus on Literacy and Numeracy, should occur in deciding whether to resume or set up lunchtime or after-school activities for pupils.

Where such extra-curricular activities have been resumed or established, schools should consider the need for additional or out of hours cleaning when determining the scheduling of these activities.

School Trips

The Scottish Government has published updated advice on [School and Youth Work Visits and Trips.](#)

- **Non-residential Trips**

  Day visits (which go beyond a local excursion and do not include an overnight stay) **can take place.** Appropriate risk assessments should be conducted, taking full account of the COVID protocols applying at the destination. All identified risk mitigation measures should also be in place and travel arrangements should comply with the advice given in the Scottish Government's Coronavirus (COVID-19): guidance on reducing the risks in schools.

- **Residential Visits**

The Guidance makes it clear that residential educational visits (which include at least one overnight stay) can take place, without any restrictions on overnight room/tent occupancy or on the expedition group size.

The EIS would recommend that through collegiate dialogue, careful consideration should be given to whether a residential trip is necessary at this time or whether the educational objective can be fulfilled by some other means.

Where it is agreed that the residential element of the excursion is key to teaching and learning, then robust risk assessments must be conducted between the school and the residential visit provider to ensure that all relevant mitigation measures are in place to keep young people and staff safe.

The guidance highlights the following conditions which must be adhered to for all residential visits:

> ➢ robust risk assessments have been conducted and approved in advance of the visit by the outdoor education provider to ensure that the appropriate mitigation measures are in place;
> ➢ groups should have clear arrangements in place for isolation and arrangements to transport pupils home, if necessary;
> ➢ travel arrangements comply with the advice given in the Scottish Government's Coronavirus (COVID-19): guidance on reducing the risks in schools;
> ➢ the relevant school COVID-19 protocols are maintained during the expedition;
> ➢ face coverings should continue to be worn indoors by young people from secondary schools;
> ➢ face coverings should be worn indoors by young people from secondary schools;
> ➢ Physical distancing of at least 1 metre should be maintained between adults and between adults and young people;
> ➢ interaction with others outside the expedition group should be avoided to reduce the potential of transmission of the virus; and

> ➢ where possible, young people should not use toilet and washing facilities at the same time as those outside their room/tent group.

The guidance also recommends that staff and Secondary pupils taking part in an overnight visit are asked to undertake a Lateral Flow Device ('LFD') test two days before the visit begins.

The age and stage of the young people involved, including any additional support needs, should also be considered and factored into the assessment of risk. Careful consideration should be given to whether the conditions outlined above for residential outdoor expeditions and for residential visits to outdoor education centres can be met and whether the mitigation measures identified are sufficient to keep young people and staff safe in such circumstances.

- **Cross border visits within the UK**

  The Scottish Government 'Coronavirus (COVID-19): [school and youth work visits and trips](#) guidance sets out the considerations which should be taken into account if schools are planning to conduct cross border day or residential visits within the UK.

  It provides that they should:

- consult the latest COVID-19 travel and schools' guidance for both Scotland and the destination to ascertain if the visit is permissible at that time;
- conduct additional risk assessments to consider factors such as COVID prevalence and possible variants of concern at the proposed destination;
- ensure that risk assessments identify all mitigation measures, required under the guidance in place in Scotland and at the destination, and that these measures have been implemented; and
- through the risk assessment process, determine whether it is safe to visit the destination of choice.

  The EIS would recommend that collegiate discussion and the outcomes from the risk assessment process should inform decisions taken about cross border visits. If a teacher is concerned about the decision taken or the safety of anyone involved in the proposed visit, they should raise this with the school

management team and seek advice and support from their EIS school representative or Local Association Secretary.

International educational visits

From 10 November 2021, international school visits and trips can take place. However, the Scottish Government guidance makes it clear that schools 'should consider carefully whether such trips would be appropriate in light of their local circumstances and wider guidance on international travel'. As part of this consideration, schools should reflect on the fact that the travel list is subject to change and countries may be moved onto the red list at any time, and potentially during a visit.

A risk assessment should be completed to determine whether an international visit or trip is safe and appropriate. The following factors should be taken into account:

- local authority guidance and procedures in relation to school trips and visits;
- the health and other risks associated with current international travel, including any public health advice for the destination country;
- the potential benefits to the health, wellbeing and learning of the children and young people which may be offered by the trip and whether those could be achieved through other means (such as travel to a UK destination);
- the possible impact on learning, wellbeing, education continuity and staffing capacity, should staff or pupils be required to isolate on their return;
- specific testing and isolation requirements, both in the UK and for any destination country;
- whether or not adequate insurance is in place, including financial protection for possible cancellation or other costs;
- the age and number of children and young people and staff involved in the trip, and the impact of this on the associated transmission risks;
- any additional transmission risks associated with specific activities during the trip;
- contingency arrangements in the event that a country is moved to the red list or international travel guidance is altered during the trip;

- isolation and repatriation arrangements to cover situations in which a child, young person or member of staff contracts COVID-19 during the international trip, as well as any associated child protection or safeguarding implications which may arise if multiple staff are required to isolate.

In all cases, participants on the trip should continue to follow the restrictions applicable in the wider schools' guidance, including guidance on LFD tests. Participants should also comply with any additional testing requirements specified in the international travel guidance.

With the emergence of new variants of concern internationally, the EIS would urge caution before international school trips and visits are recommenced. Through collegiate dialogue, careful consideration should be given to whether a residential trip is necessary at this time or whether the educational objective can be fulfilled by some other means. The outcomes from a rigorous risk assessment process, taking full account of the issues highlighted above, should also inform the decision taken. If a teacher is concerned about the decision taken or the safety of anyone involved in the proposed visit, they should raise this with the school management team and seek advice and support from their EIS school representative or Local Association Secretary.

Arrangements for In-service Activity

In-service activities
In-service activities are an important part of teachers' work as they can support professional development and collegiate working. It is important that in-service activity continues to take place during the pandemic, with priorities for such activity agreed locally.

Current Scottish Government Guidance on Working from Home
With infection levels still high in spite of the roll-out of the vaccination programme, the Scottish Government encourages home-working, where possible. This view has also been expressed publicly by Professor Jason Leitch, National Clinical Director. Current Scottish Government Guidance states[1]:

"*For now, we ask that businesses still support employees to work from home, where possible and in consultation with employees.*"

Working in communal spaces

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[1] https://www.gov.scot/publications/coronavirus-covid-19-general-guidance-for-safer-workplaces/pages/working-arrangements/

Schools have several workspaces where teachers meet during the pupil day or on in-service days which are defined as communal spaces under the Scottish Government Guidelines.

Communal workplaces including schools and other education and childcare settings have a physical distancing minimum requirement of 1m, between adults and between adults and pupils, with 2m recommended. There is also a requirement for adults to wear a face-mask in communal areas (in Secondary, also in classrooms when teaching pupils).

Scottish Government Guidance[2] also states:

"All staff rooms, canteens, bases and offices should be reconfigured to ensure the physical distancing rule is able to be maintained. Where there is not sufficient space to support distancing, for example in staff rooms, offices or work areas, risk assessments should be carried out, and consideration should be given to measures such as limiting the number of adults in any one space at any one time, staggering staff breaks, creating additional staff work or welfare areas, use of rotas to manage access to spaces, and the use of face coverings etc.

Learning from outbreaks across a range of sectors suggests that lapses in adherence to physical distancing can occur when staff take breaks from work and mix with colleagues outside or in staff rooms and other social areas. Staff should be reminded that the requirement to physically distance applies at all times, including during breaks and before and after sessions."

Local negotiation on in-service day arrangements
During in-service days, as the pupils are not at school, the EIS believes that Local Authorities and schools should engage with teachers' unions to agree on appropriate in-service activities and arrangements that take account of health and safety requirements and of agreed priorities for recovery.

It is the EIS position that during in-service days the default should be home-working for teachers with virtual meetings where practicalities require it.

Where agreed specific tasks require in-person attendance in school, these should be arranged with appropriate risk assessments having been carried out and thereafter appropriate safety protocols in place. Teachers' in-person attendance under these circumstances, in the interests of limiting transmission of infection, should only be required for the duration of time necessary to carry out the task, with teachers working from home during any remaining time before or after the agreed school-based activity.

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[2] https://www.gov.scot/publications/coronavirus-covid-19-early-learning-and-childcare-services/pages/physical-distancing-between-adults/

Action for Representatives

The EIS advises representatives to engage with their school/Local Authority to reach agreement in relation to such in-service arrangements in the current context of the pandemic and continuing risk of infection.