Snow Closure St Margaret's Academy and Armadale Academy Cluster Schools

Rationale

All Cluster schools were able to respond well to the challenges presented by the recent snow closures days. In most schools there was effective communication to staff regarding work tasks which were to be undertaken at home. Headteachers undertook risk assessments and provided plans which allowed schools to open safely . Staff acknowledge that they were kept well informed by the Authority and their headteachers..

Communications

All schools were able to communicate well with staff, parents and carers. Staff and parents were kept well informed by the local authority and schools.

Headteachers communicated in the following manner:
To staff
- By email to relay the information regarding school work tasks and West Lothian closure information. Staff were directed to the Council's Website, Forth Radio and also Twitter/Facebook.
- By phone where staff could not access work email
- Use of BLOGS to communicate with staff, pupils and parents. Instructions posted on GLOW were copied onto the BLOG
- Headteachers monitor the school staff GLOW activity
- Special staff meetings before closure to outline to staff the expectations of the headteacher in the event of closure

Headteacher communications to WLC Senior Management Team
- By email and phone regarding any issues including Risk Assessment
- EO copied into most general communications

Headteacher communication with other groups
- Regular contact with the Chairperson of Parent Council
- School Chaplain informed. In St Paul's Primary school the local church provided additional snow free parking.
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Tasks undertaken :
Headteachers and SMT

- Hard copies of appropriate support materials have been prepared for pupils who do not have internet access or computers at home.

- Completed Risk Assessments prior to reopening on Monday 6th. I established access difficulties and drafted a contingency plans. Risk Assessment was distributed to staff and discussed. Implementation of Assessment Pro-forma: added to Forward Plan.

- Bulletins including BLOGS

- Departmental discussion/meetings via email
- Whole school CPD – Preparation of Materials for Reading by Staff (Restorative Approaches, Rights Respecting Schools, Learning Rounds)

- Letters to Parents/Carers

- Telephonic Communication with D.H.T. – management issues

- Planning extra-curricular events

- Forward Plans feedback to staff

- Letters to Parents/Carers

- Development of Critical Incident Analysis recording pro-forma Update to Forward Plan- Pupil Evaluations

- **Handbook and policy updates.**

By Staff

- Updated Assessment folders (primary)/Learner's Journeys (Nursery)
- Daily planning/Planning diary – amended and updated for Nursery and Primary
- Planning Evaluations for Oct-Dec 2010 term completed
- Forward Planning/Backdrop Planning begun and internet research for topics Jan-Easter 2011
- Created new topic resources for Jan-Easter 2010 topics in light of amended overviews
- Completion and assessment of new "Marking Tool Code" linked to new CfE formats. Staff then completed further work differentiating for their own stages and areas of development.
- General provision i.e. early literacy
- Backdrop planning updated in light of new Outcomes and Experiences begun
- Further directed reading and research (from HT) to staff based on themes of International Education, Global Citizenship, Rights Respecting Schools.
- Further research and review of BTC5 and its impact on class teaching.
- Review of Formative Assessment Tool-kit being trialled in school and amendments for next term and to inform collegiate discussion
- Breaking down 'I can…' statements for literacy and Numeracy for each level
- Creation of Units for new CfE courses
- Creation of S1 CfE assessments materials
- Lesson Planning
- Developing possible S2 options courses for CfE.
- Creation of materials for NQ courses
- Reading of CfE documentation
- CPD activities from the Teachers' TV website
- Marking homework
- Production of prelims
- Marking prelims
- Producing revision materials for S4/5/6
- Use made of SQA and Learning and Teaching sites for 16plus
- Marking test papers/NABs

- ASD Outreach Team, typed up all recent classroom observations and preparation of reports for Caseload Management meeting due on 20.12.10 and future SORG updates. Updated information on the ASD Multi-Agency Database Updated all pupil files. Evaluated IEP targets and disseminated these to mainstream colleagues. Re-scheduled visits disrupted by snow closures.

- Professional dialogue on GLOW Staffroom re: Resetting passwords

- All pupils in P2-7 passwords reset on GLOW

- Regrouping spellers- creating and designing new approach to spelling including loads of 'interactive' activities to try and address identified issues with Spelling in particular classes

GLOW

Teaching staff in some schools developed and provided learning materials for pupils :

- Headteachers were able to monitor GLOW activity
- Staff posted work, assignments and 'Snow' activities for their pupils on their GLOW pages. Blogs were used to support Glow.
- GLOW activities contained a range of diverse, related and appropriate tasks and project work
- Pupils posted replies on to the school's / WLC GLOW pages. It is intended that these ideas will be followed-up in classes
- Teachers own GLOW pages have been further updated and populated since returning to school
- Professional dialogue on GLOW Staffroom re: Resetting passwords WL Glow Snow group- reading and uploading work to site

Community Work:
- A few staff responded to the volunteer plea by the council
- A few PSW staff members volunteered at their own children's school one/two days
- Many staff supported neighbours in various ways

Items for further consideration

- Further develop GLOW to provide learning materials for all year group.
- The development of a school BLOG to provide updates to pupils, staff and parents. BLOG can be successfully used to direct all to GLOW materials
- Staff to provide the headteacher a mobile phone number to enable contact
- Some staff were unable to access GLOW because of connection problems, others had difficulty through their Broadband Server/Provider. Others were able to access.
- It should be noted that not all school pupils have access to home computers.