

Full Reopening Action Plan – July 2020

Based on DFE Guidance on the full reopening (see links below):

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures?utm_source=7%20July%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm_source=7%20July%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

Key aspect	Key advice / recommendations	Actions	Key Personnel	Timeline
Section 1 – Public Health advice to minimise risks	<p>Essential measures MUST include:</p> <ul style="list-style-type: none"> a requirement that people who are ill stay at home robust hand and respiratory hygiene enhanced cleaning arrangements active engagement with NHS Test and Trace formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> grouping children together avoiding contact between groups arranging classrooms with forward facing desks staff maintaining distance from pupils and other staff as much as possible <p>System of controls – This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.</p> <p>Prevention:</p> <ol style="list-style-type: none"> minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school clean hands thoroughly more often than usual ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach minimise contact between individuals and maintain social distancing wherever possible where necessary, wear appropriate personal protective equipment (PPE) <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p> <p>Response to any infection</p> <ol style="list-style-type: none"> engage with the NHS Test and Trace process manage confirmed cases of coronavirus (COVID-19) amongst the school community contain any outbreak by following local health protection team advice <p>Numbers 7 to 9 must be followed in every case where they are relevant</p> <ul style="list-style-type: none"> The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals. 	<p>Review and update health and safety risk assessments, including EYFS and caretaker plans in line with the statutory measures.</p> <p>Draw up plans for the autumn term that address the risks identified using the system of controls set out by the DFE – prevention and response to any infection – access guidance from LA.</p> <p>Review and update H&S wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19) – access to LA guidance and support on this</p> <p>Clear and effective communication with staff, parents and governors linked to DFE guidance and expectations.</p> <p>Review and share the following:</p> <ul style="list-style-type: none"> Classroom / playground signage Routines and procedures Distancing measures in classrooms Room layout and furniture Provision for lunchtimes – catering / staffing / access to Hall Use of facilities – sinks / toilets / additional washing bowls Cleaning schedules Staggered start and finish times / break times/ lunchtimes <p>Access to office – continue with appointments only / recording of visitors for track and trace process – agree GDPR Privacy notice as necessary</p> <p>Maintain class sized bubbles and limit movement around school – continue with use of playground zones</p>	<p>SI / HR</p> <p>SI / HR</p> <p>SI / HR / Jeremy Ward</p> <p>SI / HR</p> <p>SI / HR / all staff</p> <p>RL / JC</p> <p>All staff</p>	<p>July 2020</p> <p>July 2020</p> <p>By Sept 2020</p> <p>July / Aug (as required) and by start of Sept 2020</p> <p>By start of Sept 2020</p> <p>Ongoing</p> <p>By start of Sept 2020</p>

	<ul style="list-style-type: none"> It is likely that for younger children the emphasis will be on separating groups, and for older children it will be on distancing. For children old enough, they should also be supported to maintain distance and not touch staff where possible. <p>How to group children</p> <ul style="list-style-type: none"> Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups. Schools with the capability to do it should take steps to limit interaction, sharing of rooms and social spaces between groups as much as possible. When using larger groups the other measures from the system of controls become even more important, to minimise transmission risks and to minimise the numbers of pupils and staff who may need to self-isolate. We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. <p>Measures within the classroom</p> <ul style="list-style-type: none"> Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal. Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day. <p>Measures for arriving at and leaving school</p> <ul style="list-style-type: none"> Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing / staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed <p>Other considerations</p> <ul style="list-style-type: none"> Some pupils with SEND (whether with education, health and care plans or on SEN support) will need specific help and preparation for the changes to routine that this will involve, so teachers and special educational needs coordinators should plan to meet these needs, for example using social stories. Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. 	<p>Focused teaching on new procedures linked to control measures and hygiene</p> <p>Review timetables</p> <p>Review classroom organisation.</p> <p>Break / lunch rotas to be updated</p> <p>Review use of shared spaces and increased cleaning</p> <p>Review start / finish times and impact on school day - drop off / collection procedures - communication with parents</p> <p>Access to office - as above re: appointments only</p> <p>Preparation of letters with photographs for children and social stories as required</p>	<p>SI / HR</p> <p>All staff</p> <p>SI/ HR</p> <p>SI / HR</p> <p>SI / HR</p> <p>All staff</p>	<p>By start of Sept 2020 for all actions</p>
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	<ul style="list-style-type: none"> Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors (track and trace) <p>Equipment and resources</p> <ul style="list-style-type: none"> For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. Outdoor playground equipment should be more frequently cleaned. This would also apply to resources used inside and outside by wraparound care providers. It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats, books, stationery and mobile phones. Bags are allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources <p>Where necessary, wear appropriate personal protective equipment (PPE) - see specific guidance re: illness and intimate care</p>	<p>Appointments to be made and control measures for any visitors to be put in place - also track and trace procedures</p> <p>Request for Year 1 to Year 6 pupils to bring own equipment - collate list of requirements and write to parents</p> <p>Guidelines for cleaning shared resources to be agreed with staff</p> <p>Agree limited essential items needed in school and communicate with parents</p> <p>Ensure cleaning / hand sanitisation equipment is sufficient and regularly audited</p> <p>Regular checks on quantity of equipment</p>	<p>RL / JC</p> <p>SI / HR</p> <p>SI / HR</p> <p>SI / HR</p> <p>JC / RL</p> <p>JC / RL</p>	
<p>Section 2: School operations</p>	<p>Transport</p> <ul style="list-style-type: none"> Schools should encourage parents, staff and pupils to walk or cycle to school if at all possible Schools may want to consider using 'walking buses' (a supervised group of children being walked to, or from, school), or working with their local authority to promote safe cycling routes. The government has announced a £2 billion package to promote cycling and walking, including to support pop-up bicycle lanes and widened pavements. For some families, driving children to school will also be an option. <p>Attendance</p> <ul style="list-style-type: none"> Attendance expectations In March when the coronavirus (COVID-19) outbreak was increasing, we made clear no parent would be penalised or sanctioned for their child's non-attendance at school. Now the circumstances have changed and it is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct 	<p>Travel to school initiatives</p> <p>Access to home schooling if self- isolating - agree procedures and what this will look like and its impact on the curriculum - bearing in mind staff workload</p> <p>Communicate attendance expectations with parents</p> <p>Review attendance recording systems in light of updated codes / guidance</p> <p>Liaise with EWO as required</p>	<p>SI / HR</p> <p>SI / HR</p> <p>RL / JC</p> <p>SI / HR</p>	<p>By start of Sept 2020 for all actions</p>

<p><u>Pupils who are shielding or self-isolating</u></p> <ul style="list-style-type: none"> • a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) • shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. • Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below). <p><u>Pupils and families who are anxious about return to school</u></p> <ul style="list-style-type: none"> • If parents of pupils with significant risk factors are concerned, we recommend schools discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. • Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). <p><u>School workforce</u></p> <ul style="list-style-type: none"> • Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. • It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate <p><u>Staff who are clinically vulnerable or extremely clinically vulnerable</u></p> <ul style="list-style-type: none"> • Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall. • All employers have a duty of care to their employees, and this extends to their mental health. Schools already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about returning to school. • The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available. <p><u>Deploying support staff and accommodating visiting specialists</u></p> <ul style="list-style-type: none"> • Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school • Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions to work with pupils in different classes or year groups. <p><u>Expectation and deployment of ITT trainees</u></p> <ul style="list-style-type: none"> • We strongly encourage schools to consider hosting ITT trainees. Demand for teacher training is high this year and, while it is understandable that schools will have prioritised other activity, there is a risk that insufficient training places will be available. • ITT trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host ITT trainees, and discuss with relevant ITT providers how this can be done flexibly and innovatively to help meet both school and trainee needs. • Deployment decisions will need to take into account the skills and capacity of the trainees in question 	<p>Communicate with families and monitor in line with guidance</p> <p>Provide support for families as required</p> <p>Support from HR and OHU as required</p> <p>Return to work assessments in line with HR guidance and support as required Access to emotional wellbeing support as required</p> <p>Access to external agency support ongoing - in line with prevention controls if entering school</p> <p>HR to establish agreed timetable for the year and liaise with ITT Providers Update induction procedures for ITT trainees in line with statutory guidance</p>	<p>SI / HR</p> <p>SI / HR</p> <p>SI / HR / LISA LISTER (HR)</p> <p>SI / HR / LISA LISTER (HR)</p> <p>SI / HR / office staff</p> <p>SI / HR</p>	
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<p>Staff taking leave</p> <ul style="list-style-type: none"> • Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK. • As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term. • There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-19), such as the potential for reinstatement of lockdown measures in the place they are visiting. <p>Other support</p> <ul style="list-style-type: none"> • Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. • Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in Part 3 of Keeping children safe in education. • Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. • Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible. <p>Safeguarding</p> <ul style="list-style-type: none"> • Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, keeping children safe in education and should refer to the coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance. • Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. • Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school. <p>Catering</p> <ul style="list-style-type: none"> • We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals. <p>Educational visits</p> <ul style="list-style-type: none"> • We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. • In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. • Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. • As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely <p>School uniform</p> <ul style="list-style-type: none"> • It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. 	<p>Communicate expectations with all staff Advise staff to engage with track and trace process when out of school</p> <p>Update induction procedures for all volunteers in line with statutory measures - meetings with all volunteers prior to starting back in school Check SCR</p> <p>Update policy in line with KCSIE Sept 2020 and COVID measures</p> <p>Follow up and monitor and new concerns - access to BCSP support Access support from school nurse as required</p> <p>Liaise with catering and communicate with parents</p> <p>Review impact on Robinwood - reschedule accordingly</p> <p>Extend outdoor learning opportunities</p> <p>Communicate with parents</p>	<p>SI / HR</p> <p>SI / HR / RL</p> <p>SI / HR</p> <p>SI / RL</p> <p>HR / RL</p> <p>All staff</p> <p>SI / HR</p>	
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<p>Section 3: Curriculum, behaviour and pastoral support</p>	<ul style="list-style-type: none"> The key principles that underpin our advice on curriculum planning are: <ul style="list-style-type: none"> education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021: <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</p> <p>Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later.</p> <p>In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</p> <p>Aim to return to the school's normal curriculum in all subjects by summer term 2021</p> <p>Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</p> <p>Plan on the basis of the educational needs of pupils</p> <p>Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</p> <p>Develop remote education so that it is integrated into school curriculum planning</p> <p>Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</p> <p>Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances.</p> <p>Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.</p> <p>Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</p>	<p>Staff meetings / INSET to review approaches to the curriculum</p> <p>Agree expectations and non-negotiables for teaching of:</p> <ul style="list-style-type: none"> Reading Writing Maths Times tables / number facts Handwriting Phonics (review teaching approaches due to restrictions of staffing) Spellings PSHE / WELLBEING / OXSPRING MINDS <p>Agree topic themes which build on the core skills and provide access to broad and balanced curriculum - clear and consistent long / medium term plans which identify priority areas in each class / year group</p> <p>Agree whole school STEM / DT weeks</p> <p>Subject leader planning to continue in light of adaptations and changes to curriculum</p> <p>Agree systems for early identification of gaps</p> <p>Agree interventions / support - use of DfE funding when known - clear plan for monitoring progress and reviewing impact - access to EEF resources and case studies</p> <p>Agree systems for remote learning as required</p> <p>Review long term plans for all subjects and update accordingly</p> <p>Implement new Jigsaw PSHE scheme to support teaching of the new RHE curriculum - staff training on this</p>	<p>Subject leaders / all staff</p> <p>EW / SI</p>	<p>By start of Sept 2020 for all actions</p>

<p>Specific points for early years foundation stage (EYFS) to key stage 3:</p> <ul style="list-style-type: none"> ➤ For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. ➤ For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning. ➤ For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. ➤ The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE. <p>Physical activity in schools</p> <ul style="list-style-type: none"> ➤ Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. ➤ Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities ➤ Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures. ➤ Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. <p>Pupil wellbeing and support</p> <ul style="list-style-type: none"> ➤ Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. ➤ It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school ➤ Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> ➤ support the rebuilding of friendships and social engagement ➤ address and equip pupils to respond to issues linked to coronavirus (COVID-19) ➤ support pupils with approaches to improving their physical and mental wellbeing ➤ Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school - school nurses as leaders of the healthy child programme can offer a range of support including: <ul style="list-style-type: none"> • support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support for pupils with additional and complex health needs • supporting vulnerable children and keeping children safe <p>Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery.</p> <p>Behaviour expectations</p> <ul style="list-style-type: none"> • Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Further details are available at Behaviour and discipline in schools. 	<p>Gap analysis as soon as possible in September</p> <p>Use of outdoor space for EYFS - update and access funding / PTA support</p> <p>Raise profile of all gap areas - promote supporting materials for home - reading links crucial across all areas</p> <p>Review approaches to PE / sports with Lee - new plans for socially distanced sports</p> <p>Review cleaning of equipment</p> <p>Daily mile / fitness breaks / cosmic yoga / go noodle priority areas</p> <p>Link to Jigsaw scheme</p> <p>Establish new plans for Oxspring Minds - create wellbeing calendar</p> <p>Access appropriate support via school nurse</p> <p>Access DFE and other recommended resources</p> <p>Update behaviour policy in light of full return - communicate with staff, children and parents</p>		
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	<ul style="list-style-type: none"> Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system. It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life. 	Review expectations, systems and routines - communicate these with all stakeholders		
Section 4: Assessment and accountability	<p>Inspection For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils. These will be collaborative discussions, taking into account the curriculum and remote education expectations set out in this document, and will not result in a judgement. A brief letter will be published following the visit. The insights that inspectors gather will also be aggregated nationally to share learning with the sector, the government and the wider public. In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.</p> <p>For independent schools, Ofsted/the Independent Schools Inspectorate (ISI) standard inspections also remain suspended. During the autumn term, Ofsted/ISI will undertake non-routine inspections, as commissioned by the Department for Education, where appropriate. For example, this may be a pre-registration inspection or an inspection to follow up on significant safeguarding concerns. These inspections will have a judgement, as usual, and result in the production of a report.</p> <p>It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review.</p> <p>Primary assessment We recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that we know the impact of coronavirus (COVID-19) on this cohort of pupils nationally, and can give support to schools that need it the most.</p> <p>We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> the phonics screening check key stage 1 tests and teacher assessment the Year 4 multiplication tables check key stage 2 tests and teacher assessment statutory trialling <p>The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021.</p>	<p>Liaise with LA re: recovery plans - will inform next term's risk assessments</p> <p>Plans for working towards these areas guided by statutory expectations and gap analyses</p>		By start of Sept 2020 for all actions
Section 5: Contingency planning for outbreaks	<p>Process in the event of local outbreaks If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.</p> <p>Contingency plans for outbreaks</p>	<p>Update risk assessments and communicate with all stakeholders</p> <p>Follow all DFE and Public Health guidance - inform LA accordingly</p>	SI / HR	By start of Sept 2020 for all actions

<p>For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on remote education support).</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</p> <p>Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p> <p>Remote education support</p> <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.</p> <p>This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers <p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.</p> <p>We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p> <p>The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.</p>	<p>Review and agree remote education systems required</p>		
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