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Glaphorn CE Primary School and Polebrook CE Primary School

DFE Guidance for full opening of schools: Published 2 July 2020

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

Booklet completed 9th July 2020

School: Glaphorn CE Primary School and Polebrook CE Primary School

Head teacher: Lou Coulthard

This guidance is in 5 sections. The first section sets out the actions school leaders should take to minimise the risk of transmission in their school. This is public health advice, endorsed by Public Health England (PHE). The rest of the guidance is focused on how the Department for Education (DfE) expects schools to operate in this new context. This includes:

- school operations
- curriculum, behaviour and pastoral support
- assessment and accountability
- contingency planning to provide continuity of education in the case of a local outbreak

The measures set out in this guidance provide a framework for school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. In welcoming all children back this autumn, schools will be asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission. If schools follow the guidance set out here, they can be confident they are managing risk effectively.

The system of controls provides a set of principles and if schools follow this advice, they will effectively minimise risks. **All elements of the system of controls are essential. All schools must cover them all, but the way different schools implement some of the requirements will differ based on their individual circumstances. Where something is essential for public health reasons, as advised by PHE, we have said 'must'. Where there is a legal requirement we have made that clear.**

There cannot be a 'one-size-fits-all' approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice, they will effectively minimise risks.

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

What is our school going to do? Planned key actions

Risk assessment

Schools **must comply with health and safety law**, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and **draw up plans for the autumn term that address the risks identified using the system of controls set out below.**

For more information on what is required of school employers in relation to health and safety risk assessments, see [annex A](#).

RLT Template Risk Assessment

School employers should have active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

RLT Booklet completed. Date: Friday 10th July 2020
RLT Risk assessment completed. Date: Friday 10th July 2020

The system of controls: protective measures

Prevention:

- 1) 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
 - 2) clean hands thoroughly more often than usual
 - 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
 - 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
 - 5) minimise contact between individuals and maintain social distancing wherever possible
 - 6) where necessary, wear appropriate personal protective equipment (PPE)
- Numbers 1 to 4 must be in place in all schools, all the time.
 Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.
 Number 6 applies in specific circumstances.
- Response to any infection**
- 7) engage with the NHS Test and Trace process
 - 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
 - 9) contain any outbreak by following local health protection team advice
- Numbers 7 to 9 must be followed in every case where they are relevant.

| Guidance/Recommendation | What is our school going to do? Planned key actions |
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| <p>Prevention</p> <p>1. 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</p> | <p>Prevention</p> <p>Our school will ensure that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days. We will ensure anyone developing those symptoms during the school day is sent home.</p> <p>If anyone in our school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow: https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/how-long-to-self-isolate/ The updated guidance says 'If you have symptoms or have tested positive for coronavirus, you'll usually need to self-isolate for at least 10 days. You'll usually need to self-isolate for 14 days if:</p> <ul style="list-style-type: none"> • someone you live with has symptoms or tested positive • someone in your support bubble has symptoms or tested positive • you've been told by NHS Test and Trace that you've been in contact with someone who has coronavirus' <p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, they will move to an area which is at least 2 metres away from other people.</p> <p>If a child needs to go to the bathroom while waiting to be collected, they will use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs).</p> <p>As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test & Trace.</p> <p>Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact</p> |

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| | <p>with someone who is unwell. The area around the person with symptoms must be cleaned with normal household disinfectant after they have left to reduce the risk of passing the infection on to other people.</p> <p>Public Health England is clear that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).</p> |
| <p>2. Clean hands thoroughly more often than usual</p> <p>Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and running water or hand sanitiser. Schools must ensure that pupils clean their hands regularly, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Regular and thorough hand cleaning is going to be needed for the foreseeable future.</p> <p>Points to consider and implement:</p> <ul style="list-style-type: none"> • whether the school has enough hand washing or hand sanitiser ‘stations’ available so that all pupils and staff can clean their hands regularly • supervision of hand sanitiser use given risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative • building these routines into school culture, supported by behaviour expectations and helping ensure younger children and those with complex needs understand the need to follow them | <p>Handwashing will continue regularly throughout the day and at a minimum:</p> <ul style="list-style-type: none"> • On arrival • After morning break • Before and after lunch • After afternoon break <p>Children will revisit hygiene routines with class teachers during the first days of the autumn term. SEN children and younger children will be supervised during handwashing. Hand sanitiser will also be available throughout the day.</p> |
| <p>3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach</p> <p>The ‘catch it, bin it, kill it’ approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine. As with hand cleaning, schools must ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates. Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant.</p> <p>This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.</p> | <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review.</p> <p>Children will revisit hygiene routines with class teachers during the first days of the autumn term, including ‘catch it bin it kill it’</p> <p>Risk assessments for those with complex needs are in place.</p> |
| <p>4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p> <p>A cleaning schedule that ensures cleaning is generally enhanced and includes:</p> <ul style="list-style-type: none"> - more frequent cleaning of rooms / shared areas that are used by different groups - frequently touched surfaces being cleaned more often than normal - different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils | <p>Enhanced cleaning will continue, including lunch time cleaning in bubbles and emptying the bins. Each bubble has been allocated their own toilets and this will continue.</p> |

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| <p>must be encouraged to clean their hands thoroughly after using the toilet</p> | |
| <p>5. Minimise contact between individuals and maintain social distancing wherever possible</p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. 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> <p>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> <p>How to group children</p> <p>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. They have been used in schools in the summer term in recognition that children, and especially the youngest children, cannot socially distance from staff or from each other and this provides an additional protective measure. Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.</p> <p>However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, and toilets, and the provision of specialist teaching.</p> <p>At primary schools may be able to create bubbles the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19).</p> <p>Whatever the size of the group, they should be kept apart from other groups where possible. 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. 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> <p>Both the approaches of separating groups and maintaining distance are not 'all-or-nothing' options, and will still bring benefits even if implemented partially. Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport.</p> <p>Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p> <p>All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise this is not likely to be possible with</p> | <p>Groupings:</p> <p>Children will be in bubbles of up to 30. This means a whole class can operate as a separate bubble to the rest of the school. Each bubble has an allocated set of toilets and a 'zone' of the school that they can access, and this will continue in September.</p> <p>All adults will maintain distance from each other and the children. All adults will sanitise hands on arrival and when moving between bubbles.</p> |

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| <p>younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</p> | |
| <p>Measures within the classroom</p> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. 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. Staff should avoid close face to face contact and minimise time spent within 1 metre of anyone. However, this may 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.</p> <p>For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.</p> | <p>Class sized groups.</p> <p>We will make small adaptations to the classroom to support distancing where possible. This will 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.</p> <p>All adults will maintain distance wherever possible. Risk assessments are in place for SEN/ EHCP children, where provision can only be delivered in close proximity some of the time. Staff and parents have signed and agreed provision arrangements in these cases.</p> |
| <p>Measures elsewhere</p> <p>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)</p> <p>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> | <p>Groups will be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p> <p>Singing: Will take place in bubbles only, with children facing forward. Collective worship will take place in class. There will be a timetable for different teachers delivering collective worship on teams for the school to access. Clergy assemblies will continue to be pre-recorded or live streamed.</p> <p>Break and Lunch times: Will be staggered. Lunch time supervisors will be timetabled to allow teaching staff to take proper breaks in the staff room. Lunch will be eaten in classrooms and will be cold/ packed lunch only.</p> <p>Use of staff room or other shared spaces: A maximum of 4 members of staff will be timetables to use the staff room at any time, and will be expected to wipe surfaces down after use.</p> |
| <p>Measures for arriving at and leaving school</p> <p>Schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.</p> <p>Staggered start and finish times should not reduce the amount of overall teaching time. Keeping the length of the day the same but starting and finishing slightly later to avoid rush hour.</p> <p>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> <p>Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them.</p> <p>Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils),</p> | <p>Staggered start and finish times without reducing the amount of actual teaching time: Staggered start and finish times will continue as current arrangements: 8.45am, 9am and 3pm, 3.15pm. This means teaching time is not affected.</p> <p>Communication to parents: Key information will be sent to parents on Thursday 8th July, allowing a week for any queries to be raised.</p> <p>Removal of face coverings: Currently, no families are wearing face coverings on the school site. However, pupils will be instructed to place them in a bag (removing them from the ear straps only) and wash their hands once removed.</p> <p>Handwashing on arrival:</p> |

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| <p>dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.</p> | <p>Children will continue to wash their hands in the designated toilets on arrival as per current arrangements</p> |
| <p>Other considerations</p> <p>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.</p> <p>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.</p> | <p>Individual and very frequently used equipment, such as pencils and pens and classroom resources:</p> <p>Staff and pupils will have their own items that are not shared.</p> <p>Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces.</p> <p>Resources that are shared between classes or bubbles, such as sports, art and science equipment will 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.</p> <p>Outdoor playground equipment will be more frequently cleaned. This applies to resources used inside and outside by wraparound care providers.</p> <p>Pupils and 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 bags.</p> <p>Teachers can take books and other shared resources home, although unnecessary sharing will be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation will apply to these resources.</p> <p>SEND Pupils: Social stories and individualised support will be planned as necessary for SEN pupils. All EHCP children bar one have been attending school regularly during term 5</p> <p>Distancing and visitors:</p> <p>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> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND can provide interventions as usual.</p> <p>Adults will maintain distancing from each other and the children. Music and French teachers will visit the school to deliver lessons. Music teacher will maintain 2m in most cases, or 3m for woodwind tuition in the hall. Equipment and surfaces will be wiped down after use. There will be no more than three children in a group.</p> <p>French teacher will maintain distance from children.</p> <p>Ed Psych and other SEN outside agencies can visit the schools as necessary.</p> <p>All other adults will not enter the building, including parents, except in exceptional circumstances.</p> <p>All visitors will maintain distance, and sanitise hands on arrival and between classrooms.</p> |
| <p>6. Where necessary, wear appropriate personal protective equipment (PPE)</p> | <p>The majority of staff in our school will not require PPE beyond what they would normally need for their work.</p> <p>PPE is only needed in a very small number of cases, including:</p> |

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| | <ul style="list-style-type: none"> - where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained - where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used |
| <p>Response to any infection</p> <p>7. Engage with the NHS Test and Trace process</p> <p>Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team.</p> <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> | <p>We will ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> - book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit - provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test & Trace - self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Our school will be provided with a small number of home testing kits that can be given directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested. Advice will be provided alongside these kits.</p> <p>We will ask parents and staff to inform our school immediately of the results of a test:</p> <ul style="list-style-type: none"> - if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu, in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. - if someone tests positive, they should follow the 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. |
| <p>8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>Close contact means:</p> <ul style="list-style-type: none"> - direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual - travelling in a small vehicle, like a car, with an infected person | <p>We will take swift action when we become aware that someone who has attended our school has tested positive for coronavirus (COVID-19). We will contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.</p> <p>The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.</p> <p>The health protection team will work with our school to guide them us the actions we need to take. Based on the advice from the health protection team, we must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious.</p> |

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| | <p>The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups. This will be hosted on INTEGRIS.</p> <p>This will be a proportionate recording process. We do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.</p> <p>A template letter will be provided to our school, on the advice of the health protection team, to send to parents and staff if needed. We will not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.</p> <p>Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’.</p> <p>They should get a test, and:</p> <ul style="list-style-type: none"> - if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. - if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following ‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’ <p>We will not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> |
| <p>9. Contain any outbreak by following local health protection team advice</p> | <p>If we have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and we will continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If we are implementing controls from this list, addressing the risks we have identified and therefore reducing transmission risks, whole school closure based on cases within our school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p> <p>In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p> |
| <p>Governor Questions: Section 1 Public Health Advice</p> | |

Section 2: School operations

Transport

Social distancing has significantly reduced available transport capacity. This guidance sets out a new framework for supporting transport to and from schools from the autumn term.

Dedicated school transport, including statutory provision

Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a 'one metre plus' approach where this is not possible, **will not apply from the autumn term on dedicated transport**. The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out above and with the approach being adopted for your school. It is important to consider:

- how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
- use of hand sanitiser upon boarding and/or disembarking
- additional cleaning of vehicles
- organised queuing and boarding where possible
- distancing within vehicles wherever possible
- the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet

We will work with the LA and other partners - considering staggered start times to enable more journeys to take place outside of peak hours.

We will encourage parents, staff and pupils to walk or cycle to school if at all possible. We will also consider using 'walking buses' (a supervised group of children being walked to, or from, school).

At Glaphorn and Polebrook, the school taxi/ bus will operate as a 'small consistent group' Children will wash hands on arrival as per the remainder of the school.

Attendance

School attendance is mandatory again from the beginning of the autumn term. Attendance is recorded on Integris. This means the usual rules on school attendance will apply, including:

- 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

Pupils who are shielding or self-isolating

The vast majority of pupils will be able to return to school. However, 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 paused 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.

- if rates of the disease rise in our local area, children (or family members) from this area, and this area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below).
- some pupils no longer required to shield but who generally remain under the care of a specialist health professional will need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment).

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we will immediately offer them access to remote education. We will monitor engagement with this activity (as set out in the section below).

Where children do not attend school as parents are following clinical and/or public health advice, absence will not be penalised.

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| <p>Pupils and families who are anxious about return to school</p> <p>All other pupils must attend school. Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p> | <p>If parents of pupils with significant risk factors are concerned, we will discuss their concerns and provide reassurance of the measures we are putting in place to reduce the risk in school. We will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies.</p> |
| <p>Action for all schools and local authorities</p> <p>We are asking schools to work with families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development.</p> <p>We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.</p> | <p>We will</p> <ul style="list-style-type: none"> - communicate clear and consistent expectations around school attendance to our families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year - identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This will include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic - use the additional catch-up funding schools, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance - work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance. |
| <p>School workforce</p> <p>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.</p> <p>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> <p>People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> | <p>Staff who are clinically vulnerable or extremely clinically vulnerable.</p> <p>Due the measures put in place by our school, we expect 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.</p> <p>Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing.</p> <p>Advice for those who are extremely clinically vulnerable can be found in the guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19.</p> <p>School leaders are flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <p>Staff who are pregnant</p> <p>As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.</p> <p>Staff who may otherwise be at increased risk from coronavirus (COVID-19)</p> <p>Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the COVID-19: review of disparities in risks and outcomes report. The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. If people with significant risk factors are concerned, we will discuss their concerns and explain the measures the school is putting in place to reduce risks. We will try as far as practically possible to accommodate additional measures where appropriate.</p> |

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| | <p>People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace</p> |
| <p>Supporting staff</p> <p>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> <p>The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> | <p>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Leaders will explain to all staff the measures they are proposing putting in place and involve all staff in that process.</p> <p>Regular discussions continue to take place, between HT and Key stage/teams/ individuals, to ensure all concerns and queries are addresses and the staff team feel confident and happy with the arrangements. These processes are regularly reviewed as a team.</p> <p>Information regarding mental health and wellbeing support and services has been shared.</p> |
| <p>Staff deployment</p> | <p>We may need to alter the way in which we deploy our staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. We will discuss and agree any changes to staff roles with individuals.</p> |
| <p>Deploying support staff and accommodating visiting specialists</p> <p>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 to work with pupils in different classes or year groups.</p> | <p>Where support staff capacity is available, we will consider using this to support catch-up provision or targeted interventions.</p> <p>Teaching assistants may also be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher (under the Education (Specified Work) (England)).</p> <p>Any redeployments should will not be at the expense of supporting pupils with SEND.</p> <p>Staff/pupil ratios are will always be met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.</p> <p>We have re deployed a TA who is a qualified teacher to deliver the equivalent of 1 day intervention at each school using the 'catch up' funding.</p> |
| <p>Recruitment</p> | <p>Recruitment processes will continue as usual.</p> |
| <p>Supply teachers and other temporary or peripatetic teachers</p> <p>Schools can continue to engage supply teachers and other supply staff during this period</p> | <p>Supply staff and other temporary workers can move between schools, but we will consider how to minimise the number of visitors to the school where possible.</p> <p>Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</p> <p>The guidance for supply teachers also applies to other temporary staff working in in our school such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs.</p> <p>Glaphorn and Polebrook are not running after school sports clubs etc during term 1, as these groups would not be consistent with the bubbles.</p> <p>Visitors such as French and music teachers and SEN services with keep distance from children and adults, and sanitise hands on arrival and between classes and wipe down equipment after use. A Code of Conduct addendum to the visitors information is in place.</p> |
| <p>Expectation and deployment of ITT trainees</p> | <p>Deployment decisions will take into account the skills and capacity of the trainees in question.</p> <p>Trainees could:</p> |

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| | <ul style="list-style-type: none"> - take responsibility, with the usual mentor oversight, for small groups of pupils across or within years, adapting resources for such groups, creating online learning materials, re-planning sequences of lessons or delivering catch-up lessons - be engaged in wider professional activity, for instance tackling pupil, family and school needs by learning about, identifying and addressing challenges such as vulnerability, mental health problems or safeguarding issues - develop or engage in working groups to share best practice around resilience, commitment and team-working - work in pairs or groups to co-plan, co-teach and co-assess lessons with their mentors or other trainees. Paired and group placements, where these are possible, benefit trainees, mentors and teaching staff, promoting a greater sense of team collaboration, ongoing professional learning and reductions in workload <p>This is not intended to be an exhaustive list.</p> |
| <p>Staff taking leave</p> <p>We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all pupils to return from the start of the autumn term. 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.</p> <p>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.</p> | <p>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> <p>Where it is not possible to avoid a member of staff having to quarantine during term time, we will consider if it is possible to temporarily amend working arrangements to enable them to work from home.</p> <p>All staff will be available to work from Sep 1st</p> |
| <p>Other support</p> <p>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</p> | <p>Mixing of volunteers across groups will be kept to a minimum, and they will remain 2 metres from pupils and staff wherever possible.</p> <p>This applies to French and music teachers and SEN external agencies</p> <p>Other adults will not be allowed to enter the building except in exceptional circumstances</p> |
| <p>Safeguarding</p> <p>Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils.</p> <p>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.</p> <p>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.</p> <p>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> | <p>New Safeguarding policy in place by September 2020. New Staff Code of Conduct in place .</p> <p>Safeguarding arrangements will continue as currently. The school is working closely with the school nurse regarding any concerns.</p> |

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| <p>Catering</p> <p>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. School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).</p> | <p>The children will continue to eat lunch in classrooms, as it is not feasible to clean down the hall after each bubble. Cold lunches will be available to order as currently, or the children will bring packed lunches.</p> |
| <p>Estates</p> <p>We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school. We also do not think schools will need to deliver any of their education on other sites (such as community centres / village halls) because class sizes can return to normal and spaces used by more than one class or group can be cleaned between use. Following a risk assessment, some schools may determine that small adaptations to their site are required, such as additional wash basins. This will be at the discretion of individual schools, based on their particular circumstances.</p> | <p>Statutory compliance risk assessments will be undertaken prior to opening in September - as usual.</p> <p>No additional space is required</p> |
| <p>Educational visits</p> <p>We continue to advise against domestic (UK) overnight and overseas educational visits.</p> <p>In the autumn term, schools can resume non-overnight domestic educational visits.</p> <p>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> | <p>No visits are currently planned</p> |
| <p>School uniform</p> <p>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.</p> <p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p> | <p>Our school will return to our usual uniform policies in the autumn term.</p> |
| <p>Extra-curricular provision</p> <p>Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents. We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year</p> | <p>Wraparound Care:</p> <p>At Glapthorn, wraparound Care can operate with 3-4 'zones' marked out in the hall to maintain bubbles, supervised by 1-2 members of staff depending on numbers as usual. Regular enhanced cleaning will continue. Handwashing before and after entering class bubbles will be ensured. At Polebrook, wraparound care is due to start operating after October half term as this is a new venture.</p> <p>All adults will maintain distance from each other and the children. All adults will sanitise hands on arrival and when moving between bubbles.</p> |

groups or bubbles where possible. **If it is not possible to maintain the bubbles being used during the school day then schools should use small, consistent groups for this provision.**

Activities currently being undertaken by schools across the RLT:

- **Schools are reinvigorating their L2L / SEAL curriculums and auditing provision (Whole school, whole class, targeted intervention) 'Social, Emotional and Academic Learning'**
supplementing them with new resources, programmes of study and/or schemes of work e.g.
 - Updating Jigsaw POS/SOW with REST (Resilience criteria and intervention strategy)
 - Amazing People
 - You, Me PHSE
 - Building Bridges
 - Making Learning Stick - Long Term Memory
 - DfE Sex and Relationship Resources
- **Using recommendations from Improving Social and Emotional Learning in Primary Schools**



- **A new assessment strategy and system that will allow leaders to identify GAPS in pupil's attainment in core subjects**
- **Resources aligned to key objectives the new assessment system: assessing GAPS in RWM (to be used in low stake testing activities)**
- **Staff meetings, INSET and resources related to:**
 - Behaviour and Relationships
 - Curriculum Planning
 - Explaining and modelling
 - Practice and Retrieval
 - Questioning and Feedback
- **Emotional coaching, Emotional First Aid Training, ELSA training and supervision**
- **SWAN Training "Safe, Welcoming, All together, Nurturing."**
- **Curriculum remodelling;** how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading, knowledge and vocabulary.

- **Creating learning journeys and knowledge progression documents for each subject area - revising of LTP and MTP.**
- **Remote learning training - MICROSOFT TEAMS**

Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in school based nursery and mainstream schools), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin our advice on curriculum planning are:

- 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:

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.

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.

Aim to return to the school's normal curriculum in all subjects by summer term 2021. 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.

Plan on the basis of the educational needs of pupils

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.

Develop remote education so that it is integrated into school curriculum planning

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.**

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.

Specific points for early years foundation stage (EYFS)

For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language,

Steps to Recovery – Glaphorn and Polebrook CE Primary Schools

1. **Readjust (Relationships)**
2. **Recover (Recovery curriculum)**
3. **Be Ready (Resilience)**

- **Use the long term planning as usual, and plan for the relevant year group**
- **Differentiate as you usually would and carefully monitor impact and progress**
- **Pre-empt where the gaps may be and plan pre learning and intervention for individuals or groups accordingly (Claire Sheffield will speak to you during week 1-2 and begin to deliver sessions week 3 onwards)**
- **Prioritise literacy and numeracy key skills and PSHE for the first term. How are the children feeling? What support do they need?**
- **Continue to monitor progress: emotionally and academically. Be responsive to need**
- **Revisit the learning dinosaurs and growth mindset**
- **Work with HT, SENCo, subject leads, ELSA leads and intervention teachers to bespoke the provision**
- **We will review provision and impact during teacher profile and pupil progress meetings as usual. There will also be opportunities to discuss provision and arrangements in staff meetings and leadership meetings throughout the term.**
- **Be ready to roll out remote learning via dojo/ paper packs in the case of a localised lockdown or if a child needs to shield at home.**

Catch up funding – intervention

We plan to redeploy a TA (a qualified teacher) to deliver intervention across both schools for the equivalent of 1 day per week each, throughout the week. This intervention will be responsive to need targeted and individualised. The intervention teacher will work closely with SENCO, class teachers and the HT to ensure provision is well matched and the impact will be carefully measured and monitored.

EYFS/ YEAR 1/YEAR 2 Transition Revisiting areas of missed learning during Term 1

The EYFS new starters will have a phased return, starting with home visits in gardens, moving to stay and play in the outdoor area for small groups and then building provision from part time to full time until October half term. The focus will be on communication, language, personal and social development and physical development. This allows capacity for EYFS teachers to support the Year 1 cohort within a specially set up continuous provision outdoor space as part of the Year 1/2 classroom. The focus will be on emergent writing, numeracy, personal, social and emotional development and physical development.

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| <p>personal, social and emotional development (PSED) and physical development. 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.</p> <p>For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.</p> <p>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> | <p>Year ½ teachers are then freed up some of the time to focus on ensuring Year 2 are 'ready to learn', embedding learning behaviours ready to make accelerated progress. We feel this approach supports our EYFS and KS1 children to make the best possible start to the new academic year.</p> |
| <p>Physical activity in schools</p> <p>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.</p> <p>External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities</p> <p>Schools should refer to the following advice: - guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport - advice from organisations such as the Association for Physical Education and the Youth Sport Trust</p> <p>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.</p> <p>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> | <ul style="list-style-type: none"> • PE lessons will be outside • Breaks outside will be active and the children will be encouraged to use the sports equipment • Dance at Polebrook will be outside during term 1 <p>There will be no extracurricular sports clubs during term 1 as we are not able to maintain consistent bubbles.</p> |
| <p>Behaviour</p> <p>Schools should consider reviewing 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.</p> | <p>Behaviour home/school agreement is in place</p> |
| <p>Contingency planning for outbreak</p> <p>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.</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. 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>We are able to run childcare provision for key workers and vulnerable children should there be a localised lockdown</p> |
| <p>Remote Education and Learning</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</p> | <p>Staff and parents are happy with the current mix of paper based and online learning activities, with regular feedback and recorded videos posted via Class Dojo. This remote learning offer will follow the curriculum and support pupils to build knowledge and skills incrementally over time. Pupils will be shown how to use TEAMS classroom in September in school, in preparation for the</p> |

strong contingency plan in place for remote education provision by the end of September.

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.

In developing these contingency plans, we expect schools to:

- 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 expectation.
- 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.

When teaching pupils remotely, we expect schools to:

- 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**
- 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's help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

possibility of a localised lockdown. The children will then have the possibility of daily contact with the class teacher in short burst tutorial sessions for new content.

Governor Questions: Section 2 – School Operations