succeed

Multi-Academy Trust

beliefs

sharing

stronger

together

honesty

transparency

experience

learn

integrity

opportunity

vision

best
practice

We care
passionately
about our children

values

challenge

flourish

every

child

matters

TOOLKIT2

WIDER REOPENING OF SCHOOLS TOOLKIT

WESTCOUNTRY
SCHOOLS TRUST

Introduction

We are living in extraordinary times. As the global transmission of COVID-19 has accelerated, its impact on our ways of living and working has been far-reaching, galvanizing a seismic national response, with the education sector at the forefront.

By keeping schools open for vulnerable children and those of key workers, we have enabled the NHS, social care, food distribution and other critical services to continue functioning. Collectively we have opened up education online, provided consistent Educare and from June 2020 opened our schools to an increasing number of year groups, to re-start face-to-face education. The work of teachers, support staff and leaders across the Westcountry Schools Trust has been, and continues to be, remarkable.

Due to the sacrifices made by the British people over many months, rates of infection have fallen significantly since the peak in April, and the government now believe we are in a position to re-open schools to all pupils from September 2020.

Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn, and therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life. For many households, school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on [coronavirus (COVID-19) related deaths linked to occupations](#) suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.

Given the improved position, the government feel that the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). As a result, we can now plan for all children to return and re-engage fully with their education. This will be an important move back towards normal life for many children and families.

This planning document will help support leaders and school staff to plan for full re-opening and reflect the national expectations, as set out by the DfE in July 2020.

We believe that planning for full re-opening should be underpinned by the following key principles:
- The safety of pupils and staff is paramount: this includes their mental, emotional and physical wellbeing.
- We are living through a national crisis that is affecting people's daily lives in countless ways. We have to be supportive and compassionate towards our communities and colleagues in our response.
- Only by gaining the confidence of parents will schools be successful in attracting all pupils to return.

- Education is precious. We must continue to provide pupils with high-quality learning.

Our view is that the measures suggested in this document are not an 'all or nothing' approach. We know that each individual school has its own unique characteristics and will need to find a small variety of bespoke solutions. These will need to be continually reviewed and adapted as national guidance evolves.

Some of the suggestions in the planning document that follows will make a very small difference, but in combination they may make a significant difference to the health, wellbeing and safety of the pupils and staff who work in our schools.

All schools within WeST will need to work within the DfE guidance, which is under continual review and will be updated as more evidence about the virus emerges. Decisions will always be balanced between the need to be safe, whilst providing educational value/benefit.

The document provides structured thinking about the mitigation of risk that will support the creation of a safe environment and offer reassurance to the school community.

The planning document addresses a number of key areas that include:
- Actions to minimise the risk of transmission of coronavirus (COVID-19) in schools (This is public health advice, endorsed by Public Health England (PHE).
- School operations (e.g. transport, school workforce etc...).
- Curriculum, behaviour and pastoral support.
- Contingency planning to provide continuity of education in the case of a local outbreak.

Appendices 1 (Primary) and 2 (Secondary) give examples of how some schools across the country are approaching full re-opening from September.

Sharing your planning and risk assessment
All WeST schools should share the results of their planning and risk assessment with their workforce, governors and union representatives. It is also recommended that this WeST Re-opening Toolkit should be available on your website for parents and carers to access.

Monitoring and review of risk controls
It is important that leaders know how effective their risk controls are. Leaders should monitor and review the preventive and protective measures regularly, to ensure the measures are working, and taking action to address any shortfalls.

Consulting employees
It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be.

At its most effective, full involvement of staff creates a culture where relationships between employers and staff are based on collaboration, trust and joint problem solving. As is normal practice, staff should be involved in assessing workplace risks and the development and review of workplace health and safety policies in partnership with the employer. Consultation does not remove the employer's right to manage. They will still make the final decision but talking to employees is an important part of successfully managing health and safety.

Leaders are encouraged to ensure that consultation on any changes to risk assessments that will be in place for the start of the autumn term commence with staff before the summer break, to ensure that those that are on term-time only contracts have adequate time to contribute. Where,

inevitably, updates occur during the summer, leaders should clearly signpost to staff where they can find the relevant information, should they wish to access it.

Resolving issues and raising concerns

Employers and staff should always come together to resolve issues. As schools widen their opening, any concerns in respect of the controls should be raised initially with school leaders and trade union representatives, and employers should recognise those concerns and give them proper consideration.

Assessment and accountability in 2020-21

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. For full details about Ofsted's plans please click HERE

In addition, Ofsted has the power to inspect a school in response to any significant concerns, such as safeguarding.

It is intended that routine Ofsted inspections will restart from January 2021, with the exact timing being kept under review.

Primary assessment

The DfE recognise that pupils will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. They feel it is vital to know the impact of coronavirus (COVID-19) on this cohort of pupils nationally and can thus give support to schools that need it the most.

The DfE 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 KS1 and KS2 assessments, will return in 2020-21 in accordance with their usual timetables. This includes:
- The phonics screening check
- KS1 tests and teacher assessment
- Year 4 multiplication tables check
- KS2 tests and teacher assessment
- Statutory trialling

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.

The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in Year 2 (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study) and will provide an update to schools before the end of the summer term.

Examinations in KS4 and KS5

For the summer 2021 exams, the DfE recognise that pupils in Years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year.

It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. The DfE are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021, but with adaptations, including those which will free up teaching time. Ofqual is currently consulting on proposed adaptations to exams.

There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step. DfE has, however, also announced that there will be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects.

Where a student wishes to sit an exam, DfE's guidance on Centre responsibility for autumn GCSE, AS and A level exam series sets out that they expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. The DfE are also exploring further ways in which it might be possible to minimise additional burdens on centres whilst ensuring that exams remain accessible for students, and we will provide further information on this.

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year, and no school will be judged on data based on exams and assessments from 2020.

Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, will refer to the 2019 data. The DfE will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability.

Catch-up support

The government has announced a package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost learning time, with extra support for those who need it most.

£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year.

Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools may choose to spend this funding on catch-up support to address their individual needs. The DfE will confirm how the funding will be distributed to schools shortly.

The DfE are also aiming to roll out a National Tutoring Programme, worth £350 million, which will deliver tuition to the most disadvantaged and vulnerable young people.

Westcountry Schools Trust

September Covid-19 School Re-opening Planning and Risk Assessment (Updated 27/08/20)

School name:

Date of completion:

Issue/Risk	Planning considerations/potential actions to mitigate risks	Considered/Notes	RAG Rating
Staff concerns over safety	• Transparent early sharing of risk assessment and school-level plans. • Publication of Toolkit on WeST website and risk assessments on school websites to provide transparency of approach to staff, parents, carers and pupils (HSE expectation for all employers with over 50 staff). • Ongoing reinforcement of the safety measures in place, using information/guidance, on-site signage, staff meetings etc. • Individual discussions with staff who are highly anxious. • Completion of individual Covid-19 risk assessments, where appropriate. • Induction plans for staff and pupils. • Agree and share contact points and lines of communication for staff in the event that release of updated guidance or information is required ahead of 1$_{st}$ September, or that staff have individual concerns and require advice or support over the holiday period.		
Parental expectations	• Produce and distribute a letter to all parents outlining precisely what the school day will look like and what actions/restrictions are in place to protect the health of pupils and staff. • Parents to be fully briefed and aware of the health and safety arrangements before pupils start back at school in September (see above – publication of risk assessment). • Parents will need to check daily that their pupils are not displaying any symptoms before they leave home for school. • Where pupils spend part of their week in different households, clear information will need to be given to all parties. • Parents/carers will need ongoing briefing and reminders as pupils return. • Information will need to be clear and concise, utilising different communication methods such as the school website, social media, email etc…. Do not rely on just a single method to communicate key messages/information. • Parents must be clear about the need to inform school if their child is tested positive for COVID-19.		
Pupil expectations	• Produce and distribute 'back to school' guidance for all pupils outlining precisely what the school day will look like and what actions/restrictions are in place to protect the health of pupils and staff. • Ensure that clear expectations are shared regularly with all pupils attending in-school provision.		

Infection prevention	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		
	• 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, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.		
	• If anyone in the 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 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection', which sets out that they must self-isolate for at least 10 days and should arrange to have a test to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.		
	• 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, move them to an area which is at least 2 metres away from other people.		
	• If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.		
	• 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). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.		
	• 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.		
	• 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 (see below) or they have been requested to do so by NHS Test & Trace.
- Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact 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. See the COVID-19: cleaning of non-healthcare settings guidance.

Clean hands thoroughly more often than usual
- 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. Points to consider and implement:
  - Does the school have enough hand washing or hand sanitiser 'stations' available so that all pupils and staff can clean their hands regularly?
  - Is there appropriate supervision of hand sanitiser use given risks around ingestion? Younger 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.
  - How will these routines be built into school culture, supported by behaviour expectations to help ensure younger children and those with complex needs understand the need to follow them?

Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 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. 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.

	Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach Points to consider and implement: • Putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes: o more frequent cleaning of rooms / shared areas that are used by different groups o 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 must be encouraged to clean their hands thoroughly after using the toilet. **Minimise contact between individuals and maintain social distancing wherever possible** • Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this. 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. These are not alternative options and both measures will help, but the balance between them will change depending on: o Children's ability to distance. o The lay out of the school. o The feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary).		
Face coverings	DfE guidance on the wearing of face coverings in schools can be found at: https://www.gov.uk/government/news/update-on-face-coverings-in-schools This can be summarised as: • The government revised its guidance on pupils in Year 7 and above on 25 August 2020. • While the government is still recommending that face coverings are not necessary, schools "*will have the discretion to require face coverings in communal areas if they believe that it is right.*"		

- In parts of the country where transmission rates are high the guidance states that, "*face coverings should be worn by adults and pupils in secondary schools when moving around the school, such as in corridors and communal areas where social distancing is difficult to maintain.*"

WeST expectations on face coverings
- All WeST staff, unless exempt for the reasons explained in the 'Staff and pupils who may be exempt' section, will be expected to wear face coverings in all communal school areas. This will include - corridors, staffrooms, staff workrooms, shared office spaces where social distancing is difficult, staff toilets and whilst undertaking duties at break/lunch times in enclosed spaces such as dining halls. This will also apply to staff meetings. However, even with face coverings in use, appropriate social distancing, hygiene measures and hand sanitisation should still fully apply.
- All secondary age pupils will be expected to wear a face covering in corridors and any communal areas where social distancing outside of the year group bubble is difficult (communal areas will vary from school to school – so local guidance will apply). *Please note – this does not apply to pupils in primary school settings.*
- All secondary age pupils travelling to and from school via public transport or school transport will be expected to wear a face covering and follow all appropriate hygiene measures required by the respective companies. *Please note – this does not apply to pupils in primary school settings.*
- We request that all WeST staff and secondary age pupils bring their own face coverings to school as they would for use on public transport, shops, and wider society. If any individual forgets to bring a face covering to school, or is unable to provide one, a disposable mask will be provided.
- All visitors, including parents, to WeST primary and secondary schools will be required to wear a face covering whilst on site. Disposable masks will be available at school receptions.
- Face coverings do not need to be worn:
  - By any member of staff or pupil who is exempt *(please see the exemption guidance for further information).*
  - By pupils or teachers in the classroom or during lessons, but both are still free to do so if they wish. **Please see below re. Teaching Assistants.*
  - Whilst consuming food and drink at break and lunch times.

Pupil temperatures	• Public Health England states that routinely taking the temperature of pupils is not recommended as this is an unreliable method for identifying coronavirus (COVID-19) – therefore schools should not take pupil temperatures on entry to school.	
Grouping of pupils	• 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. • 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, toilets, and the provision of specialist teaching. This is the case in both primary and secondary schools but is particularly difficult in secondary schools. • In primary schools 'bubbles' are likely to be at a class-size level. However, depending on local circumstances, the 'bubble' could include a whole year group. • In secondary schools, and certainly in the older age groups at KS4 and KS5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended. At primary school, and in the younger years at secondary (KS3), schools may be able to implement smaller groups 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).	

	• Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized 'bubbles'. 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. • 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, or for boarding pupils in one group residentially and another during the school day. 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. • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. This will be particularly important for secondary schools. 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. There is full recognition this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.		
Measures within the classroom	• 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. • It is strong public health advice that staff in secondary schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2-metre distance from each other, and from children. Staff will need to use cleaning wipes to wipe down any surface they have touched prior to leaving the room. • This will 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. • 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. • When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above. • Schools should make small adaptations to the classroom to support distancing where possible. This 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.		
Wider measures (inc. assemblies, corridors, break times and staff spaces)	• Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. • 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, such as staff work rooms. • Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.		
Measures for arriving at and leaving school	• Travel to school patterns differ greatly between WeST schools. If those patterns allow, 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 break times 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.		
Other considerations (inc. SEND, supply teachers, contractors and use of shared resources)	• 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. • WeST Executive members and WeST Core Services staff may visit schools if absolutely necessary in the course of their duties. • These groups should notify of their attendance in advance, minimise contact and maintain as much distance as possible from other staff (at least 2m). • 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. • Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child. • Equipment and resources are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. 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.		

The use of PPE	• The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:
	    o 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.
	    o 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.		

Response to any infection	**Engage with the NHS Test and Trace process** • Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to: • 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) • 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.		

- By the autumn term, all schools will be provided by the government with a small number of home testing kits that they can give 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.
- Schools should ask parents and staff to inform them immediately of the results of a test:
  - 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 10 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 10-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.

Manage confirmed cases of coronavirus (COVID-19) amongst the school community
- Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should 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.
- 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.
- The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools 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. Close contact means:

- o 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)
- o Proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- o Travelling in a small vehicle, like a car, with an infected person

- The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools 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 should be a proportionate recording process. Schools 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.
- A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.
- 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'. They should get a test, and:
  - o 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.
  - o If the test result is positive, they should inform their setting immediately, and must isolate for at least 10 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'
- Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.

	Contain any outbreak by following local health protection team advice • If schools 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 must continue to work with their local health protection team who will be able to advise if additional action is required. • 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 schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams. • 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.			

Transport to school	**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 in this document and with the approach being adopted for your school. It is important to consider:
	    o How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school
	    o Use of hand sanitiser upon boarding and/or disembarking
	    o Additional cleaning of vehicles
	    o Organised queuing and boarding where possible
	    o Distancing within vehicles wherever possible
	• ==For all WeST children over the age of 11, using school transport, it is expected that face coverings are worn because they are likely to come into very close contact with people outside of their year group bubble.==
	• Dedicated school services can take different forms. Some journeys involve coaches regularly picking up the same pupils each day, others involve use of a minibus whilst other services are used by different pupils on different days, or by pupils with SEND.			

	The precise approach taken will need to reflect the range of measures that are reasonable in the different circumstances. • Schools should seek detailed reassurances from school transport providers to ensure that appropriate safety measures are in place. **Wider public transport** • In many areas, pupils normally make extensive use of the wider public transport system, particularly public buses. We can expect that public transport capacity will continue to be constrained in the autumn term. Its use by pupils, particularly in peak times, should be kept to an absolute minimum. • Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours. We recognise that this option will be more feasible in some circumstances than others, and may not be possible. • 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. For some families, driving children to school will also be an option. • Pupils aged 11 years and over will be expected to wear a face covering when on public transport.		

Attendance	**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:
	    ○ 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

- We now know much more about coronavirus (COVID-19) and so in future there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:
  - 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. Read the current advice on shielding
  - if rates of the disease rise in local areas, children (or family members) from that area, and that 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 may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health.
- 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).
- Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised.

Pupils and families who are anxious about return to school

- 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.
• 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).

Actions for schools
• Communicate clear and consistent expectations around school attendance to 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 should 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 will receive, 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. | | |
| Curriculum | **Curriculum expectations**
• Schools should ensure 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 the advice on curriculum planning are:
    o 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.
    o 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. | | |

o 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, the DfE has asked that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:
  - o 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.
  - o Up to and including KS3, 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. 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.

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.
- Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best the 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.

- 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) to KS3

- For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, 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. 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 KS1 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.
- For pupils in KS3, the curriculum should also remain broad from Years 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, PE/sport, RE and RSHE. For pupils in Year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the KS2 curriculum.

Specific points for KS4 and KS5

- As with earlier key stages, it is likely that pupils in KS4 and 5 will need extra support to catch up on any content they have missed, but the school curriculum may be less flexible given the requirements of qualification specifications.
- To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the well-being of students, Ofqual will consult on proposals for next year shortly, and will confirm its decisions as soon as possible to allow time for schools to prepare.

- The vast majority of pupils in Years 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study.
- In exceptional circumstances, it may be in the best interests of a Year 11 pupil to discontinue an examined subject because the school judges that, for example, they would achieve significantly better in their remaining subjects as a result, especially in GCSE English and mathematics.
- School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing, using the existing discretion that schools already apply on these matters.
- Schools are expected to review any plans for early entry among Year 10 pupils in summer 2021. It may be in the best interests of the pupil to take their exams and assessments the following year when they are in Year 11, if the curriculum can be adjusted to provide further teaching and study time in the summer term and academic year 2021 to 2022.
- Pupils in Years 12 and 13 are more likely to undertake self-directed study, but may still need additional support. Compared to key stage 4, there is less scope to drop an examined subject as fewer qualifications are studied at this key stage. Discontinuing a subject is therefore likely to significantly limit choices for further study and employment, so is expected to be rare.

Music
- Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.

Physical activity in schools
- 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.

	• In most circumstances, changing rooms will need to stay closed (unless they can be cleaned thoroughly between each use). Schools will need to consider creative alternatives if they offer PE in the autumn and spring terms such as, pupils wearing PE kit all day when PE is on the timetable or pupils changing only into trainers with adapted PE lessons that allow the wearing of normal uniform.
	• 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 should refer to the following advice:
	    o guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport.
	    o advice from organisations such as the Association for Physical Education and the Youth Sport Trust.
	• 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.		

Pupil wellbeing and support	• 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. • The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. This includes hearing from experts on the impacts of		

the pandemic on pupils' mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking.

- The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. You can opt to join Whole School SEND's community of practice when you sign up for an event to receive notifications about future training and resources as they are published.
- DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time.
- Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:
  - 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 also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEd learning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement.
- 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:
  - 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 - 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.		
Behaviour expectations	- Schools should update 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. 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. - We must acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils. - The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a		

	social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations. • Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.			

School Workforce – including non-class-based and support staff. For teaching staff, also refer to the previous sections 'Measures with the Classroom' and 'Wider Measures'	• Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 01 August 2020, WeST expects the majority of staff to attend site for work from the start of the autumn term.
	• Whilst wider government policy advises those who can work from home should do so, this will not be applicable to the majority of WeST staff when pupils return from September and they are required to be in their settings to undertake activities and tasks directly in support of day-to-day site-based operations.
	• Exceptionally, where a role may be conducive to home working e.g. a limited number of administrative/professional roles, leaders will consider what is feasible and appropriate, whilst considering the requirement to maintain social distancing of 2m, or 1m with risk mitigation within office spaces.
	• ==Staff who are working from home shou be signposted to the WeST Homeworking Guidance which includes a Homeworking Risk Assessment and DSE Checklist, available via the Staff Portal.==
	• When working in an office-based environment, desks should allow for social distancing (2m) to be maintained wherever possible.
	• To help staff social distance in office spaces floor tape should be used to mark working areas and signage displayed to remind staff to maintain a 2m distance.
	• Workstations should be assigned to an individual and not shared. If this is impossible, they should be shared by the minimum number of people and desks/equipment should be cleaned/sanitised between different occupants.
	• If the physical space does not allow for 2m social distancing, all mitigating actions possible should be introduced to reduce the risk of transmission, these should include:
	    o Rearrangement/removal/taping off of furniture.
	    o Relocation to other space.
	    o Rotas for on-site/homeworking (where it is possible to undertake a proportion of activities from home).			

	- Use of screens to create physical barriers. - Working side-by-side, rather than face-to-face. • Within our settings it should be possible to implement a system to allow the Trust and schools to operate effectively. If this is not possible, in exceptional cases, specific mitigation measures will be detailed in local site-based risk assessments.		
Staff who are clinically vulnerable or extremely clinically vulnerable	• 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. • 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. 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. • School leaders should conduct an individual risk assessment to confirm the ability to maintain social distancing (2m or 1m with risk mitigation) and, if necessary be flexible in how those members of staff are deployed to enable them to work remotely (only where possible) or in alternative roles in school where social distancing can be maintained. • People who live with those who are clinically extremely vulnerable or clinically vulnerable should attend the workplace.		
Staff who are pregnant	• As a general principle, staff who are pregnant are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people. • A specific risk assessment template for new and expectant mothers will be completed for any staff known to be pregnant prior to, or immediately upon, their return to work in September.		
Staff who may otherwise be at increased risk from coronavirus (COVID-19)	• 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 recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate, and an individual risk assessment should be used to record		

	discussions and any agreed measures, over and above the school-based risk assessment, which is specific to a particular member staff.		
	• People who live with those who have comparatively increased risk from coronavirus (COVID-19) should attend the workplace.		
Staff deployment	• Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Leaders should discuss and agree any changes to staff roles with individuals.		
	• It is important that planning builds in the need to avoid increases in unnecessary and unmanageable workload burdens. This could include a review of existing practices in this respect and schools may wish to draw on DfE's workload reduction toolkit.		
	• DfE has also published a range of resources, including case studies to support remote education and help address staff workload, this includes case studies on managing wellbeing.		
	Deploying support staff and accommodating visiting specialists		
	• 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.		
	• Where support staff capacity is available, schools may consider using this to support catch-up provision or targeted interventions. 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) Regulations 2012 for maintained schools and non-maintained special schools and in accordance with the freedoms provided under the funding agreement for academies). Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.		
	• When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity. Full guidance is provided in part 3 of keeping children safe in education.		

	Supply teachers and other temporary or peripatetic teachers • Schools can continue to engage supply teachers and other supply staff during this period. • Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. 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. • To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. • This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such sports coaches, and those engaged to deliver before and after school clubs. • All supply staff, volunteers and visitors who need access to the school need to read procedures and processes in advance of circulating the school. **Volunteers** • 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 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 2m from pupils and staff where possible.		
Protocol for external visitors	• Be clear that pupils, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus. • Tell parents that if their child needs to be accompanied to school, only one parent should attend. • Tell parents and young people their allocated drop off and collection times (where they exist) and the process for doing so, including protocols for minimising adult to adult contact (for example, which entrance to use).		

	• Make clear to parents that they cannot gather at entrance gates or doors or enter the site (unless they have a pre-arranged appointment, which should be conducted safely). • All visitors must hand sanitise immediately upon entry to the school. • Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, and hygiene suppliers.		
Recruitment	• Recruitment should continue as usual. • When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance keeping children safe in education. • During the summer, safeguarding checks can be carried out remotely as set out in coronavirus (COVID-19): safeguarding in schools, colleges and other providers. • From the start of the autumn term checks will revert to being carried out in person. Initial teacher training (ITT) providers have worked flexibly to ensure this year's NQTs are ready and prepared to enter the classroom. They will also be supported by materials the Department for Education is making available to all schools based on the early career framework reforms, to support them as they start their teaching career.		

Expectation and deployment of ITT trainees	• We very much encourage schools to consider hosting ITT trainees.
	• 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.
	• Trainees could:
	  o 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
	  o 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
	  o 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.		
Staff taking leave	• 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. • 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. • Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should refer to Guidance for Managers and Staff on Quarantine on Entering or Returning to the UK (correct at 1st July 2020).		
Safeguarding	• Schools should revise 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 • 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.		

Catering	• We expect 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).		
Breaks/lunches	• It is recommended that breaks and lunches should be staggered to reduce mixing between class/year group bubbles. This will also reduce pressure on food serving/dining areas. • Where possible, schools may consider 'zoning' pupils to areas of the school. • Complete separation may not be possible but any measures that limit the number of pupils interacting at any one time, will reduce risk.		
Educational visits	• The government 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. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.		
School Uniform	• From the autumn term, full school uniform should be worn. • 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.		
Extra-curricular provision	• Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. 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 groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. • Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreakas much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.		
Contingency planning for local outbreaks/lockdown	• 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). • 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. **Remote education support** • 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. 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, all WeST schools should:		

	- o 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. - o Give access to high quality remote education resources. - o 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. - o Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. - o 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, all WeST schools should: - o Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. - o 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. - o Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos. - o 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. - o 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. - o 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' help or support. - We expect schools to avoid an over-reliance on long-term projects or internet research activities.		
Cleaning	Ensure that all staff follow the COVID-19: cleaning of non-healthcare settings guidance.		

	• Ensure that sufficient handwashing facilities are available. • Provide hand sanitiser in all classrooms and communal areas. • Clean all surfaces that young people are touching, such as books, desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal. • Ensure that all adults and pupils frequently wash their hands with soap and water for at least 20 seconds and dry thoroughly. • Ensure that all staff and pupils sanitise their hands-on arrival at school, before and after eating, and after sneezing or coughing. • Ensure that help is available for pupils and young people who have trouble cleaning their hands independently. • Ensure that bins for tissues are emptied throughout the day. • Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation. • Work with the WeST Estates Team to ensure proportionate supplies of soap, sanitising gel and cleaning products if needed. • Discuss with cleaning contractors, staff and the WeST Estates Team the additional cleaning requirements and agree additional hours to allow for this.		
Staff meetings and training	• Physical staff meetings (inc. departmental and SLT meetings) should be kept to an absolute minimum and should only take place for a short period of time, in a well-ventilated room, where 2-metre social distancing can be maintained. • Schools are strongly advised to avoid holding meetings where all senior leaders are together (or timetabled within the same bubble). A positive CV case could result in the whole senior leadership entering isolation for 14-days. • The use of MS Teams is advised as a safe way to hold meetings and training.		
Parents' Evenings / Open Evenings	• Parents' evenings and Open Evenings should not take place until further notice.		
Estates Mechanical, Electrical and Building	• Follow the Estates School Opening Action plan (Appendix 3) for the preparation required to open a school. • Once the school is in operation, it is important to ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular). Advice on this can be found in 'Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak'.		

Appendix 1: Primary School Examples

Example A

Seating plans
Tables and chairs have been set up in rows so that no pupils are facing each other. Individual class teachers have reviewed where pupils will sit. Those pupils who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front. Each pupil will have their own set of resources in an individual tray on their desk space, to limit movement around the class.

Children will line up when coming into class in the morning and from break times, in the order of back row to front row to ease movement into classrooms and avoid children having to pass each other once seated. Where staff need to work with individual children or small groups of children from more than one bubble, care will be taken to maintain distancing.

Specialist intervention
The school has made plans for specialist staff providing 1:1 support (e.g. as part of an EHCP) as follows:
- Staff wash hands before and after working with a pupil
- A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart
- All equipment needed for the child is set up in the space before the start of the session
- Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)
- The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way
- The intervention is provided at a distance
- After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil

The school plans for staff providing specialist interventions to work across a given year group and (if necessary) only one other year group, to reduce potential contacts. One staff member providing specialist support is in a high-risk category; the school has installed a screen in the intervention space so the staff member can continue to be in school and provide specialist support.

Support staff providing interventions to a small group of pupils across more than one class
The school will review groups so that each small group receiving support is drawn from one class only; pupils from each class bubble will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils.

Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned over lunch, before pupils from another bubble use the area. Staff will wash their hands between each group. Staff members working in this way will provide interventions across either KS1, lower KS2 or upper KS2: no member of staff will work across more than one (sub) phase.

Planning, Preparation and Assessment time
The school is planning for PPA time to be scheduled at times when pupils are undertaking supervised activity with other specialist teachers or support staff, for example:
- PE lessons with a specialist sports coach (with the coach remaining distanced from the pupil group).
- Class-based assemblies led by members of the leadership team via TEAMS, supervised by Teaching Assistants (if the TA is not part of the class bubble, they will remain distanced from the class).
- MFL lessons with a specialist MFL teacher, remaining distanced from the pupil group.

Example B

This is a two-form entry school.

Year 1 phonics teaching
For the vast majority of the time, Year 1 pupils will be in class bubbles. However, the ability range of the children in this school is such that effective teaching of phonics will require the use of 'bubbles within bubbles', creating small ability-based phonics groups within a year group bubble. Pupils will be split into 5 phonics groups, taught by the two Year 1 teachers, the Year 1 Teaching Assistant and two additional support staff members.

Where a phonics bubble is taught by a member of staff not working within the year group bubble, the group seating arrangements (including that of the staff member) will ensure distancing between the staff member and the children. Staff and pupils will wash their hands prior to joining their phonics group and after the session.

Children will have two phonics sessions a day to support catch-up. Initially, only one of these will be with their phonics ability bubble with the other being class-based, to reduce the number of times pupils need to be in sub-groups outside their class bubble.

Beginning and end of the day
The school has three entrances to the school site (one of which was previously for staff only):
- Gate 1 – Reception, Y1, Y2
- Gate 2 – Y3, Y4
- Gate 3 – Y5, Y6

The school will have two start and finish times:

	Start	Finish
Group A	08:40	15:10
Group B	09:00	15:30

The school population will be split in half, with one class from each year group (R to Y6) in each of Group A and Group B. Family groups across different age ranges will be placed in the same group to reduce congestion on and off the school site.

Example C

This is a three-form entry primary school

Specialist teaching in a bubble
The school is fortunate in being able to provide specialist teaching in some subjects at KS2.

Specialist teachers will continue to teach different classes, but arrangements will be made to ensure that the teacher is distanced from the pupils. They will be restricted in the number of classes that they teach, working across a maximum of two-year groups.
Where the teacher cannot teach a class in person (due to the number of classes they are already covering) the specialist teaching will be live-streamed via MS Teams, with support staff providing supervision in class (allowing class teachers to take PPA time).

Visibility of leaders around school
Leaders will continue to walk the school, particularly at times when transitions are at a minimum. Each classroom will have a demarcation on the floor where no children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning and generally be present around the school.

Parts of the playground have been marked as pathways to keep different bubbles separate. These will allow leaders to walk around the playground, observing and chatting to pupils at a distance.

The school has also planned a timetable for class assemblies, story time and whole school assemblies, all involving interaction from different classes, through the use of MS Teams.

One way systems
One-way systems are established in all corridors to ensure that bubbles and groups of pupils are separated. In wider corridors, leaders have decided to place furniture that has been removed from the classrooms (to make space) to further demarcate the one-way system.

Furniture used in this way will be cleaned on a regular basis, as children may touch surfaces as they pass.

Example D

Following school review of available space and appropriate distancing between different year groups, a class rota system for morning break and lunch times was established.

Even with this rota system, it will not be possible to maintain space between individual bubbles in the dining space. The school is therefore planning to introduce a lunch rota, whereby one group receives pre-prepared packed lunches and jacket potatoes with fillings in classrooms while the other group receives a hot lunch in the Hall (with groups swapping over on a two-week cycle).

Class	Playtime	Lunch time	Outdoor break
Reception	Part of outdoor continuous provision	11:15-11:45 – in the Hall	In outdoor learning space 12:30 onwards
Year 1	10:00 – 10:15 Playground zoned areas for each class	11:45 – 12:15 – A	Playground or field in zone spaces as per am for half an hour following lunch. Class teachers to collect their classes
Year 2	10:00 – 10:15 Playground zoned areas for each class	11:45 – 12:15 – B	
Year 3	10:20 – 10:35 Playground zoned areas for each class	12:15 – 12:45 – A	
Year 4	10:20 – 10:35 Playground zoned areas for each class	12:15 – 12:45 – B	
Year 5	10:40 – 10:55 Playground zoned areas for each class	12:45 – 13:15 – A	
Year 6	10:40 – 10:55 Playground zoned areas for each class	12:45 – 13:15 – B	
All	In dry weather field also to be used – zoned and with a rota of different year groups	Group A: Week one packed lunch/ jacket potatoes and fillings provided in classrooms. Week two hot lunch in dinning space Group B: Week one hot lunch in dinning space. Week two packed lunch/ jacket potatoes and fillings provided in classrooms Then on rotation	

Appendix 2: Secondary School Examples

Example E

The school has operated on the basis of 100-minute lessons for over 10 years and found it extremely effective. While longer lessons have to be structured carefully to make best use of the time, the model allows for extended writing tasks and full 'do now' retrieval quizzes in every lesson. The timing of the school day are as follows:

Monday to Thursday

Lesson	Start	Finish
1	08:30	10:10
Break	10:10	10:35
2	10:40	12:20
Tutor	12:25	12:55
Lunch	12:55	13:40
3	13:45	15:25

Friday

Lesson	Start	Finish
1	08:30	10:10
Break	10:10	10:35
2	10:40	12:20
Lunch	12:20	13:05
3	13:10	14:50

The school expects to adjust this so that break times are scheduled during period 1 on a rolling basis, with lunch incorporated into one extended period with period 2 – the length of this period will enable rotations of lunch across all year groups.

Paddington's timetable across two weeks is similar to a one-week timetable for a school teaching 30 periods of 50 minutes a week. The planned curriculum model for a two-week cycle in 2020-21 is below (each block is 100 minutes long).

Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Year 7	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Geog	Geog	Geog	Hist	Hist	RE	RE	Art & design	Art & design	MFL	MFL	MFL	Drama	Music	PE	PE
Year 8	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Geog	Geog	Hist	Hist	Hist	RE	RE	Art & design	Art & design	MFL	MFL	MFL	Drama	Music	PE	PE
Year 9	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Geog	Geog	Hist	Hist	RE	RE	Art & design	Art & design	MFL	MFL	MFL	Drama	Music	PE	PE
Year 10	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	A	A	A	B	B	B	C	C	C	RE	RE	RE	PE
Year 11	Eng	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	A	A	A	A	B	B	B	B	C	C	C	C	RE
Year 12 - A-Level	A	A	A	A	A	A	A	B	B	B	B	B	B	B	C	C	C	C	C	C	C	D	D	D	D	D	D	D	E - Lead	E - IS
Year 13 - A-Level	A	A	A	A	A	A	A	B	B	B	B	B	B	B	C	C	C	C	C	C	C	D	D	D	D	D	D	D	Early finish	Early finish
Year 12 - BTEC	A	A	A	A	A	A	B	B	B	B	B	B	C	C	C	C	C	C	D	D	D	D	D	D	Not in	Not in	Not in	IS	E - Lead	E - IS
Year 13 - BTEC	A	A	A	A	A	A	B	B	B	B	B	B	C	C	C	C	C	C	D	D	D	D	D	D	Not in	Not in	Not in	IS	Early finish	Early finish

NB: IS = independent study; Lead = leadership

To reduce movement further, the school expects to keep KS3 students in the same classroom and have teachers move to them wherever possible (moving only where they need to go to specialist teaching rooms). KS4 and KS5 students will be split into two 'wings' of the school building, with movement to different classrooms within this area but not beyond.

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Example F

The school is planning to introduce zoning across the school site, with each year group allocated to a different area and remaining in that area as far as possible. In addition, the school plans to:
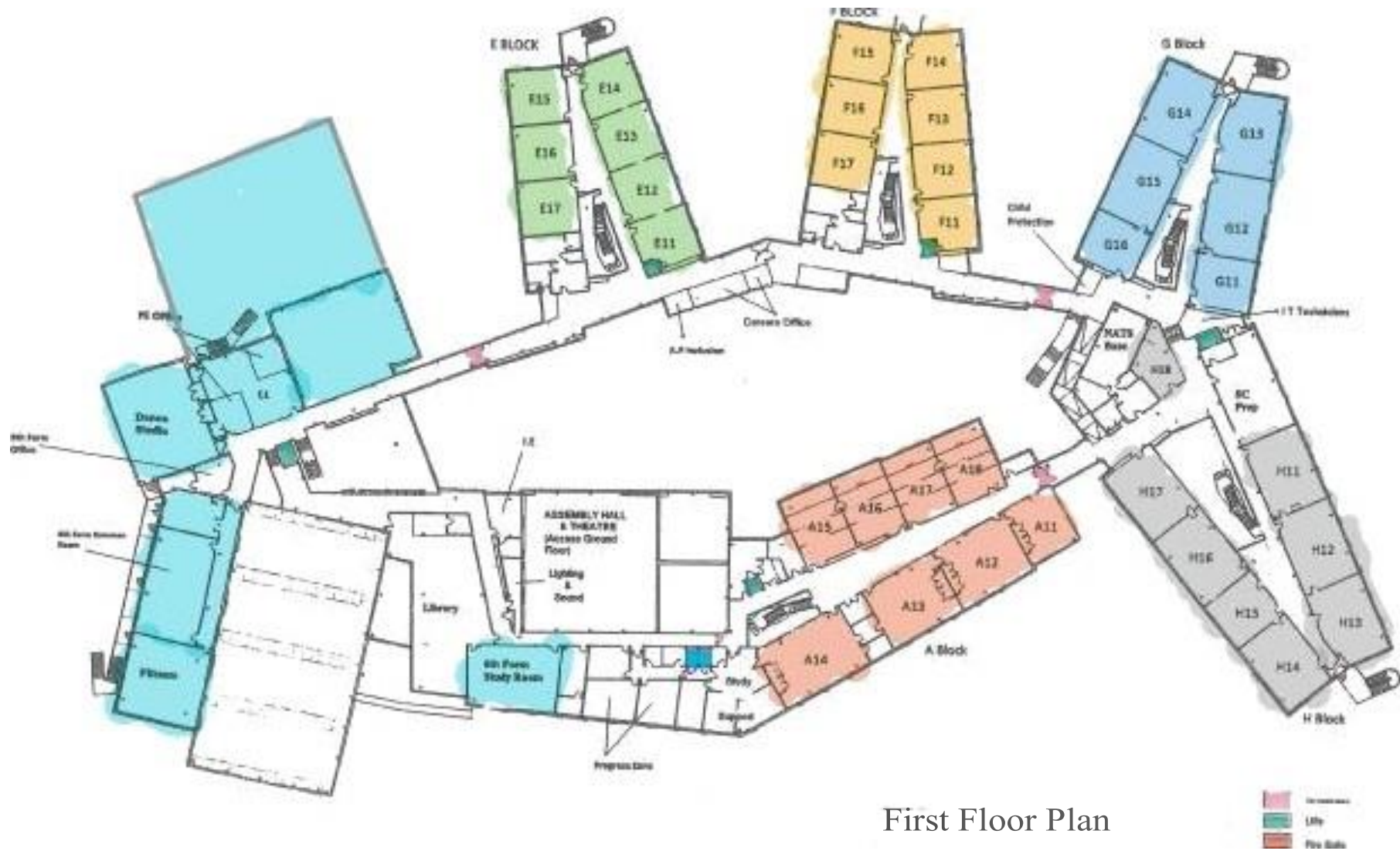
- Differentiate three separate dining zones, each with sufficient space for a full year group, so that three year groups can be on lunch/break at the same time without mixing between year group bubbles.
- Use five separate entrance/exit points to remove the need for staggered start/finish times as far as possible, while maintaining separation between the year group bubbles.
- Designate additional areas as food service areas to reduce the risk of mixing between year group bubbles at lunch time (specific service areas will be designated for specific year groups, close to their allocated social space).

Year groups will spend the majority of their time in their own allocated zone. They will have almost all of their lessons in this area. Classes will leave their zone only where they need to go to a lesson in a specialist classroom, for example, art and design, science and practical music lessons. Movement between zones, where it occurs, will be supervised by members of SLT and will be kept to a minimum. Each zone will have an allocated set of toilets for students in that year group.

Year groups will leave their zones for break and lunchtime, but each year group will spend break/lunch in their own allocated space (both indoor and outdoor).

Plans are shown below, with zones marked as follows:

- Ground Floor purple – three social zones (each sufficient for one year group)
- Ground Floor cream – existing areas where food is served
- Ground Floor green dots – new areas identified where food can be served
- Both floors green classrooms – Y7 zone
- Both floors orange classrooms – Y8 zone
- Both floors blue classrooms – Y11 zone
- Both floors grey classrooms – Y10 zone
- Both floors pink classrooms – Y9 zone
- First floor light blue classrooms – sixth form area

First Floor Plan

Ground Floor Plan

Example G

All schools within the trust will introduce a timetable from September that, as far as possible, maintains the planned curriculum while staggering breaks and lunch times so that year groups are kept separate outside of class time but still have access to the canteen and suitable social spaces.

Schools started from the full, normal timetable planned for September, with 25 periods of 60 minutes each week. Lesson 'blocks' have been retained, with the start and finish time aligned for all year groups to support teacher movement and enable all teachers to teach across all year groups. Changes have been made to incorporate break and lunch times:

- Period 2 is increased to 75 minutes to incorporate a 15-minute break, staggered for Y7-Y11.
- Period 4 is increased to 90 minutes to incorporate a 30-minute break, staggered for three year groups.
- Two year groups have a 30 minute lunch break scheduled during period 3, giving 30 minutes teaching time and 30 minutes lunch; these year groups then have a full 90 minute period of teaching during period 4.

This plan assumes a single canteen/dining space, hence splitting lunch for Y7-Y11 over periods 3 and 4. Where schools can create two dining spaces, each separate and sufficient to take a whole year group, it will be possible to revert to a 60 minute period 3 for all year groups. Where this isn't possible, the trust are considering rotating the timing of lunch for different year groups over a two-week cycle to minimise the impact on subjects taught at this time.

Students will remain in a single room, moving to specialist rooms where necessary, with rooms allocated as year group rooms/blocks/zones as far as possible.

	Tutor [T] (TIME)	P1 (60 min lesson)	P2 (75 min in total) 60 min lesson [L], 15 min break [B]			P3 (60 min) Includes lunch for two year gps		P4 (90 min) Includes lunch for three year groups			P5 (60 min lesson)	Enrichment ? (End of day>>)
Y7	T	L - 60 mins	L - 30 mins	B	L - 30 mins	L - 60 mins		L - 30 mins	Lunch	L - 30 mins	L - 60 mins	
Y8	T	L - 60 mins	B	L - 60 mins		Lunch	L - 30 mins	L - 90 mins			L - 60 mins	
Y9	T	L - 60 mins	L - 15 mins	B	L - 45 mins	L - 30 mins	Lunch	L - 90 mins			L - 60 mins	
Y10	T	L - 60 mins	L - 45 mins	B	L - 15 mins	L - 60 mins		Lunch	L - 60 mins		L - 60 mins	
Y11	T	L - 60 mins	L - 60 mins		B	L - 60 mins		L - 60 mins	Lunch		L - 60 mins	
P16	T	L - 60 mins	L - 60 mins & B			L - 60 mins		Lunch during "free period" either on site, zoned, or			L - 60 mins	

Staff will take their break when their period 2 class/lesson is on break, with care taken to ensure equity of staff supervision of break (movement to and from break during this period will need to be carefully managed to avoid mixing bubbles).

The trust plan for 30 minutes of period 4 to be taken by teachers who had their lunch during period 3, with careful planning to make sure that this balances for all staff over a full week.

Example H

The school is planning to introduce a staggered timetable from September. The timetable uses eight periods (two of which are used by some staff and students for lunch breaks): students and staff are either in school for periods 1-7 or for periods 2-8 (in both cases, six teaching periods (one incorporating a break) and a lunch break. Lessons are 50 minutes long.

Students in KS3 will start first, followed by students in KS4. Start and finish times are staggered, with tutor time for Y7 and Y10 at the start of the day and for Y8, Y9 and Y11 at the end of the day.

Blocking of lessons will allow teachers to move easily between classes and year groups, with the whole of KS3 starting one period later than KS4/Sixth Form to provide for staggered start and finish times. Break and lunch times are also separate across KS3 and KS4/Sixth Form.

The school will keep KS3 groups as class bubbles as far as possible, with children taught together for all their lessons as a tutor group. Each group will be taught for most of the time in one room, minimising the need for movement around the school. Teachers will move, rather than pupils, for these lessons.

Some movement will be necessary, to specialist teaching rooms e.g. for science, art and design, design technology (including food technology), PE, music and drama, in order to maintain the full breadth of the curriculum. Movement will be carefully managed, with use of one-way systems etc. Where possible, specialist teaching rooms will be cleaned between use by different year groups.

To ensure adequate supervision of children remaining in classrooms, while teachers move, the school is planning to ensure that a member of SLT is present in each corridor during lesson change-over, with classroom doors left open.

11	10	9	8	7	
				08:15-08:30 Arrival	08:15-08:45 KS3 arrival and tutor time
		08:30-08:45 Arrival	08:30-08:45 Arrival	08:30-08:45 Tutor	
	09:05-09:20 Arrival				08:45-09:35 Period 1 (KS4 arrival and

09:20-09:35 Arrival	09:20-09:35 Tutor				tutor time)
					09:35-10:25 Period 2
11:15-11:30 Break	11:15-11:30 Break	10:25-10:40 Break	10:25-10:40 Break	10:25-10:40 Break	10:25-11:30 Break/Period 3
					11:30-12:20 Period 4
		Lunch	Lunch	Lunch	12:20-13:10 Period 5/ Lunch
Lunch	Lunch				13:10-14:00 Period 6/ Lunch
					14:00-14:50 Period 7
		14:50-15:05 Tutor	14:50-15:05 Tutor	14:50 Departure	14:50-15:40 Period 8 (KS3 tutor time

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		15:05 Departure	15:05 Departure		and departure)
15:40-15:55 Tutor	15:40 Departure				15:40- 15:55
15:55 Departure					time and departure

Example I

The school is planning to introduce a staggered timetable, with year groups starting and finishing at different times. Plans are also in place to use multiple exit and entry points in the school to ensure year groups remain separated. The proposed timetable allows the school to maintain its planned curriculum for September, teaching four 75-minute periods each day across all year groups and protecting tutor time and reading time. Break and lunch are both the same length and phased so allowing sufficient time for staff and students to eat and relax in the breaks provided.

11	08:15-08:25 Arrival	08:25-08:35 Line-up	08:35-09:00 Intervention	09:00-10:15 Lesson 1	10:15-10:40 Break	10:40-11:55 Lesson 2	11:55-13:10 Lesson 3	13:10-13:35 Break	13:35-14:50 Lesson 4	14:50-15:50 Lesson 5	15:50 Departure
10		08:25-08:35 Arrival	08:35-08:45 Line-up	08:45-09:00 Intervention	09:00-10:15 Lesson 1	10:15-11:30 Lesson 2	11:30-11:55 Break	11:55-13:10 Lesson 3	13:10-14:25 Lesson 4	14:25-14:50 Break	14:50-15:00 Line-up	15:00 Departure
9	08:15-08:25 Arrival	08:25-08:35 Line-up	08:35-09:00 Reading	09:00-10:15 Lesson 1	10:15-10:40 Break	10:40-11:55 Lesson 2	11:55-13:10 Lesson 3	13:10-13:35 Break	13:35-14:50 Lesson 4	14:50 Departure
8		08:25-08:35 Arrival	08:35-08:45 Line-up	08:45-09:00 Reading	09:00-10:15 Lesson 1	10:15-11:30 Lesson 2	11:30-11:55 Break	11:55-13:10 Lesson 3	13:10-14:25 Lesson 4	14:25-14:50 Break	14:50-15:00 Line-up	15:00 Departure
7		08:40-08:50 Arrival	08:50-09:00 Line-up	09:00-10:15 Lesson 1	10:15-10:40 Break	10:40-11:55 Lesson 2	11:55-13:10 Lesson 3	13:10-13:35 Break	13:35-14:50 Lesson 4	14:50-15:15 Reading	15:15 Departure

Example J

The school has decided that it will not re-timetable but will re-room the timetable in order to focus year groups in their own parts of site/buildings. This will minimise movement for years 7 and 8 (so that teachers go to them for most lessons). Years 9 and upwards will move, but largely within their own zone.

The school is in a large catchment with many shared buses, so staggered starts are not realistically possible. However, there is some 'natural' staggering of arrival. Dismissal will be staged by year groups to avoid concentration along the exit routes. There will be three dismissal times: 3:20, 3:30 and 3:40.

At lunchtime, hot lunches will be provided in the dining area by pre-paid booking only plus lunches for students eligible for free school meals. Cold packed lunches can be ordered in advance and delivered to tutor rooms in the morning. Hall space is being made available for staff at lunch so that they can sit at a distance from one another. The exterior space is being zoned by year group for lunch and break. Alternatively, students can remain in their last classroom. There will be a hand sanitisation station in every classroom and a policy of hourly sanitisation for all.

A special cleaning team of 3 will constantly tour the site and clean desks and door handles in rotation, including mid-lesson.

Appendix 3: Estates school re-opening action plan

With full opening of schools due in September, below is a list of tasks to consider in your school from an Estates perspective that need to take place, some points need to be taken in advance of opening and some to continue whilst open. Not all are applicable to all schools.

1. Daily cleaning of school to include all surfaces that are touched. Examples include desks, chairs, doors, light switches etc…

2. Classrooms to accommodate a normal class of children (approx. 30). Tables, and chairs to be arranged so that all children are forward facing (not facing each other). Wherever possible, schools should aim for a 2m distance from the teacher to the pupils (use tape to demarcate this area). We recognise that this is unlikely to be possible in a primary school setting. Teachers to wipe down desk, PC, smart board etc… before leaving the room in readiness for the next teacher.

3. Using tape and arrow signs, have a one-way system around the school. A 2m distance is not required during transition.

4. Segregation of common, dining and corridors area where/if required. If possible, mark out bubble areas.

5. Drop of and pick up points (where appropriate), to be marked with tape. Different groups to be dropped at different locations where possible, or stagger drop off and pick up times, if suitable.

6. External play equipment to be cleaned after a group have used or removed from use with tape.

7. Stagger breaks and lunches to minimise interactions between bubbles.

8. Toilet areas to be monitored and cleaned twice daily.

9. Staffroom - relocate or tape off chairs to maintain social distance.

10. If a child or staff member shows signs of being ill, isolate them and follow the procedures outlined in the action/plan risk assessment.

11. Hand washing for at least 20 seconds to take place, on arrival to school, at each toilet visits, before and after meals, after a cough or sneeze and after every transition. Hand gels to be in the classroom or nearby and ready for use. Handwashing is the priority.

12. Temperature checking of staff and pupils is not required.

13. Inform catering staff/contractors of re-opening date to ensure staff are available and supplier can provide food etc. Full menu option to be provided wherever possible.

14. Inform cleaning staff/contractors to provide an additional clean prior to school opening and that increased on-going cleaning will be required. If additional hours are worked by cleaning staff, record them carefully. If required, cleaning staff to demonstrate to teaching staff how to use cleaning materials for wiping down of surfaces to provide additional on the spot cleaning.

15. Provide photos of room set ups to share with other schools.

16. IT suite can be returned to normal operation as long as children are not facing each other where there is less than 2m distance. However, cleaning of mice and keyboards is recommended between use.

17. Kitchen and dining hall – In many cases it will not be practically possible to clean between each bubble/group using the facilities. However, cleaning between break and lunch is required.

18. Post-16 common rooms are likely to operate as single bubble of Years 12 and 13.

19. Signage around school using the 'Catch it, Bin it, Kill it' and how to wash hands/when to wash hands etc…

20. Physical Education - changing and shower rooms are to remain closed unless they can be thoroughly cleaned between each use. We recognise that this is unlikely to be practically possible.

21. Physical Education - where equipment is used the equipment will need to be wiped down before use by another class/bubble. Cleaning wipes will need to be provided.

22. Purchase of hand sanitiser and associated materials in readiness for a full school occupation using A&D supplies 01626 355 177 https://www.adswsupplies.com/ West have agreed rates with A&D for all schools.

23. Cordon off play areas for different bubbles.

24. Community sports to remain closed until further notice.