

# Recovery planning for a full return to school from September 2020 v3

drawing Government guidance and current planning in East Sussex primary schools

This model document is designed to support the school achieving the objectives of the [Government's full return to school guidance](#). It is being kept under review as updated guidance is published by the Government.

It is complemented by the latest East Sussex model Risk Assessment (*See ESCC Schools Message Board*)

**School/Academy Name:** Hamsey Primary School

**Headteacher:** Stewart James (Executive Head Teacher)

**Chair of Governors:** Peter Clark; Sue Seymour

**Date:** 25/8/20

## Contents

| Part     | Focus  | Main links to DfE Guidance for Full Opening   |
|----------|--|---|
| <b>A</b> | <b>Operational plans for a full return.</b> This section allows leaders to build on the detailed planning done for the phased return in the summer term ready for the full return in September.<br><b>A1. Organisation and staffing issues</b><br><b>A2. Health &amp; safety</b><br><b>A3. Safeguarding considerations</b> | <b>Section 1:</b> <a href="#">Public health advice to minimise coronavirus (COVID-19) risks</a><br><b>Section 2:</b> <a href="#">School operations</a><br><b>Annex A:</b> <a href="#">Health and safety risk assessment</a>           |
| <b>B</b> | <b>Curriculum and Pastoral Support.</b> This section builds on the pastoral support planning already considered during lockdown and additionally for providing the full broad and balanced curriculum offer from September.<br><b>B1. Pupil wellbeing and support</b><br><b>B2. Curriculum and assessment</b>              | <b>Section 3:</b> <a href="#">Curriculum, behaviour and pastoral support</a> ( <i>Changes to behaviour policies/practices are covered in Part A of this plan</i> )<br><b>Section 4:</b> <a href="#">Assessment and accountability</a> |
| <b>C</b> | <b>Contingency planning for outbreaks</b>  | <b>Section 5:</b> <a href="#">Contingency planning for outbreaks</a>  |

## PART A: Operational plans for a full return.

### A1. Organisation and staffing

|   | Action   | Comments for consideration  | Issues due to the context of our school  | Lead             | Date Deadline | Guidance  |
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| 1 | <b>Keeping leaders and governors up to date with Government guidance and advice for full reopening</b> | <p>DfE guidance and resources are being updated daily, consider who will take responsibility for keeping leaders and governors up to date.</p> <p>The DfE guidance for schools contains links to:</p> <ul style="list-style-type: none"> <li>• overarching guidance</li> <li>• <a href="#">the full opening of schools from September (updated 27 June)</a></li> <li>• implementing protective measures in schools</li> <li>• communicating with parents and carers</li> <li>• Covid 19 Infection prevention &amp; control</li> <li>• Public Health England's review: Understanding the impact of COVID-19 on BAME groups</li> <li>• Supporting vulnerable children</li> <li>• Guidance on subjects</li> <li>• Finance &amp; admin</li> <li>• ITT and NQTs</li> </ul> <p>Keeping Children Safe In Education statutory guidance applicable from September 2020</p> | <p>Capacity of school staff during August; information needs to be forwarded promptly and staff may be away.</p> <p>HD; AH</p> | SLT (SJ; RN; CY) | 7/9/20        | <p><a href="#">DfE full return to school guidance. See <a href="#">Guidance for full opening – schools</a></a></p> <p>PHE review of the impact of Covid-19 on BAME communities<br/><a href="http://www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities">www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities</a></p> <p>Keeping Children Safe in Education (from Sept 2020)<br/><a href="http://www.gov.uk/government/publications/keeping-children-safe-in-education--2#history">www.gov.uk/government/publications/keeping-children-safe-in-education--2#history</a></p> |

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| 2 | <b>Organisation</b><br>Consider the school organisation in the light of Government advice for a return to a full educational experience for all pupils from September | <p>Bearing in mind the latest DfE guidance requires <b>all pupils to return</b> to school in September, consider how the school day could run to offer a broad and balanced curriculum considering the risks:</p> <ul style="list-style-type: none"><li>Consider start and end of the day - different entrances, plan parents' drop-off and pick-up protocols that minimise adult to adult contact.</li><li>Maintaining consistent groups remains important but, given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects, consider how you need to change the emphasis on bubbles and increase the size of these groups.</li><li>Plan the timetable and use of classrooms or other learning environments to provide for appropriately sized groups whilst encouraging social distancing in line with the detailed actions within the DfE guidance for full opening of schools – <a href="#">see Section 1 Prevention point 5</a></li><li>When staff or children cannot maintain distancing, particularly with younger children in primary schools, plan to keep pupils in the smaller, class-sized groups.</li><li>Keep up to date with government's removal of the temporary changes to SEND legislation. Contact parents of pupils with EHCPs to review the risk assessments completed during the lockdown and involve them in planning</li></ul> | <p>Space, staggering, timings and safest possible use of equipment to be considered.</p> <p>Grouping of children throughout the school day (including breakfast and after school clubs).</p> <p>Consideration of use of the hall space (for wrap-around care and small group tuition).</p> <p>KS1/EYFS class numbers and room sizes to be monitored.</p> <p>SEND needs and EHCPs to be updated and reviewed.</p> | <p>SLT;<br/>SBM</p> <p>SS</p> | <p>4/9/20</p> <p>8/9/20</p> | <p>DfE full return to school guidance. See <a href="#">Guidance for full opening – schools</a></p> <p>DfE Advisory Group model scenarios for schools to implement guidance for September – <a href="#">Link to PDF download</a></p> <p>Settings should follow updates to the <a href="#">EYFS disapplication guidance</a>.</p> <p>For spending on catch-up support, The EEF has published <a href="#">guidance on effective interventions to support schools</a>.</p> <p>Continue to follow the latest guidance in Coronavirus (COVID19): guidance for educational settings: <a href="http://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings">www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</a></p> <p>DfE Full return to school guidance <a href="#">Annex B EHCP Plans</a></p> |
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|  |  | <p>for their child's return to their school from the start of the autumn term</p> <ul style="list-style-type: none"> <li>Ensure appropriate support is made available for pupils with SEND by deploying support staff and accommodating visiting specialists in line with the DfE <a href="#">Guidance for full opening – schools</a></li> <li>Stagger assembly groups, stagger break times (including lunch), so that all children are not moving around the school at the same time.</li> </ul> <p>Encourage parents and children to walk or cycle to their education setting where possible. If required contact the transport hub to confirm transport requirements. They will liaise directly with the transport companies on social distancing requirements and check that they are fully aware of the health and safety procedures. <a href="mailto:mainstream-transport.cts@eastsussex.gov.uk">mainstream-transport.cts@eastsussex.gov.uk</a> (For further transport considerations see <b>East Sussex model Risk Assessment on the ESCC Schools Message Board.</b>)</p> <p>In line with September guidance, ensure good hygiene practices and social distancing (where possible):</p> <ul style="list-style-type: none"> <li>In corridors arrange systems to reduce congestion and access via external doors where possible</li> <li>Arrange classroom furniture to allow for seating pupils side by side and facing forwards where possible.</li> </ul> | <p>Communication to parents re this; few children use public transport for their journeys to and from school and walking/cycling are not possible for many families.</p> <p>One-way system in place and staggering wherever possible for the movement around the school of the four classes.</p> | <p>RN;<br/>SJ</p> <p>All staff</p> | <p>4/9/20</p> <p>From 3/9/20</p> | <p>ISEND guidance: <a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a></p> <p>Follow: <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a></p> |
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|   |  | <ul style="list-style-type: none"> <li>• Ensure that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time.</li> <li>• Use halls, dining areas and internal and external sports facilities for lunch and exercise at half capacity. If class groups take staggered breaks between lessons, these areas can be shared as long as different groups do not mix (and especially do not play sports or games together) and adequate cleaning between groups between groups is in place.</li> <li>• Consider how to continue remote education if it should become applicable from September</li> </ul> | <p>All teaching staff to consider how furniture is arranged.<br/>Numbers in toilets limited; one in, one out system.</p> <p>Lunchtime rotas to limit numbers in hall.</p> <p>Cleaning of 'pinch points' at lunchtimes and break times.</p> |  |                                  |   |
| 3 | <b>Opening</b><br>Communicate as early as possible with pupils and parents the arrangements for opening in September | <ul style="list-style-type: none"> <li>• Communicate to parents that now that circumstances have changed it is vital for all children to return to school in September to minimize, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.</li> <li>• Explain that in autumn term attendance is compulsory and school is expected to follow up any absences in line with statutory guidance</li> <li>• Explain that pupils, staff and other adults are not to come into school if they have</li> </ul>  | <p>Communication to go out to parents before children return on 7/9/20.</p> <p>Clear message re expectations around children's attendance.</p>   | SJ;<br>RN<br><br>SLT<br>(SJ;<br>RN;<br>CY) | By<br>4/9/20<br><br>By<br>9/9/20 | <p>DfE full return to school guidance. See <a href="#">Guidance for full opening – schools</a></p> <p>What parents and carers need to know about schools during the coronavirus outbreak (updated 2 July 2020)<br/> <a href="http://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-">www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-</a> </p> |

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|  |  | <p><a href="#">coronavirus (COVID-19) symptoms.</a><br/>School will send home anyone developing these symptoms during the school day. Anyone testing positive or showing symptoms is required to self-isolate for at least 10 days in line with the latest government guidance</p> <ul style="list-style-type: none"> <li>• Letter, text and/or email with information about where/when parents can drop off/collect their child/ren and what they need to bring to school</li> <li>• Update school website as applicable and share information about which learning/welcome spaces will be open.</li> <li>• Consider the accessibility of communications e.g. parents with EAL or are there parent of pupils with SEND that need a personal phone call?</li> <li>• Acknowledge anxiety and reassure parents and pupils about social distancing measures, health and safety arrangements and how the school will offer support for all pupils as part of a recovery curriculum and for some pupils more targeted emotional support and intervention.</li> <li>• As <b>all</b> year groups are returning to school, we would expect school leaders and teachers to consider their pupils' mental health and wellbeing and identify any pupil who may need additional support, so they are ready to learn, assess where pupils are in their learning, and agree what adjustments may be</li> </ul> | <p>COVID procedures to continue.</p> <p>Included in 'Welcome Back' communication</p> <p>Website to be updated (including class pages)</p> <p>SS to assess needs of individual families</p> | <p>RN;<br/>SJ</p> <p>HD to check</p> <p>SS</p> <p>All staff</p> | <p>By 4/9/20</p> <p>By 7/9/20</p> <p>By 7/9/20</p> <p>On-going</p> | <p><a href="#">providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a></p> <p>Prof Barry Carpenter Think Piece:<br/><a href="#">www.evidenceforlearning.net/recoverycurriculum/</a></p> <p>Coronavirus (COVID-19): implementing protective measures in education and childcare settings-<br/><a href="#">www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p> |
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|          |   | needed to the school curriculum over the coming weeks.   |  |   |  |   |
| <b>4</b> | <p><b>Staffing</b></p> <p>Review staffing plans for both phased and full opening.</p> <p>Restarting of dormant contracts and planning for furloughed staff to come back to school.</p> <p>Restarting any restructuring processes or HR procedures that may have been paused during the lock down including recruiting to vacancies.</p> | <ul style="list-style-type: none"> <li>• Contact staff and check availability – ensure decision making is transparent and fair.</li> <li>• Ensure staff understand that from September they can now operate across different classes and year groups in order to facilitate the delivery of the school timetable. If moving between classes / year groups they should keep their distance from other staff and pupils as much as possible (2m from staff)</li> <li>• Ensure staff are aware of DfE guidance that social distancing guidance is to avoid close face to face contact and minimise time spent within 1m of anyone.</li> <li>• Update staff/governors accordingly.</li> <li>• HR provider advice on restarting any restructuring or support plans for staff.</li> <li>• Complete individual risk assessments for staff in the workplace where staff have increased risk factors for Covid 19 in line with the <a href="#">latest updates to the DfE guidance section 2</a>. Template and guidance available on the HR section of the Webshop. Guidance for headteachers. There is separate guidance applicable to children and young people.</li> <li>• Update the school's staffing audit regularly as situations may change</li> </ul> | <p>INSET on 3/9/20 and 4/9/20 to focus on staff's well-being and updates for them</p> <p>Update governors</p> <p>Risk assessments to be completed for identified staff</p> | <p>SJ;<br/>RN;<br/>AH</p> <p>SJ</p> <p>CY</p> | <p>By 4/9/20</p> <p>By 7/9/20</p> <p>By 9/9/20</p> | <p>Check advice from your HR provider. ESCC HR advice for subscribing schools on Webshop.</p> <p>DfE full opening guidance, <a href="#">Section 2 – School Workforce</a> This has been updated with additional advice for staff who are pregnant, clinically vulnerable or clinically extremely vulnerable</p> <p>PHE review of the impact of Covid-19 on BAME communities<br/><a href="http://www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities">www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities</a></p> <p>DfE guidance re induction of NQTs during the pandemic –<br/><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers">https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers</a></p> <p>DfE support for pupil and staff wellbeing in the current situation. See</p> |



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|   |   |   |  |                  |              | <a href="#">information about extra mental health support for pupils and teachers</a>  |
| 5 | <b>External contractors</b><br>Contact the external companies and inform them that the school will be opening and ask about staff availability and provision going forward. | <ul style="list-style-type: none"> <li>• Contact the school meal service provider (if appropriate).</li> <li>• Contact fruit provider (if appropriate).</li> <li>• Contact milk provider (if appropriate).</li> </ul> <p><a href="#">Contact transport providers (if appropriate) to ensure compliance with new <a href="#">DfE Guidance for full opening – Section 2</a> which details a new framework for transporting pupils to and from schools (<i>more details in East Sussex model Risk Assessment. On the ESCC Schools Message Board</i>)</a></p> <ul style="list-style-type: none"> <li>• Update governors accordingly.</li> </ul> | Contact suppliers as appropriate       | AH;<br>HD        | By<br>4/9/20 | <p><a href="#">DfE full opening guidance, Section 2 – School Operations</a></p> <p>Coronavirus (COVID-19): implementing protective measures in education and childcare settings- <a href="http://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/">www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/</a></p> <p>Children under the age of 11 are exempt from wearing face coverings on public transport, and the regulations relating to face coverings exclude school transport services. <a href="#">See updated transport guidance</a></p> |
| 6 | <b>Policies and procedures</b><br>Ensure policies and procedures are agreed and updated as required.<br>Communicate policy  | <p><a href="#">Ensure all parents and pupils are informed that in autumn term the school will resume taking the attendance register and following up any absences in line with statutory guidance</a></p>   | To be included in letter re attendance | CY;<br>SJ;<br>RN | By<br>9/9/20 | <p><b><a href="#">DfE full opening guidance:</a></b><br/> <a href="#">Section 1</a> gives updated advice to minimize Covid-19 risks: <a href="#">Section 1 Public health advice to minimise risks</a></p>  |



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|  | and procedures to staff. | <p>Governors to review and agree, where needed, relevant policies. To include but not limited to:</p> <ul style="list-style-type: none"> <li>• Covid-19 Policy and procedures and any risk assessments that have been written.</li> <li>• Confidentiality Policy.</li> <li>• Safeguarding and Child Protection. – prepare for new KCSIE 2020</li> <li>• Health and safety policy (where procedures have changed following the review of any risk assessments)</li> <li>• Equalities Policy – updated to reflect unequal impact of Covid-19 on different ethnic groups</li> <li>• Data Protection Policy.</li> </ul> <p>Review Behaviour Policies for September - update with any new rules. Consider:</p> <ul style="list-style-type: none"> <li>• consequences for poor behaviour and deliberately breaking the rules</li> <li>• any revisions to enforcing rules and the sanctions (consider restrictions on movement within school and new hygiene rules)</li> <li>• provision of additional support with SEMH issues linked to adversity/trauma experienced during lockdown</li> <li>• ensuring equality of provision for all. (No pressure on parents to remove their child or to home educate.)</li> </ul> <p>All staff to be made aware of:</p> <ul style="list-style-type: none"> <li>• Updates from the DFE and guidance from the Public Health England 2020.</li> </ul> | Policy update throughout September     | CY                      | By first FGB Meeting | <p><b>Section 2</b> gives advice on attendance matters.<br/><a href="#">Section 2 Attendance</a><br/><b>Section 3</b> gives guidance on behaviour support<br/><a href="#">Section 3 Curriculum, behavior and pastoral support</a> with further details are available at the updated version of <a href="#">Behaviour and discipline in schools</a></p> <p>PHE review of the impact of Covid-19 on BAME communities<br/><a href="http://www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities">www.gov.uk/government/publications/covid-19-understanding-the-impact-on-bame-communities</a></p> <p>Keeping Children Safe in Education (from Sept 2020)<br/><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#history">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2#history</a></p> <p>What parents and carers need to know about schools during the coronavirus outbreak (updated 2 July 2020)<br/><a href="http://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-">www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-</a></p> |
|  |                          |   | Behaviour Policy to be updated         | HOS                     | By first FGB Meeting |   |
|  |                          |   | Initial INSET days to facilitate this; | SJ;<br>RN;<br>CY;<br>AH | 3/9/20-4/9/20        |   |

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|   |   | <ul style="list-style-type: none"> <li>Arrangements for the return of pupils and parents.</li> </ul> <p>Update the school's website with new/updated policies and communicate changes to behavioral policy/practices to parents and pupils as applicable.</p>  | <p>on-going from then</p> <p>Website to be updated regularly to ensure parents are informed</p> | <p>HD;<br/>RN;</p> | <p>On-going from 1/9/20</p>                   | <p><a href="#">providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a></p>   |
| 7 | <p><b>Finances</b></p> <p>Revised budget setting and role of governors in this.</p> <p>Submit costs of lockdown in line with government guidance.</p> | <ul style="list-style-type: none"> <li>Ensure Governors and senior leaders familiar with latest Government financial support for education, early and social care as applicable, particularly for any disadvantaged pupils</li> <li>Governors to review and agree revised budget.</li> <li>Consider the costs linked to any additional teachers and/or TAs required due to any shortfall in staffing</li> <li>Ensure sourcing of essential supplies</li> </ul> | <p>Finance information prepared for governors</p>   | <p>AH;<br/>SJ</p>  | <p>By agreed date (first Finance Meeting)</p> | <p>Government guidance on financial support for schools:<br/><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care">https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-education-early-years-and-childrens-social-care</a></p> |

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|   |   | <p>Check school has appropriate PPE requirements - There is a need for PPE in some circumstances (<i>See <b>East Sussex model Risk Assessment on the ESCC Schools Message Board</b></i>)</p> <ul style="list-style-type: none"> <li></li> </ul>  | PPE requirements conveyed to SBM to ensure ordered   | SJ;<br>AH   | Needed in school for 7/9/20                              | <p>National Tutoring Programme planned launch in Autumn 2020 to support disadvantaged pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme">https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme</a></p>  |
| 8 | <p><b>Vulnerable families</b></p> <p>Ongoing financial support for families</p> | <p>Support for families in financial difficulties:</p> <ul style="list-style-type: none"> <li>Free school meals/uniform.</li> <li>Links with LA, social services and other agencies and services.</li> <li>Review any breakfast, lunch and/or after-school clubs or wrap around care that you will be reopening in September. Ensure that you can keep children within the groups they are in during the day or safely distanced.</li> </ul> | <p>Assessment of families and their needs</p> <p>Risk assessments undertaken; numbers and attendees should be consistent and limited to 15</p> | <p>AH;<br/>HD;<br/>SS;<br/>RN</p> <p>AH;<br/>CY</p> | <p>On-going from 1/9/20</p> <p>Available from 3/9/20</p> | <p>What parents and carers need to know about schools during the coronavirus outbreak (updated 2 July 2020)</p> <p><a href="http://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a></p> <p>DfE support for pupil and staff wellbeing in the current situation. See information about <a href="#">extra mental health support for pupils and teachers</a></p> |

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| 9 | <b>Events</b><br>Consider planned school events and resume where possible adhering to the latest government guidance | <ul style="list-style-type: none"> <li>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 COVID-secure measures in place at the destination.</li> <li>Consider how to make use of outdoor spaces in the local area to support delivery of the curriculum.</li> </ul> | Trip planning to be assessed   | SJ;<br>RN | From Term 1 | DfE full opening guidance, <a href="#">Section 2 – School Operations</a><br><br>Consult the <a href="#">health and safety guidance on educational visits</a> when considering visits. |
|   |  |   | Local area opportunities to be assessed in line with the curriculum for Term 1 | RN        | On-going    |   |

## A2. Health and Safety

|    | Action  | Comments for consideration   | Issues due to the context of our school                            | Lead      | Date Deadline | Guidance   |
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| 10 | <b>Enhanced Cleaning</b><br>Ensure thorough cleaning to include cleaning of school prior to opening and ongoing cleaning arrangements as schools start to implement a phased opening. | <ul style="list-style-type: none"> <li>Comply with Government Health and Safety Guidance – Staff should be aware and are aware of the <b>updated</b> <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a> which should be followed in the event of a suspected or confirmed case</li> <li>Ensure pupils, parents and staff are aware that DfE guidance states that different groups/bubbles don't need to be allocated their own toilet blocks, but</li> </ul> | Cleaning to be arranged for touch points throughout the school day | AH;<br>HD | From 7/9/20   | More information on PPE use can be found in the <a href="#">safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance</a> .<br><br>COVID19 cleaning in non-healthcare settings <b>updated guidance</b> : |

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|    |  | <p>toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.</p> <ul style="list-style-type: none"> <li>Now that all children are back in school, all frequently touched surfaces, equipment, door handles and toilets used during the day will need to be cleaned thoroughly each day.</li> <li>Cleaning products supplies and availability.</li> <li>Leaders <b>MUST</b> ensure that school has enough tissues and bins available to support pupils and staff to follow the catch it, kill it bin it approach. Reinforce routines of using a tissue to cough or sneeze and bins for tissue waste.</li> <li>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this.</li> <li>Keep a copy of the contractor's COVID19 specific risk assessment on site.</li> </ul> | Supplies to be ordered and available   | HD;<br>AH                          | From<br>3/9/20                                | <a href="#">COVID-19: cleaning of non-healthcare settings guidance</a>  |
| 11 | <p><b>Health and Safety premises inspections</b> Carry out a Health and Safety inspection of all areas of the school site, including the outdoor spaces.</p> | <ul style="list-style-type: none"> <li>As per local health and safety policy which has been reviewed or updated as appropriate.</li> <li>Review and update risk assessments and ensure that any changes are communicated to staff.</li> <li>Check access to hand washing facilities and other hygiene measures.</li> <li>Equipment that has previously been removed from classrooms, such as</li> </ul>  | <p>Risk assessments to be updated using ESCC model templates</p> <p>All staff to check equipment</p> | <p>CY;<br/>AH</p> <p>All staff</p> | <p>On-going during Term 1</p> <p>On-going</p> | <p><b>East Sussex model Risk Assessment.</b> (See ESCC Schools Message Board)</p> <p>DfE Return to school Guidance Annex A Health &amp; Safety Risk Assessment <a href="http://www.gov.uk/government/publications/actions-for-schools-during-the-">www.gov.uk/government/publications/actions-for-schools-during-the-</a></p> |

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|    |   | books and games, can be used and shared within a group/bubble. Plan with site staff to ensure they are regularly cleaned along with all touched surfaces.  |   |   |             | <a href="#">coronavirus-outbreak/guidance-for-full-opening-schools#A</a>   |
| 12 | <b>Systems</b><br>Check all systems are fully working and operating as normal, especially buildings which have been unoccupied. | <ul style="list-style-type: none"> <li>• Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment.</li> <li>• Check your fire safety systems including making sure: your fire alarm system and emergency lights are operational, and all fire doors are operational.</li> </ul>  | <p>Site checks to be undertaken before children's return</p> <p>Schedule fire drill for September</p> | <p>AH;<br/>DH;<br/>SJ</p> <p>RN;<br/>DH</p> | From 1/9/20 | <p>Covid19 managing school premises:<br/><a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</a></p>   |
| 13 | <b>Site</b><br>Prepare the site for increased pupil access  | <ul style="list-style-type: none"> <li>• Plan and display suitably accessible information and posters for parents/carers/visitors in welcome areas. E.g. Government guidelines for hand washing and social distancing etc.</li> <li>• School must ensure that there is access to drinking water and facilities for hand washing and/or access to hand sanitiser</li> <li>• Contact contractors and check arrangements for returning to work. Schedule rearranged works.</li> <li>• Ensure appropriate arrangements for any contractors on site including social distancing.</li> <li>• Confirm that alternative providers have the appropriate safety arrangements in place in relation to Covid-19 for any pupils attending.</li> <li>• <i>If you are expecting any site works involving the LA, the East Sussex</i></li> </ul> | Ensure information and signage is instructive and accessible  | RN;<br>AH;<br>HD                            | From 1/9/20 | <p>DfE guidance for reviewing systems: Water, gas, fire, safety, kitchen, ventilation &amp; security:<br/><a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</a></p> <p>DfE full opening guidance Section 1 gives updated advice to minimize Covid-19 risks: <a href="#">Section 1 Public health advice to minimise risks</a></p> |

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|    |  | <i>property team will be contacting you in due course.</i>   |   |   |   |  |
| 14 | <b>Infection control</b><br>Communicate infection control measures to staff, visitors and Governors.<br><br>Consider the accessibility of this information | <ul style="list-style-type: none"> <li>Identify training and CPD needs</li> <li>Display information posters</li> <li>Include guidance on handwashing and hand sanitiser facilities and the use of toilets</li> <li>Update the school's website as applicable</li> <li>Adapt policies/procedures/risk assessments as necessary</li> </ul> <p>Schools <b>MUST</b> ensure they understand the NHS Test and Trace process and how to contact the local <a href="#">Public Health England health protection team</a>.</p> <ul style="list-style-type: none"> <li>Leaders to ensure staff and parents understand their responsibility should they be showing symptoms of COVID-19 to be ready and willing to: <a href="#">book a test</a>, provide details of who they have been in close contact with and to then self-isolate in line with current government guidance</li> <li>Employers have a duty of care for all staff and should ensure that staff who are sent home displaying symptoms of COVID-19 are tested as soon as practicably possible.</li> <li>The wearing of a face covering or face mask in schools or other education settings is not recommended. However, you should have arrangements for the very small number of cases where PPE supplies will be needed (For example providing intimate care for any children</li> </ul> | <p>Information to be clearly displayed; website to be updated</p> <p>Parents reminded about their role in this via letter/email</p> <p>SLT to monitor and act promptly re this</p> <p>PPE to be available to staff identified as vulnerable. Following the decision re this for Scotland; this to</p> | <p>RN;<br/>AH;<br/>HD</p> <p>RN;<br/>HD</p> <p>SLT</p> <p>SJ;<br/>SLT</p> | <p>From<br/>1/9/20</p> <p>By<br/>4/9/20</p> <p>On-going</p> <p>On-going</p> | <p><b>East Sussex model Risk Assessment.</b> (See <i>ESCC Schools Message Board</i>)</p> <p>DfE Return to school Guidance Annex A Health &amp; Safety Risk Assessment <a href="http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A">www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</a></p> |



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|    |   | <p>or for cases when a child becomes unwell with symptoms of coronavirus and needs direct personal care until they can return home).</p> <ul style="list-style-type: none"> <li>Review and update the school's risk assessment for full return to school</li> <li>Work with other school based-provision as necessary – e.g. Nursery</li> </ul>   | <p>be monitored robustly</p> <p>Completed on 24/8/20; forwarded to SJ and HOS</p> | CY                            | By 31/8/20 |   |
| 15 | <p><b>Kitchens</b></p> <p>Contractor to undertake a thorough clean of the kitchen prior to reopening before food preparation resumes.</p> | <ul style="list-style-type: none"> <li>Ensure kitchens are fully open from the start of the autumn term and comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a>. They should be able to provide food to all pupils who want it, including FSM or universal infant free school meals.</li> <li>Check with contractor arrangements for cleaning and disinfecting all areas and surfaces prior to full reopening.</li> <li>Keep a copy of the contractor's COVID19 specific risk assessment on site.</li> </ul> | Chartwells  | AH to liaise with Chart wells | By 7/9/20  | <p>Covid19 managing school premises:</p> <p><a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</a></p> |

### A3. Safeguarding

|    | Action   | Comments for consideration   | Issues due to the context of our school  | Lead                        | Date Deadline | Guidance   |
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| 16 | Safeguarding (including online safety) during the pandemic | <ul style="list-style-type: none"> <li>Ensure adherence to statutory duties as outlined in KCSIE 2020</li> </ul> | <p>INSET training for all Skylark staff on 4/9/20</p> <p>CP Policy updated</p> | <p>CY;<br/>RN</p> <p>CY</p> | 4/9/20        | Schools <b>must</b> have regard to the statutory KCSIE 2020 safeguarding guidance, |

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|    |   | <ul style="list-style-type: none"> <li>Update current Child Protection Policy (which only reflects business as usual) to reflect new arrangements from September</li> <li>Update Code of Conduct for staff to include COVID-19 issues</li> <li>Ensure suitably trained people are onsite and appropriate staff training is arranged</li> <li>Review online safety considerations in and out of school</li> <li>Consider safer recruitment / issues relating to movement of staff</li> <li>Ensure that record keeping is up to date particularly where children have not been in school, or where they have attended other settings.</li> </ul>   | <p>Code of Conduct updated</p> <p>Online Safety Policy updated</p> <p>DSL to check records</p> | <p>CY</p> <p>CY</p> <p>RN</p> | <p>By 9/9/20</p> <p>By 9/9/20</p> <p>By 9/9/20</p> <p>On-going</p> | <p><a href="#">keeping children safe in education</a></p> <p>Schools should also refer to the <a href="#">coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance</a>.</p> <p>East Sussex SLES Safeguarding team: <a href="https://czone.eastsussex.gov.uk/safeguarding/support-for-safeguarding-in-colleges-schools-and-early-years-settings/corona-virus-additional-guidance-for-schools/">https://czone.eastsussex.gov.uk/safeguarding/support-for-safeguarding-in-colleges-schools-and-early-years-settings/corona-virus-additional-guidance-for-schools/</a></p> |
| 17 | <p><b>Support for vulnerable families and members of the community at higher risk</b></p> <p>Plan support packages for these families in order to help them transition back to school.</p> <p>Use risk assessments from during the lockdown period to make judgments about what adjustments</p> | <ul style="list-style-type: none"> <li>Telephone calls to families</li> <li>Individual support plans around the family of vulnerable pupils, working alongside other agencies as appropriate.</li> <li>Plan and prepare a collection of signposting opportunities to share with families if needed e.g. bereavement advice, financial advice etc.</li> <li>Work in partnership with local BAME and/or faith communities to reinforce individual and household risk reduction strategies relevant to the school community</li> <li>Decide which member(s) of staff will be the single point of contact for parents and communicate this to parents.</li> <li>Update the website if applicable.</li> </ul> | <p>Family needs to be assessed</p> <p>SENCO to be point of contact</p>                         | <p>RN; SS</p> <p>SS</p>       | <p>On-going</p> <p>On-going</p>                                    | <p>TES article on how to support disadvantaged families: <a href="https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families">https://www.tes.com/news/coronavirus-6-ways-support-disadvantaged-families</a></p> <p>ISEND guidance: <a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a></p> <p><a href="#">PHE's review of the impact of Covid-19 on BAME groups</a> identified "There is</p>          |

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|    | need to happen in school   | <ul style="list-style-type: none"> <li>• Ensure policies and procedures are in place where necessary.</li> <li>• Brief staff to be alert to signs of poor welfare, poor mental health or neglect that may have escalated during school closures and agree referral route to DSL team.</li> <li>• School to continue remote safeguarding arrangements for pupils that remain at home.</li> </ul>  | <p>Policies to be put on website</p> <p>All staff to monitoring robustly</p> | <p>HD;<br/>RN<br/>All staff</p> | <p>During Term 1</p> <p>On-going</p> | <p><i>an association between belonging to some ethnic groups and the likelihood of testing positive and dying with COVID-19</i></p> <p><i>“Longstanding inequalities have been exacerbated by COVID-19”</i></p> <p>BAMEed’s resources<br/><a href="https://www.bameednetwork.com/resources">https://www.bameednetwork.com/resources</a></p>   |
| 18 | <b>Pupil Absence</b><br>Understand what is happening with regards to the recording of absences e.g. with parents who decide not to send children back to school yet / families isolating | <ul style="list-style-type: none"> <li>• Resume taking the attendance register and following up any absences in line with statutory guidance</li> <li>• Ensure strategies are in place to help pupils to engage positively with school and learning.</li> <li>• Resume ‘first day calling’ procedures for all pupils</li> <li>• Seek advice from ESBAS team regarding adapting your whole school policy, practice and approach as government guidance changes.</li> <li>• Seek advice and support from ESBAS regarding individual learners/families where attendance is a concern.</li> <li>• Consider parent/carer anxiety as a barrier to reintegration; liaise with key workers for the child (social workers, Family Key Workers, ISEND Practitioners etc.) to support conversations to reduce anxiety.</li> <li>• Avoid the use of reduced timetables.</li> </ul> | <p>On-going monitoring of attendance</p>                                     | <p>RN;<br/>SJ</p>               | <p>On-going</p>                      | <p><a href="#">ESBAS CZONE page</a></p> <p>DfE full opening guidance Section 2 gives advice on attendance <a href="#">Section 2 Attendance</a></p> <p>ISEND guidance:<br/><a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a></p> |

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|  |  | <ul style="list-style-type: none"><li>Families should notify their school as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together.</li></ul> |  |  |  |  |
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## PART B: Curriculum and pastoral support

### B1. Pupil wellbeing and support

|    | Action  | Comments for consideration   | Issues due to the context of our school                                    | Lead | Date Deadline | Guidance  |
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| 19 | <b>Support systems</b><br>Ensure that there are support systems in place for staff and pupils to support their mental health and well-being | <ul style="list-style-type: none"> <li>Set up systems so that staff and pupils can talk to key members of staff if they need to.</li> <li>Be aware of the level of anxiety and trauma that some may feel</li> <li>Be mindful that some children may have experienced and/or witnessed abuse during lockdown and need to feel comfortable to make disclosures to trusted adults.</li> <li>Consider wellbeing support for senior leadership teams and governors as required.</li> <li>Prepare availability of emotional wellbeing interventions for pupils who need it and a referral system.</li> </ul> | Well being opportunities for staff and pupils; nurture space/time provided | SS   | On-going      | <p>Recording of DfE, PHE &amp; NHS webinar to support returning pupils <a href="#">DfE - Supporting pupil and student mental wellbeing</a></p> <p>DfE Full return to school guidance details for supporting SEND pupils <a href="#">Annex B EHCP Plans</a></p> <p>Resources to support SEND returning to mainstream - See <a href="#">events page</a> of the SEND Gateway</p> <p>EEF guidance on <a href="#">making the best use of teaching assistants</a></p> <p>DfE case studies supporting pupils' wellbeing: <a href="https://www.gov.uk/guidance/e/supporting-pupils-wellbeing">https://www.gov.uk/guidance/e/supporting-pupils-wellbeing</a></p> <p>ISEND Support Services (e.g. Educational Psychology Service: contact your link EP or</p> |

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|  |  |  |  |  |  | <p>email<br/> <a href="mailto:eps@eastsussex.gov.uk">eps@eastsussex.gov.uk</a> or<br/> visit:<br/> <a href="https://czone.eastsussex.gov.uk/inclusion-and-SENDd/ISEND-services/educational-psychology-service-eps/how-to-access-support/">https://czone.eastsussex.gov.uk/inclusion-and-SENDd/ISEND-services/educational-psychology-service-eps/how-to-access-support/</a>)</p> <p>ISEND guidance:<br/> <a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a></p> <p>Schools who subscribe to the ESCC HR service can access wellbeing support materials at<br/> <a href="http://www.services2schools.co.uk/resources/personnel/wellbeing-benefits/mental-health">www.services2schools.co.uk/resources/personnel/wellbeing-benefits/mental-health</a>, which includes guidance for line managers on writing a wellness plan with staff members, use of gratitude/reflective diary, and wellness checklist.</p> <p>DfE support for pupil and staff wellbeing in the current situation. See information about <a href="#">extra mental health</a></p> |
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|    |  |  |  |         |          | <a href="#">support for pupils and teachers</a>  |
| 20 | <b>Dealing with concerns</b><br><br>Provide an opportunity for parents and carers to raise issues and concerns | <ul style="list-style-type: none"> <li>• Dedicate a member(s) of staff to be the single of contact for parents via email and/or phone.</li> <li>• Update website as necessary.</li> <li>• Inform parents.</li> <li>• Update Staff/Governors accordingly.</li> <li>• Update school's collection of signposting e.g. Bereavement advice, EPS and CLASS+ telephone lines for parents and carers.</li> </ul> | All members of SLT to support this; RN to be named contact | RN; SLT | On-going | Link to the PCF:<br><a href="https://www.espcf.org.uk/">https://www.espcf.org.uk/</a><br><br>For Coronavirus related support:<br><a href="http://www.eastsussex.gov.uk/chil-drenandfamilies/specialneeds/staying-at-home-tips-and-activities/">www.eastsussex.gov.uk/chil-drenandfamilies/specialneeds/staying-at-home-tips-and-activities/</a><br><br>For other support and Business as Usual needs:<br><a href="http://www.eastsussex.gov.uk/chil-drenandfamilies/specialneeds/">www.eastsussex.gov.uk/chil-drenandfamilies/specialneeds/</a><br><br>Charities and sources of support and funding e.g.<br><a href="#">Cruse Bereavement Care</a> , <a href="#">Gingerbread</a> , <a href="#">Working Families</a><br><br>ISEND guidance:<br><a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a><br><br>What parents and carers need to know about schools during the coronavirus |



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|  |  |  |  |  |  | <p>outbreak (updated 2 July 2020)</p> <p><a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak">www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak</a></p> |
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| 21 | <b>Mental health and well-being</b><br>Plan positive mental health and wellbeing learning opportunities to support pupils' transition back to school | <ul style="list-style-type: none"> <li>• SLT to identify the groups/individuals within the school who may have been particularly impacted upon by Covid and lockdown and create action plans to support them (e.g. Young Carers, child protection, lack of engagement with learning)</li> <li>• Identify any newly vulnerable pupils/groups on their return to school</li> <li>• consider the provision of pastoral and extra-curricular activities to all pupils designed to: <ul style="list-style-type: none"> <li>○ rebuild friendships &amp; social engagement</li> <li>○ equip pupils to respond to issues linked to COVID-19</li> <li>○ support pupils with approaches to improving their physical and mental wellbeing</li> </ul> </li> <li>• Assembly plans (following social distancing guidance).</li> <li>• Update school's website as applicable.</li> <li>• Review best use of ELSAs and mental health workers.</li> <li>• Consider learner anxiety about becoming ill or bringing the virus home to their family members.</li> </ul> | Groups/individuals discussed during SLT meetings; SS to lead on this | SS;<br>SLT | On-going | <p><b>DfE guidance Section 3: Curriculum, behaviour and pastoral support</b></p> <p>Wellbeing resources/templates and other resources are available at <a href="https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-health-emotional/">https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-health-emotional/</a></p> <p>DfE case studies supporting pupils' wellbeing: <a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a></p> <p>ISEND Support Services (e.g. Educational Psychology Service: contact your link EP or email <a href="mailto:eps@eastsussex.gov.uk">eps@eastsussex.gov.uk</a> or visit: <a href="https://czone.eastsussex.gov.uk/inclusion-and-SENDd/ISEND-services/educational-psychology-service-eps/how-to-access-support/">https://czone.eastsussex.gov.uk/inclusion-and-SENDd/ISEND-services/educational-psychology-service-eps/how-to-access-support/</a>)</p> <p>Prof Barry Carpenter Think Piece:</p> |
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|    |   |  |   |           |          | <a href="https://www.evidenceforlearning.net/recoverycurriculum/">https://www.evidenceforlearning.net/recoverycurriculum/</a><br><br>ISEND guidance:<br><a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a><br><br><a href="http://www.elsanetwork.org">www.elsanetwork.org</a><br><a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a><br><br><a href="https://www.camhs-resources.co.uk/coronavirus">https://www.camhs-resources.co.uk/coronavirus</a> |
| 22 | <b>Nurture and team building</b><br>Plan opportunities for pupils to share their thoughts and feelings with | <ul style="list-style-type: none"> <li>• Nurture opportunities to build a sense of belonging.</li> <li>• Playtime support.</li> <li>• Pastoral care and support in place.</li> <li>• Lunchtime support.</li> </ul> | All staff to be mindful of children's needs; support staff to be vigilant during break times and lunchtimes | All staff | On-going | ISEND's ESBAS is offering support from their Nurture Practitioners for Nurture Groups transitioning back to school:   |

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|  | members of the school community. | <ul style="list-style-type: none"> <li>• Assembly plan.</li> <li>• Nurture groups.</li> <li>• Awareness when planning group activities that for some children lockdown was not a safe or happy place (<i>see wellbeing sections above</i>)</li> </ul> |  |  |  | <a href="https://czone.eastsussex.gov.uk/inclusion-and-SENDd/SEND-services/education-support-behaviour-and-attendance-service-esbas/what-we-offer/">https://czone.eastsussex.gov.uk/inclusion-and-SENDd/SEND-services/education-support-behaviour-and-attendance-service-esbas/what-we-offer/</a><br><b>Contact:</b> Either contact via the Front Door or email <a href="mailto:esbas@eastsussex.gov.uk">esbas@eastsussex.gov.uk</a><br><br>ISEND guidance: <a href="https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf">https://czone-backoffice.azurewebsites.net/media/6329/supporting-pupils-with-send-to-return-to-school.pdf</a><br><br><a href="http://www.nurtureuk.org">www.nurtureuk.org</a> |
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## B2. Curriculum and assessment

|    | Action   | Comments for consideration   | Issues due to the context of our school                           | Lead              | Date Deadline | Guidance   |
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| 23 | <b>Catch-up</b><br><br>all pupils (particularly disadvantaged, SEND and vulnerable pupils) to be given the catch-up support needed to make substantial progress by the end | <ul style="list-style-type: none"> <li>• Ensuring a return to an ambitious and broad curriculum in all subjects from the start of the autumn term</li> <li>• Modifying delivery to create time to cover the most important missed content during the summer term</li> <li>• Review how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</li> </ul> | Gap analysis and assessment will be critical during Terms 1 and 2 | SJ; RN; all staff | On-going      | DfE full opening guidance Section 3 gives guidance on curriculum expectations <a href="#">Section 3 Curriculum, behavior and pastoral support</a><br><br>National Tutoring Programme planned launch in Autumn 2020 to support disadvantaged pupils <a href="https://educationendowment">https://educationendowment</a> |

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|    | of the academic year  | <ul style="list-style-type: none"> <li>Evaluate whether it is appropriate to suspend some subjects for some pupils in exceptional circumstances.</li> </ul>  |  |  |   | <a href="https://www.foundation.org.uk/covid-19-resources/national-tutoring-programme">tfoundation.org.uk/covid-19-resources/national-tutoring-programme</a>  |
| 24 | <b>Ensuring a full return to the school's normal curriculum in all subjects by summer term 2021</b> | <ul style="list-style-type: none"> <li>Ensuring this years' curriculum planning uses assessment of pupils' starting points and addressing the gaps in their knowledge and skills</li> <li>Ensuring staff consistency in effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems.</li> <li>Review additional risk assessments required in some subject areas – e.g. Music (singing &amp; playing wind instruments), PE (cleaning of equipment, engagement in contact sports etc.)</li> <li>Relationships and health education (RHE) in primary schools and relationships, sex and health education (RSHE) in secondary schools becomes compulsory from September 2020. Ensure a start to teaching this by at least the start of the summer term 2021</li> </ul> | <p>Gap analysis and assessment will be critical during Terms 1 and 2. New curriculum initiatives provide a fresh start opportunity</p> <p>Staff to undertake curriculum risk assessments for identified subjects; subject leaders to determine need for risk assessments in their areas.</p> <p>SLT to agree start date for RSHE</p> | <p>All staff</p> <p>All staff</p> <p>SS</p> <p>SLT</p> | <p>From 7/9/20</p> <p>During Term 1</p> | <p>DfE full opening guidance Section 3 curriculum expectations <a href="#">Section 3 Curriculum, behavior and pastoral support</a></p> <p><b>Further DfE guidance for music to be published soon</b></p> <p>DfE guidance on phased return of sport and recreation<br/><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation">www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation</a></p> <p>Sport England Advice<br/><a href="https://www.sportengland.org/how-we-can-help/coronavirus">www.sportengland.org/how-we-can-help/coronavirus</a></p> |
| 25 | <b>Integrating remote education into school curriculum planning</b>                                 | <ul style="list-style-type: none"> <li>Identifying any pupils where remote education will be necessary</li> <li>ensuring 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.</li> </ul>   | HOS to identify this at earliest possible opportunity  | RN   | During Term 1 (and on-going)            | DfE full opening guidance Section 3 curriculum expectations <a href="#">Section 3 Curriculum, behavior and pastoral support</a>   |

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| 26 | <b>Communicating changes to assessments and accountability this year</b> | <ul style="list-style-type: none"> <li>Ensure Governors and subject leads are kept up to date and aware of any changes to assessment and accountability measures this year <i>(As detailed in sections 27-29 below)</i></li> <li>Review newsletters, website etc to communicate these changes to parents and pupils</li> </ul>   | SLT to monitor   | SJ;<br>RN                          | On-going<br>(Term 1 and Term 2) | DFE Full return guidance Section 4: <a href="#">Assessment and accountability</a>  |
| 27 | <b>Issues for EYFS</b>   | <ul style="list-style-type: none"> <li>Supporting nursery teachers to focus on the prime areas of learning, including: C&amp;L, PSED and PD</li> <li>Supporting Reception staff to do this and, also, assess and address gaps in language, early reading and mathematics</li> <li>Boosting children's acquisition of phonic knowledge and extending their vocabulary.</li> <li>Consider how all groups of children can be given equal opportunities for outdoor learning.</li> <li>As the rollout of the YR baseline assessment has been postponed until September 2021, consider whether to sign up to become an early adopter this year</li> </ul> | Reception and Year 1 Class Teachers to work closely together during Term 1 and Term 2  | EYFS/<br>KS1 staff                 | From Term 1 onwards             | Follow updates to the <a href="#">EYFS disapplication guidance</a> .   |
| 28 | <b>Issues for Key Stages 1-3</b>   | <ul style="list-style-type: none"> <li>identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics)</li> <li>identifying opportunities across the curriculum so pupils read widely, so</li> </ul>  | Year 2 and Year 3 pupils to be assessed re phonics<br>All staff to assess children's basic skills/progress/development/barriers in reading and mathematics | Year 2 and Year 3 CTs<br>All staff | From Term 1<br><br>From Term 1  | DfE full opening guidance Section 3 curriculum expectations <a href="#">Section 3 Curriculum, behavior and pastoral support</a><br><br>The Standards and Testing Agency (STA) updates to |

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|    |                           | <p>developing their knowledge and vocabulary.</p> <ul style="list-style-type: none"> <li>Ensuring the curriculum remains broad so that most pupils are taught the full range of subjects over the year.</li> <li>Plan to return to all existing statutory KS1 &amp; 2 assessments in 2020-21 in line with their usual timetables. <i>Including phonics screening check for Y1, KS1 tests, Y4 multiplication tables check, KS2 tests &amp; TA. (However, PSC for Y2 is currently being reviewed and updates to be published soon)</i></li> <li>For some Y7 pupils consider (if necessary) addressing any gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.</li> </ul> | <p>All staff to focus on this</p> <p>Not applicable</p> | <p>RN;<br/>all<br/>staff</p> | <p>On-going</p> | <p>PSC for Y2 to be published soon.</p>  |
| 29 | Issues for Key Stages 4+5 | <ul style="list-style-type: none"> <li>Ensuring that most pupils in year 10 and 11 continue to study their examination subjects.</li> <li>Review and adapt teaching of GCSEs and A levels to prepare for the modified exams which will take place in summer 2021 in line with Ofqual consultation &amp; Exam Board updates <i>(to be published soon)</i></li> <li>Use ongoing assessment and consult pupils and parents to help review any exceptional circumstances where it would be in the best interests of Y11 pupils to discontinue an examined subject to focus on English and/or maths.</li> </ul>   | <p>Not applicable</p>                                   |                              |                 | <p>DfE full opening guidance Section 3 curriculum expectations <a href="#">Section 3 Curriculum, behavior and pastoral support</a></p> <p><b><u>Ofqual is currently consulting on proposals for next year, and will confirm its decisions as soon as possible to allow time for schools to prepare</u></b></p> |



30 July 2020

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|  |  | <ul style="list-style-type: none"> <li>Review any plans for early entry among Y10 pupils in summer 2021.</li> <li>Plan provision for any students wishing to have autumn resits of exams following publication of their calculated grades to meet the expectations of the latest DfE guidance</li> <li>Ensuring effective support for sixth formers so that only in very rare / exceptional cases would a student drop a subject</li> </ul> |  |  |  | <p>Autumn Resits - DfE's guidance on <a href="#">Centre responsibility for autumn GCSE, AS and A level exam series</a> expects the centre that entered students 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</p> <p><b><i>Exam Boards websites to be updated soon</i></b></p> |
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## PART C: Contingency planning for an outbreak

|    | Action   | Comments for consideration   | Issues due to the context of our school   | Lead      | Date Deadline | Guidance   |
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| 30 | Planning for a return to remote education should there be a potential local outbreak | <p>By the end of September leaders and governors to devise contingency plans to cover a potential local outbreak. This may include a return to remaining open only for vulnerable children and the children of critical workers</p> <p><i>We recommend completing a separate contingency planning document for this - See LA Model Contingency plan available via the ESCC Schools Message Board</i></p> | Follow DfE and LA advice re this SLT to meet with governors in Term 1 to establish plans/procedures | SJ; govs. | By 1/10/20    | <p><i>LA Model Contingency plan – available via the ESCC Schools Message Board</i></p> <p>The <a href="#">DfE full return to school guidance – section 5</a> outlines the scope required and provides links to resources to support these plans.</p> |

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|  |  |  |  |  |  | <p><i>Curriculum maps for key subjects for year groups from Reception to Y9 will be published in July.</i></p> <p>The DfE has produced a <a href="#">quality assured list of remote education resources</a> which are available to schools and parents for free over the summer term.</p> <p>National Oak Academy<br/>Free resources and specialist resources for SEND<br/><a href="http://www.thenational.academy/2020-21-oak-curriculum">www.thenational.academy/2020-21-oak-curriculum</a></p> |
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