September re-opening of Warblington School
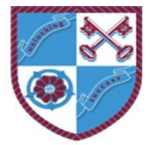
September 2020

Guidance for Staff & Governors

DOCUMENT V1.08

This guidance is based form the DfE documentation published which was updated 26.08

Changes from v1.07 highlighted in bold

Next update due 20.09.20 (room sanitizing units)

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

1.1 System of controls

This is the set of actions we, as a school, must take as advised by the DfE. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

a) 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

By writing to parents, explaining to students on day 1 and repeating the message and through signage throughout the school, all pupils, staff and other adults will be made aware they ARE NOT to come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days. Anyone developing those symptoms during the school day is sent home. These are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). **The DfE have made it very clear that 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 will 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 7 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.

In the event that a child is displaying symptoms, they will be relocated to the office beside the Headteacher office, where they can be isolated behind a closed door, with appropriate adult supervision if required. Ideally, the window should be opened for ventilation.

If they need to go to the bathroom while waiting to be collected, they should use the toilet opposite that room which, once used, 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.   PPE is available from VWN/MHL/NIN. 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 students who have been in close contact with them do not need to go home to self-isolate *unless they develop symptoms themselves* (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive or they have been requested to do so by NHS Test and 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 bleach 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. This information will be passed to Haywards Cleaning Team to ensure room adheres to strict guidelines.
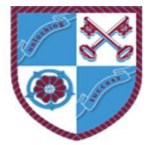
Public Health England is clear that routinely taking the temperature of students is not recommended as this is an unreliable method for identifying coronavirus (COVID-19).

b) 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. Each classroom in September will have a Hand Sanitiser station set up, with staff ensuring students use the gel on the way in and out of each lesson. Where possible, in rooms like the science labs, students should be encouraged to wash their hands.

Signs around school will promote good handwashing.

c) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

Public Health England does not (based on current evidence) recommend the use of face coverings in schools as students and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. This evidence will be kept under review.

Face coverings are required at all times on public transport (for children over the age of 11) or when attending a hospital as a visitor or outpatient.

Signs displaying the "catch it, bin it, kill it" are to be displayed in every classroom, with the message reinforced to parents and pupils.

Students and staff will be asked to wear face coverings in all communal areas and staff will have clear face shields to wear, supplied by the school.

d) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

Haywards cleaners are using a specialist cleaning fluid to clean rooms and areas. Rooms will have minimal furniture and all surfaces will be cleaned everyday by Haywards. Cleaners will not be able to move items and therefore only clean around items. It is therefore imperative that surfaces are cleared at the end of each day.

Wipes are available in each classroom for the teacher to use as they deem fit.

A sanitising machine (Make) is available on each floor, with larger ones that can be used by site team used to clean canteen, sports hall and reception during the day.

e) minimise contact between individuals and maintain social distancing wherever possible. This must be properly considered and schools must put in place measures that suit their particular circumstances.

1.2 How to group children

Maintaining distinct groups or 'bubbles' is designed to make it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and best practice is to keep that number as small as possible.

However, the use of small groups restricts the normal operation of school and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds, dining halls, and toilets, and the provision of specialist teaching (eg music, art DT rooms etc).

The DfE guidance for the autumn term, states that "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, schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups."

We are following this guidance and will be implementing year group bubbles to enable us to deliver the full range of curriculum subjects and students to receive specialist teaching. The only issue with this is *if* someone tests positive, there will be a greater 'bubble' that may need to self isolate.

Students will be encouraged to keep their distance within groups.

Again, DfE guidance states "All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable." Therefore, the measures in place for Warblington will be to ensure staff remain 2m away from other staff and the students in the classroom as much as possible.

1.3 Measures within the classroom

It is strong public health advice that staff in secondary schools maintain distance from their students, 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. 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 students who have complex needs or who need close contact care. These students' educational and care support should be provided as normal.

In all classrooms from September, the classrooms will be laid out in rows facing the front, with furniture removed to allow for maximum space. A 'Technical Area' taped on the floor and indicating the space which is 2m from the students will indicate where staff should do the large majority of teaching. Where rooms are set for facing the edges, this will remain.

Windows in classrooms must open, where possible and doors should remain open at all times, ensuring a flow of air in classrooms.

Seating plans, must be made for all classes by all teachers. This is to ensure compliance with any track and trace request and also to ensure consistency for the students.

All students must use hand sanitiser on entering the classroom and upon leaving the classroom.

A bell will sound at the end of each lesson. This is the point you must release your class. This is important since the fluid movement is essential if the students are to move around site. Anyone who releases their class too early or too late risks causing gatherings in corridors which may lead to an increased infection risk within school.

An alternative which has been looked at, but decided against, is for staff to move and the students to stay put. In the event that the measures above are not adhered to, the Headteacher may choose to implement this change to minimise the risk further.

All classrooms must be as clear as possible. Each class will require a 'book box' where their books can be stored between lessons. Where possible, this should be plastic to enable a wipe down at the end of the day. We would encourage staff to leave at least 48 hours between marking books due to the infection potential. Whilst without doubt inconvenient, thought needs to be given on how staff can continue to assess work by the students. This could be achieved in a number of ways; self-marking by students following modelling, working on paper, which can then be handed in and marked before being

stuck in books or completing the task at home electronically and submitting via classcharts. Subjects should consider the way they will assess students in order to keep a record of progress made.

1.4 Measures elsewhere

Assemblies will be held virtually for the first half term at least, with a video streamed to the tutor bases ensuring we are avoiding large gatherings. There will be no mixing of age groups.

With passing briefly in the corridor or playground deemed as low risk, the one way system will ensure a consistent flow around the site and therefore although students will be moving around the site 5 times a day, they will not pass each other, instead the flow will predominantly be in one direction.

Break times and lunch times

A staggered break and lunchtime will be implemented, initially for the first half term and will look like the pattern set out below:

The use of the staff room will be minimal, however staff will need a break and a drink. Therefore, we are encouraging all staff to use the staff room just to obtain a drink and then move outside for their break. Staff on duty would need to attend their duty area as before.

Timings of the day have been amended following the first week and are now indicated below:

Break timings

All years	Designated area	Area in Hall	Break 1		Break 2	
			Start time	Finish Time	Start time	Finish Time
Year 7	Outside hall, by sports hall corridor	Café End	10:25	10:45	12:55	13:25
Year 8	Covered walkway area	Middle Tables	10:40	11:00	13:10	13:30
Year 9	Outside hall, by sports hall corridor	Café End	10:50	11:10	13:25	13:45
Year 10	Behind sports hall	Middle Tables	11:05	11:25	12:45	13:05
Year 11	Behind sports hall	Stage End	10:30	10:50	13:30	13:55

All years	Break 1	
	Start time	Finish Time
Year 7	10:25	10:45
Year 11	10:30	10:50
Year 8	10:40	11:00
Year 9	10:50	11:10
Year 10	11:05	11:25

All years	Break 2	
	Start time	Finish Time
Year 10	12:45	13:05
Year 7	12:55	13:25
Year 8	13:10	13:30
Year 9	13:25	13:45
Year 11	13:30	13:55

1.5 Measures for arriving at and leaving school

Most students arrive to Warblington in a 'staggered' way, minimising the risk. Leaving the school site at the end of the day is more of an issue. It is therefore necessary to introduce different ending times of the day for different year groups to allow them time to gather their belongings (bikes etc) before the next year group leaves. Anyone using public transport should refer to the safer travel guidance for passengers.

The bike racks by the Headteacher's office have been removed to ensure the free flow of children remains.

Some staff and students may arrive with face coverings as they travel by public transport. If they do, they are to be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all students), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.

1.6 Other considerations

Some students 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 are permitted to move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for students with SEND should provide interventions as usual. All visitors will be requested to sign in and leave their mobile number and address in order to comply with 'Track and Trace'. They will also be reminded of the need to socially distance whilst on site.

All students must bring their own equipment to school. On top of the standard pencil-case expectations for all children, we will also be encouraging students to bring in their own set of colouring pencils as these must not be shared.

Resources that are shared between classes or bubbles, such as sports equipment, art and science equipment should be cleaned frequently and meticulously and always between classes 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.

It is still recommended that students 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.

Students and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to student education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

f) where necessary, wear appropriate personal protective equipment (PPE) in specific circumstances

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:

- where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained

- where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used

Read the guidance on safe working in education, childcare and children's social care for more information about preventing and controlling infection, including when, how PPE should be used, what type of PPE to use, and how to source it.

A supply of PPE kit will be stored outside the COVID isolation room.

1.7 Response to any infection:

7) engage with the NHS Test and Trace process

8) manage confirmed cases of coronavirus (COVID-19) amongst the school community

9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

Section 2: School operations

Attendance

2.1 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 from September 3rd 2020, 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 student 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

This will be communicated to all parents and students prior to September and non-attenders will be called in the first week.

The school will be keeping a detailed record of who is off and for what reason (if COVID related). This will enable quick and easy tracking of who is off and why.

2.2 Students who are shielding or self-isolating

There may still be a small number of students 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). These will be identified by the school using the following guidance (COVID-19 - 'shielding' guidance for children and young people.)

Where a student is unable to attend school they will have full access to the curriculum using the online platforms set up in the summer ter. This may, where it has been deemed appropriate, include the use of the DfE funded 'Oak Academy' materials.

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

2.3 School workforce

From 1st August, most staff can return to school. It remains the case however, that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, the Headteacher will decide if that is appropriate or not.

2.3.1 – Staff will be regularly monitored and some staff may require separate risk assessment and adaptions made (for example those who are pregnant)

2.4 Staff who are clinically vulnerable or extremely clinically vulnerable

As Warblington is applying the full measures set out in the DfE guidance, the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable.

Advice for those who are clinically-vulnerable, including pregnant women, is available.

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.

People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.

2.5 Staff who are pregnant

As a general principle, pregnant women are in the 'clinically vulnerable' category and we will be following the relevant guidance available for clinically-vulnerable people.

2.6 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, they will be asked to discuss with the Headteacher and the school will try, as far as practically possible, to accommodate additional measures where appropriate.

People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace.

2.7 Supporting staff

The school remains committed to ensuring staff have a work-life balance and wellbeing. Measures outlined in this guidance should not lead to an increased workload, although it is acknowledged that it may lead to change in practice across many areas of the school. The DfE has published case studies to support remote education to help address staff workload.

The DfE is providing additional support for both student and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.

The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.

2.8 Staff deployment

We will need to change the way we deploy staff in the Autumn term, specifically around being outside and visible during the staggered breaks and lunch. This is for two reasons – one to act as reassurance for the students and secondly to give staff a chance to be outside.

2.9 Expectation and deployment of ITT trainees

We will continue to work closely with the Solent SCITT and as a result we will be welcoming trainees in the Autumn Term. Training with the SCITT will be completed remotely.

2.10 Staff taking leave

We recognise that school staff have been working extremely hard throughout the coronavirus (COVID-19) outbreak and will be working hard to prepare for all students 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. The Headteacher requested on 3rd July that anyone travelling abroad in the last two weeks of the summer break to contact him to discuss their travel arrangements.

2.11 Safeguarding

Warblington has revised their child protection policy to reflect the current situation and the return of more pupils. The statutory safeguarding guidance, keeping children safe in education has been extensively reviewed. coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.

The senior team and designated safeguarding leads have been provided with more time, 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.

2.12 Catering

Our kitchen will be open as usual with a reduced menu option, however the staggered break will lead to a change in timings and lesser flow at any given point in time.

School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19).

2.13 Estates

Prior to reopening for the autumn term, all the usual pre-term building checks will be undertaken to make the school safe. Where water system stagnation could occur due to lack of use, the guidance on Legionella risks during the coronavirus outbreak will be referred to.

Additional advice on safely reoccupying buildings can be found in the Chartered Institute of Building Services Engineers' guidance on emerging from lockdown.

Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.

In classrooms, good ventilation will be maintained by ensuring all windows and doors will be opened throughout the day.

2.14 Educational visits

With the Government continuing to advise against domestic overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings, we have chosen to cancel all

educational visits for the first term. When resumed, we will consult the [health and safety guidance on educational visits](#) when considering visits.

2.15 School uniform

We relaxed our uniform policy while only certain categories of students were attending. From September, we will be expecting all students to attend school in full school uniform, complying with school policy. We understand that uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. Students will be able to wear PE kit on a day when they have PE.

2.16 Lettings

Where the site is used for lettings, providing this complies with government regulations, clubs will need to complete their own risk assessment for these groups. This will be available and centrally help by the lettings manager.

Section 3: Curriculum, behaviour and pastoral support

3.1 Curriculum expectations

We will meet the following key expectations, set out by the DfE by doing the following:

- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term. Subjects have begun thinking carefully regarding their recovery curriculum with examples being a 12 week programme for English in Years 7 to 9, focussing on reading.

- There is a slight increase in the amount of time for English, Maths and Science in 2020-21, however this pandemic has also coincided with a much wider curriculum review, seeing a change in options process and length of time students study subjects at Key Stage 4. As a result, no further changes are required.

- 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 curriculum for some students, alongside classroom teaching, or in the case of a local lockdown. We will therefore ensure any students educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

It is expected that subjects plan carefully the content that is taught to enable quick transitions from school learning to home / remote learning. Where possible, year groups should have the same content taught at the same time, as in the event of a local or national lockdown, workload can then be distributed amongst teachers.

CPD on blended learning techniques will begin in the Autumn Term 2020 to ensure staff are aware of good practice and the benefits of this approach.

3.2 Specific points for Key Stage 4

To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the wellbeing of students, 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.

3.3 Music

There may be an additional risk of infection in environments where staff and students or others are singing, chanting, playing wind or brass instruments or shouting. Currently, performers require a 9m distance between themselves and the audience, however this is not practical in school. In order to reduce the risk, particularly when students are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside, limiting group sizes to no more than 15, positioning students 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. We await further, more detailed DfE guidance.

3.3.1 – Music lesson adaptions have been made from week commencing 23/09/20 to allow peripatetic music teaching to recommence. Tec 4 will be used instead of the practice rooms to ensure social distancing and ventilation can be maintained.

3.4 PE

Schools have been given the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Students should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.

Schools should refer to the following advice:

- guidance on the phased return of sport and recreation and guidance from Sport England for grassroot sport

- advice from organisations such as the Association for Physical Education and the Youth Sport Trust

Each teacher of PE has a Covid Kitbag consisting of: Spray, wipes, gloves, hand sanitiser and radio which is with them at all times

3.5 IT equipment

There may be a requirement to use IT equipment. Initially, this will be restricted to computing, Creative imedia and photography lessons where the timetabled lessons are in those rooms. This will mean less use, allowing for a partial clean during the school day. Seating plans again are imperative and where possible, space between computers should be encouraged. Computers, although not facing the front, face away and therefore meet the requirements. Students must use sanitiser, as with all rooms, however it is particularly important since the mouse and keyboards are plastic. A larger supply of wipes will be available in these rooms.

Whilst staff using these 'spare' suites may seem a good option, this poses a risk regarding different adults sharing spaces. As a result, the booking of IT suites will be very carefully managed in the initial half term.

3.6 Art Provision

Where there is a need to wash materials used by students, the technicians will be provided with gloves and disposable aprons for use in the dept.

3.7 Catch-up support

We will be using the guidance published by the Education Endowment Foundation guidance on effective interventions to support schools to decide how to spend the money, once it has come in.

3.8 Student wellbeing and support

Students 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 students' 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-to's for mainstream schoolteachers (including free insets and webinars) on supporting students 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 relationships, 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 students mental health and wellbeing at this time.

Schools should consider the provision of pastoral and extra-curricular activities to all students designed to:

- support the rebuilding of friendships and social engagement

- address and equip students to respond to issues linked to coronavirus (COVID-19)

- support students with approaches to improving their physical and mental wellbeing

Schools should also provide more focused pastoral support where issues are identified that individual students 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 students; school nursing services have continued to offer support as students 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 students 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.

3.9 Health and Wellbeing

All computers have been cleared from the room, with injured students working from Tech 2 on the computers.

All side tables removed Matron's desk moved forward. Signs on the door, tape on the floor indicating that students should not just walk into medical room. This will need to be reiterated at the start of term. Matron's desk to be screened and tape on the floor indicating where visitors can stand.

If a student feels unwell but is not displaying Covid-19 symptoms, Matron to be alerted through the SIMS, by the member of staff. Reply to staff through SIMs to ensure that it is ok for student to go to H&WB but only one at a time permitted in.

Diabetics will be given an appointment time to check their sugar levels and inject insulin.

The treatment room within H&WBS will completely empty so this can be used for any students who require an ambulance etc. Clearing this room will make it easier to keep scrupulously clean at all times. Items from this room can go in H&WB office, in units moved into room as a result of the desk moving forward.

Matron to have full access to PPE kits and will use face visor and disposable aprons cheaply for every child seen. A new uniform / tabard to be made available that could be washed each day.

Disposable masks and gloves made available in all first aid kits and plenty of cleaning materials to allow cleaning down from any visits from students.

3.10 Behaviour expectations

Our behaviour expectations will not change as a result. Indeed, a more consistent approach is required in order to ensure all students understand the seriousness of not following the rules.

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. We will continue to work with those students 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.

Section 4: Contingency planning for outbreaks

4.1 Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area and will support appropriate authorities and individual settings to follow the health advice.

4.2 Contingency plans for outbreaks

For individuals or groups of self-isolating students, remote education plans should be in place. These should meet the same expectations as those for any students who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.

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 students.

4.3 Remote education support

Where a class, year group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, we must offer immediate remote education. We will develop this in the remainder of the summer term 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 students are required to remain at home.

In developing these contingency plans, we will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations

- give access to high quality remote education resources

- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- recognise that younger students and some students 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 students remotely, Warblington expects all staff to:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos

- gauge how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students understanding

- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

From the start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being in developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

Oak National Academy specialist content for students with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

Flow Chart for a suspected Covid-19 case in school

Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces. This will help prevent COVID-19 spreading in schools, as well as other infectious diseases.

COVID-19 Case Definition: (as of 18/05/20)
• A high temperature
• A new, continuous cough
• A loss of, or change to, your sense of smell or taste

Suspected case in child or MoS

Student displays symptoms

Teacher to send the student to Isolation room (by Head's office) and to tell the student to keep 2-metres away from anyone they pass and not to touch anything

Teacher to inform SLT so they can arrange for the student to be picked up and for the supervision of the student until then

MoS displays symptoms

MoS to inform SLT

Teacher/TA to wait until supervision has arrived for their class before leaving the school premises, avoiding contact with others

Ensure child/staff member isolates at home for 8 days (day of onset PLUS 7 days) The rest of the household need to isolate for 14 days

Advise that the child/staff member get tested. Children nhs.uk/coronavirus www.gov.uk/apply-coronavirus-test to be prioritised as essential workers. Contact NIHP Health Protection Team on 0300 303 8162

Clean and disinfect rooms the suspected case was using – ensure appropriate PPE (gloves and apron) are used. Symptomatic student (via their parents or carer)/staff to inform the school (via email) of the coronavirus test result as soon as possible

Result of test

NEGATIVE

Case can return once well. Contacts can stop self-isolating and carry on as normal.

POSITIVE

Confirmed case in child or MoS

Ensure child/staff member isolates at home for 8 days (day of onset PLUS 7 days) The rest of the household need to isolate for 14 days

Contact NIHP Health Protection Team on 0300 303 8162 to notify of single case so we can support risk assessment and follow up.

Advise that anyone with symptoms get tested Online via nhs.uk/coronavirus via Parentmail text

Follow any advice given

Clean and disinfect rooms the suspected case was using – ensure appropriate PPE (minimum gloves and apron) are used.

Maintain the level of cleaning in these areas – even if not being used due to isolation protocols.

If further suspected or confirmed cases occur within this group they need to isolate for 8 days from the onset of symptoms. Any siblings also in the same setting (but a different, unaffected area) would need to isolate at this point

Classcharts to identify those sat next to student and inform parents of need to isolate. The other students and staff in the symptomatic student/staff class group (plus any member of staff who cared for the student while they were symptomatic) will be:
• Sent home
• Told to self-isolate for 14 days
After 14 days, if they are not symptomatic, these students and staff can return to school

Cases & contacts can return once the isolation period is completed

If any of these students or staff do develop symptoms, household members of that student or staff member also then need to self-isolate for 14 days

Cleaning:
For detailed guidance refer to the guidance on gov.uk:

Routine measures during COVID-19 pandemic should already be to outbreak standard.

PPE should be worn for cleaning – minimum gloves and disposable apron.

Consider using face mask and eye protection if risk is high – ie. Cleaning areas where there are visible bodily fluids.

Public areas (e.g. corridors – clean as normal)

Surfaces that could be contaminated need cleaning and disinfection.

All frequently touched surfaces (door handles, taps, table tops, keyboards etc.) should also be cleaned and disinfected.

Use disposable cloths or paper roll, disposable mop heads to clean hard surfaces (e.g. floors, sanitary fittings, chairs, tables)

Use a combined detergent and disinfectant or use a two-stage cleaning process of detergent (household type cleaner) followed by a hypochlorite solution (1000ppm) e.g. diluted Milton. [Check chemicals in use are effective against enveloped viruses]

Avoid splashes and spray when cleaning where possible.

Waste: Any COVID-19 related waste should be double- bagged and stored for 72 hours before usual disposal.

Appendix 1: Risk assessment for full re-opening of Warblington School during Covid-19.

Location / Site	Warblington School
Activity / Procedure	Increase in numbers of students and staff as school fully re-opens in September 2020
Assessment date	Latest amends 26 August 2020 (following DFE guidance (link)

This risk assessment has taken into account the following guidance:

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

https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england

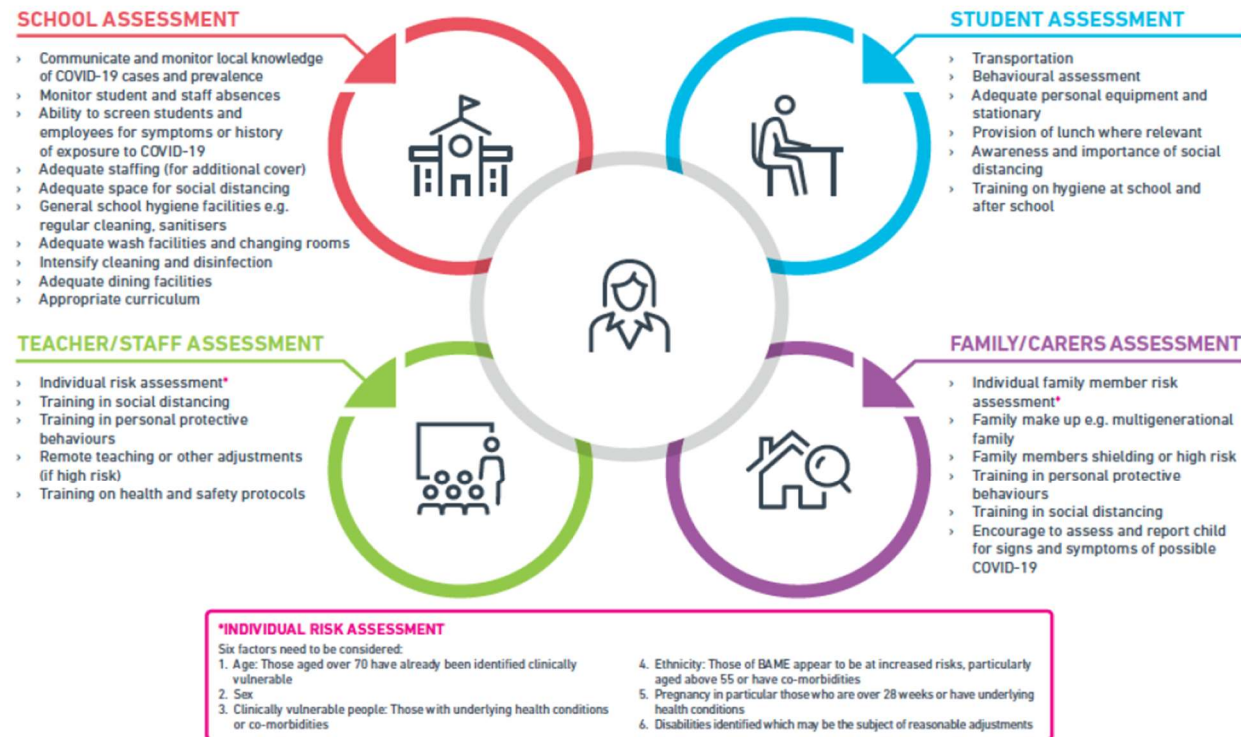https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education

The following principles will apply to this phase of full re-opening by settings:

- 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.
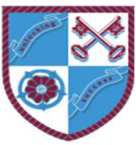
- In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics' analysis on coronavirus (COVID-19) related deaths linked to occupations suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupations. There is no evidence that children transmit the disease any more than adults.
- Given the improved position, the 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)
- staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household
- protective measures will be put in place for staff and students, as far as is possible, to ensure that the risk of transmission is reduced

Figure 2   Risk assessment for schools, teachers, students, and family/carers

SCHOOL ASSESSMENT
- Communicate and monitor local knowledge of COVID-19 cases and prevalence
- Monitor student and staff absences
- Ability to screen students and employees for symptoms or history of exposure to COVID-19
- Adequate staffing (for additional cover)
- Adequate space for social distancing
- General school hygiene facilities e.g. regular cleaning, sanitisers
- Adequate wash facilities and changing rooms
- Intensify cleaning and disinfection
- Adequate dining facilities
- Appropriate curriculum

STUDENT ASSESSMENT
- Transportation
- Behavioural assessment
- Adequate personal equipment and stationary
- Provision of lunch where relevant
- Awareness and importance of social distancing
- Training on hygiene at school and after school

TEACHER/STAFF ASSESSMENT
- Individual risk assessment*
- Training in social distancing
- Training in personal protective behaviours
- Remote teaching or other adjustments (if high risk)
- Training on health and safety protocols

FAMILY/CARERS ASSESSMENT
- Individual family member risk assessment*
- Family make up e.g. multigenerational family
- Family members shielding or high risk
- Training in personal protective behaviours
- Training in social distancing
- Encourage to assess and report child for signs and symptoms of possible COVID-19

*INDIVIDUAL RISK ASSESSMENT
Six factors need to be considered:
1. Age: Those aged over 70 have already been identified clinically vulnerable
2. Sex
3. Clinically vulnerable people: Those with underlying health conditions or co-morbidities
4. Ethnicity: Those of BAME appear to be at increased risks, particularly aged above 55 or have co-morbidities
5. Pregnancy in particular those who are over 28 weeks or have underlying health conditions
6. Disabilities identified which may be the subject of reasonable adjustments

Source: http://www.independentsage.org/wp-content/uploads/2020/05/Independent-Sage-Brief-Report-on-Schools-5.pdfThis risk assessment only includes Covid-19 associated risks. All other School policies remain in place or have been updated to reflect changes due to the risk of Covid-19.
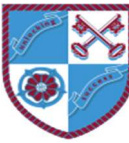
Identify hazards
Infected person in school, individual may or may not exhibit Coronavirus symptoms such as, but not limited to, continuous cough, high temperature or loss of taste/smell
Inadequate staff supervision.
Staff absence due to isolation resulting from positive test, unknown in advance, current 0 staff
Staff absence due to sickness – unknown in advance – current 0 staff
Pre-planned absence for other reasons eg training, further reducing staffing – current 0 staff.
Contractors on site for a short or longer period of time undertaking essential work at school.
Teaching spaces contaminated with infection.
Communal spaces contaminated with infection.
Individual becomes unwell during the day.
Vulnerable children not returning to school at the start of term
Children not returning to school at the start of term.

Identify people at risk	Persons who may be affected by hazards	
Employees	YES	
Students	YES	
Visitors	YES	
Contractors	YES	
Vulnerable persons	YES	

What are the hazards?	Who might be harmed and how?	Existing control measures (what are you already doing?)	Planned, additional control measures to allow for school reopening? (what else are you going to do?)	Risk Level (HIGH, MEDIUM, LOW)
Underlying health conditions Guidance	Staff, Students, Visitors	Identify those with underlying health conditions via staff questionnaire, students via vulnerable phone-call / attendance line		Overall risk level reduced to LOW
Close contact with others causes virus to spread throughout the staff and student population.	Staff, Students, Visitors	Ensure that all health and safety compliance checks have been undertaken before opening Organise classrooms and other learning environments so that all students are facing the front of the classroom Organise classrooms so that teachers have a 'technical area' at the front of the classroom, 2 metres away from the nearest student Reduce mixing within school	No areas in school were put into isolation. Health and Safety checks have continued including legionella and fire safety. Phase 3 (Sept 2020). Break, lunch and finish times staggered to reduce mixing between year groups No year group or whole school assemblies One-way system around the entire campus Science classrooms on ground floor to use external exit doors for students arriving and leaving lessons Each group to have 1 toilet pass to only be used if necessary to minimise the students accessing the toilets during their time on site. All classrooms have a hand sanitiser station that staff and students will use as they enter the room. All staff will be provided with a clear face shield to wear whilst teaching. All staff and students will be encourages to wear face masks/coverings whilst moving through communal areas such as corridors. This becomes mandatory if the local area becomes subject to stricter lockdown restrictions as a result of an increase in localised infections	Overall risk level reduced to LOW

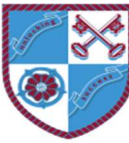| | | Reduce the use of shared resources: | https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education | |
			Students will be advised via letter of the resources they need to bring with them during their session.	
			Additional resources will be purchased and if given out to a student they will keep that resource and it will not be returned.	
			Any resources printed on paper will be issued to the students and not returned.	
			Students will clean their desk/work station at the beginning of each session with the anti-bacterial wipes available in the classroom.	
			Class exercise books will be stored in separate plastic boxes after each lesson	
Catching / Spreading Exposure from others due to: Close contact (within 2 metres for 15 minutes or more) with a confirmed case of COVID-19. Being advised by a public health agency that contact with a diagnosed case has occurred.	Staff, Students, Visitors	Welfare facilities are provided which contain suitable levels of soap and hand sanitiser.	Hygiene stations to be in each classroom with tissues, hand sanitiser and anti-bacterial wipes readily available. All students to use hand sanitiser, where handwashing facilities are not available, on entry and exit to the classroom. All staff will be provided with a clear face shield to wear whilst teaching. No chanting, singing or shouting permitted in classrooms PE changing room benches to be wiped down after each class. Students to wear face masks/coverings whilst changing before and after each practical lesson?? All toilets and sink areas to be checked regularly throughout the day to ensure soap available for handwashing Tissues available for students and staff in all classrooms being accessed to catch sneezes and coughs. Posters in all rooms being accessed by staff and students to advise of the government guidance –	Overall risk level reduced to LOW

			• Wash hands regularly • Catch sneezes and coughs in a tissue or elbow. • Do not touch your eyes nose or mouth • Stay 2 metres apart	
		Any existing individual risk assessments (disability, young persons or new / expectant mothers) to be reviewed	All personal emergency evacuation plans (PEEPS) to be reviewed with all members of staff and students that have them in place. New mother risk assessments to be reviewed with all staff/student members who have returned to school following maternity leave.	
		Should persons disclose that personnel living with them are self-isolating, they should be encouraged to do the same for 14 days as per Government guidance.	All staff and students to be sent a link to the Government guidance on self-isolation COVID-19: guidance for households with possible coronavirus infection guidance	
Suspected case whilst working on site	Staff, Students, Visitors	If a student or staff member become unwell whilst on site. When a child, young person or staff member develops symptoms compatible with coronavirus, they should be sent home and advised to self-isolate for 7 days. Their fellow household members should self-isolate for 14 days.	If anyone becomes unwell with a new, continuous cough a high temperature or lose of taste and smell whilst at school, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance. 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 of the child and 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 use the toilet while waiting to be collected, they should use the staff toilets located in the reception area if possible. The toilet should be locked until it can be cleaned and disinfected using standard cleaning products before being used by anyone else. PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained	

			All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and are encouraged to get tested in this scenario. Details of how to access a test will be emailed to all staff and will be issued to parents if their child is showing symptoms of Covid-19	
			Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.	
			Where the child, young person or staff member tests positive, guidance issued by NIHP will be followed. This may result in the rest of their class or year group being sent home and advised to self-isolate for 14 days. The other household members of that wider class or group do not need to self-isolate unless the child, young person or staff member they live with in that group subsequently develops symptoms.	
			Electronic seating plans will assist in identifying students who have been sitting within 2 metres of any student who tests positive/displays symptoms.	
			As part of the national test, track and trace programme, if other cases are detected within the cohort or in the wider setting, NIHP local health protection teams will conduct a rapid investigation and will advise the school on the most appropriate action to take. Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole setting will not generally be necessary.	
The needs of specific students could lead to increased risk of infection.	Staff, Students	Some students require 121 interventions with staff and the 2 metre distance cannot always be possible.	All staff carrying out 121 interventions with students will be risk assessed individually.	Overall risk level reduced to MEDIUM
Travel off site	Staff, Students	Travel is only required for essential purposes. Implement social distancing where possible (2m clearance from persons and not to travel in groups of more than 2 unless it is immediate family).	Staff will not be requested to travel to alternative venues Parents will be advised in writing of the importance of students to adhere to 2 metre distancing whilst travelling to and from school	Overall risk level reduced to MEDIUM

		All persons to limit their use of public transport.	A link to the Government guidance on the use of public transport to be sent to all staff and students. Coronavirus (COVID-19): safer travel guidance for passengers	
Access to & egress from site causes increased spread of virus	Staff, Students, Visitors	Only essential visitors to access the site Require all persons to wash or clean their hands before entering or leaving the site. Allow plenty of space (two metres) between people waiting to enter site. Staff accessing the site	Only visitors carrying out essential maintenance deemed necessary to the safe running of the school are allowed on site. Signs in reception promoting good hygiene Hand sanitiser available on reception. Signage prior to entering Warblington School advising no entry to anyone who has symptoms of Covid-19. Footprints leading from the reception area to outside the school to be placed 2 metres apart to indicating where visitors should stand whilst waiting. Staff who are showing any of the signs of Covid-19 may NOT come to school. Staff MUST declare if they have a member of their family displaying signs of COVID-19 and may NOT come into school. Staff have been informed about the need for self-isolation as advised by the Government. On arrival all staff are required to wash hands or use the sanitiser provided in reception.	Overall risk level reduced to LOW
Poor communication means that staff, parents, students or visitors do not follow guidance.	Staff, Students, Visitors	Tell children, young people, parents, carers or any visitors, such as suppliers, not to enter the school if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) Discuss with cleaning contractors or staff the additional cleaning requirements.	Signage on the entrance to the school to state no entry to anyone displaying any symptoms of Covid-19. All communications to the parents will state no entry to any student displaying symptoms of Covid-19 All site team to be issued with the Government guidance on cleaning non health care settings COVID-19: cleaning of non-healthcare settings guidance	Overall risk level reduced to LOW
Allocation of Staff causes increased spread of virus	Staff	Staffing allocation	All staff will be teaching their normal timetable in their normal classrooms.	Overall risk level reduced to LOW

			All classrooms have been set up a with a 'technical area' at the front of the class. Teachers are to stay within that technical area whilst teaching	
			Staff have been advised not to congregate in communal areas, such as the staff room, before, during or after school	
		First aid provision to be available to staff and students at all times.	First Aid Provision risk assessment to be reviewed to ensure provision on site sufficient. First Aid room cleared to ensure minimal surface	
			It is accepted that social distancing cannot be maintained during the delivery of first aid, but physical contact should be kept to a minimum, and those administering first aid should wear PPE appropriate to the circumstances. Wash hands and ensure the affected area is cleaned upon completion	
		Staff to follow social distancing guidance in offices/staff rooms/close working in rooms etc.	Signage in the staff room advising of no more than 10 members of staff to be in there at any one time.	
			Feet to be put on the floor leading to the coffee machine, spaced 2 metres apart to encourage social distancing.	
Cleaning does not prevent the spread of the virus	Staff, Students, Visitors	A cleaning schedule will be implemented throughout the site, ensuring that contact points, e.g. work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly.	All site team will be issued with the COVID-19: cleaning of non-healthcare settings guidance	Overall risk level reduced to LOW
			Hand sanitizer will be available in all rooms where soap and water are not available.	
			Surfaces that are touched more regularly will be cleaned twice daily i.e. desks, chairs, doors, sinks, toilets, light switches, bannisters, more regularly than normal	
			All staff and students will be encouraged to clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing.	
			Signage will be in all rooms and shared areas encouraging staff and students to not touch their mouth, eyes and nose and use a tissue	

			or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it') Handwashing signage will be in all toilets and sink areas. Bins will be emptied throughout the day Where possible, all spaces should be well ventilated using natural ventilation (opening windows). Prop doors open, where safe to do so (bearing in mind fire safety and safeguarding), to limit use of door handles and aid ventilation There is no need for anything other than normal personal hygiene and washing of clothes following a day in an educational or childcare setting Only cleaning products supplied by the school / Haywards are to be used.	
Deliveries & Waste collection means outside workers expose the school population to the virus	Staff, Students, Delivery drivers, Waste collection operatives	If practicable drivers should wash or clean their hands with hand sanitiser before unloading goods and materials. Do not approach delivery staff, allow packages to be left in a safe place. Hands are to be thoroughly washed after handling all deliveries or waste materials.		Overall risk level reduced to LOW
Contractors expose the school population to the virus	Staff, Students, Contractors	Only contractors carrying out essential maintenance deemed necessary to the safe running of the school are to be allowed on site and will read and comply with signs in reception regarding good hygiene.	Staff and contractors are to maintain a safe distance between themselves and others (2 metres). All contractors are to wash their hands upon entering the site or use hand sanitiser where soap and water are not available. All contractors to be reminded of the hygiene guidance. The contractor is to notify the Site Team of all areas visited, in order that these can then be thoroughly cleaned.	Overall risk level reduced to LOW

Canteen use – exposure to virus from large numbers of persons	Staff, Students	Food and drink should not be consumed in the classrooms. All persons should try and social distance whilst eating and avoid all contact.	Break and lunchtime has been staggered so that only 1 year group will be accessing the facilities at a time. Students will be encouraged to use the facilities and then go outside to their designated area. (wet weather indoor spaces have been assigned to each year group). Students have been encouraged to bring packed lunches where possible to reduce the demand on the canteen Tables in the canteen are spaced out more than usual and are in year group bubbles. All rubbish and waste should be put straight in the bin by the user and not left for someone else to clear up. All areas used for eating must be thoroughly cleaned at the end of each break and shift, including chairs, door handles, vending machines and payment devices.	Overall risk level reduced to LOW
Emergency procedures (Fire alarm activations etc.) cause students and staff to come into close contact	Staff, Students, Visitors, Contractors	Emergency evacuations are to take place following social distancing principles as far as is reasonably practicable. Particularly at assembly areas (2m separation).	The Fire Evacuation policy has been updated to reflect that on hearing the fire alarm the member of staff will accompany the students outside to the usual fire area where they will line up in front of the staff member ensuring they are 2 metres apart.	Overall risk level reduced to LOW

Member of a class or staff becoming unwell with suspected COVID-19	In the event that a student presents with any symptoms then the parent/guardians will be contacted immediately.
	Contact <mark>NIHP Health Protection Team on 0300 303 8162</mark> to notify so they can support risk assessment and follow up.
	If a student is awaiting collection, they will be moved to a room where they can be isolated behind a closed door with ventilation (these have been identified for each area), with appropriate adult supervision. If it is not possible to isolate them (eg if more than one person displaying symptoms), move them to an area (outdoors if weather is ok) which is at least 2 metres away from other people.
	Ensure suitable PPE, including fluid resistant face mask is available at this location and worn by the supervising adult delegated to monitor the student so they are prepared to respond to the child in the event that they need urgent attention. On collection of the student, it will be confirmed with the parent that they are aware of how to get the student tested and confirm that they will let the school know the result as soon as they are aware.
	You can ask for a test online at: https://www.nhs.uk/conditions/coronavirus-covid-19/testing-forcoronavirus/ask-for-a-test-to-check-if-you-have-coronavirus/
	In the event that a member of staff presents with symptoms, they will immediately remove themselves from the school having notified a member of staff, at a safe distance, as well as confirming where they've been and with whom so cleaning can be immediately initiated to any affected areas and contacts within school closely monitored. The member of staff will, as soon as they are able, arrange to be tested and will provide the school with the test results as soon as practicable. https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested
	Clean and disinfect rooms the suspected case was using – ensure appropriate PPE (gloves and apron) are used. Appropriate PPE is provided in all areas
	On confirmation that a member of a class cohort, either student or member of staff, has had a positive test, ensure they stay at home for 8 days (day of onset + seven days). The rest of their household need to self-isolate for 14 days. Contact the NIHP SW Health Protection Team on 0300 303 8162 immediately so they can support the risk assessment and advise about follow up.
	Advise that anyone with symptoms get tested: Staff and children over 5: online via http://nhs.uk/coronaviruschildren

	Any siblings also in the same setting (but a different, unaffected area) would need to isolate at this point
	Undertake an assessment to determine whether contacts in the setting need to self-isolate at home for 14 days.
	Clean and disinfect rooms the case was using if this has not already been done – ensure appropriate PPE (minimum gloves and apron) are used. Subject to PHE advice, the whole cohort may need to be isolated within their room or, if weather permits, in an outside location, whilst parents/guardians are notified to collect them.
	Subject to NIHP advice, once all students have been collected then the staff will make their way home to begin their isolation and the classroom will be subject to a cleaning regime agreed with the cleaners for a location where there has been a positive test https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance https://www.gov.uk/government/publications/covid-19-decontamination-in-nonhealthcare-settings

Measures Taken

Considerable measures have been taken in school to follow Government guidelines and to keep students and staff as safe as possible. The following measures are in place:

- Anyone who is showing symptoms should not attempt to come on to site

- Should anyone develop symptoms and go on to test positive, we will work with latest Government advice

Minimising Contact

- Each year group will be in a 'bubble' with seating plans used rigorously to form our own, internal track and trace system.

- Separate entrances and play areas in the school to minimise contact

- Assemblies will be virtual for at least the first half term.

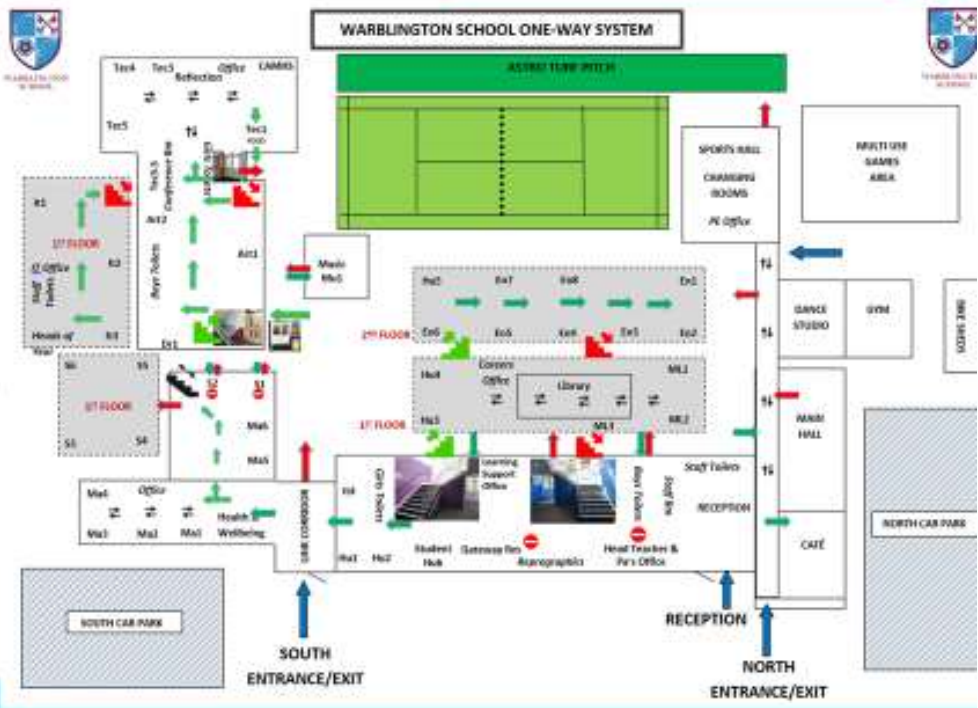- Year groups have designated toilets
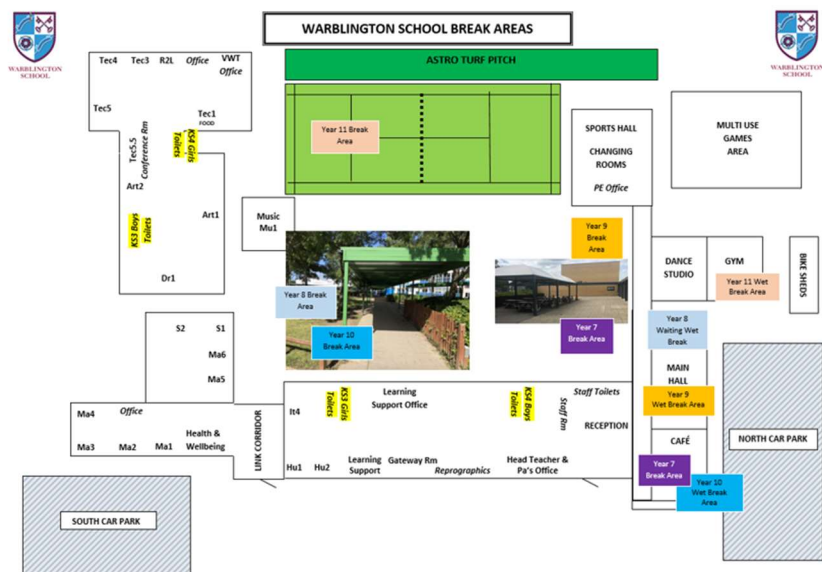
One way systems have been introduced throughout the school and need to be strictly adhered to.

WARBLINGTON SCHOOL ONE-WAY SYSTEM

Bell Times

A motto of 'Keep Left, Keep Moving' will be used to ensure a steady flow of students at end of lessons when the bell sounds.

All years	All days	
	Start time	Finish Time
Tutor	**8.35**	**9.00**
Lesson 1	9.00	10.00
Lesson 2 (To include a break)	10.00	11.25
Lesson 3	11.25	12.25
Lesson 4 (To include a break)	12.25	13:55
(Tuesdays only)	Staggered end of school day	
Lesson 5	13.55	Staggered End

Staff will determine when their year group leave for break and lunch and a whistle will sound signifying the end of year group break and lunch. Equally at the end of the day, the teacher will determine when their class leave.

- Teachers will teach from the front with a 2 metre distance from the first row of children

- All seats have been rearranged to face the front – except in specialist provision areas of IT, Music and food. Here, students are facing the outer walls of the room.

Enhanced cleaning

- Each classroom has a cleaning kit, with extra cleaning materials available in PE, Music and IT at the end of every lesson.

- High touch points (door handles, stair rails etc) will be cleaned during the school day.

- All pupils **MUST** bring their own equipment for all lessons – our Ready to Learn Pencil cases contain all that is required. This includes in a Pencil case a Black Pen, Pencil, Rubber, Ruler, Calculator, Compass and Protractor.

- No materials are shared in classrooms.

Hand sanitiser stations are on the outside of every classroom in the school. Students will be expected to sanitise on entry to every room.

- Students encouraged to bring their own Covid kit of tissues, hand sanitiser etc for their own personal use.
- Catch it, bin it, kill it displayed around school
- Wearing of face masks is **actively encouraged** in circulation areas including corridors, outside and the canteen

Further details can be found by clicking the following link: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools

All factors will be constantly under review to ensure student and staff safety.

Face Coverings

- The guidance on face coverings has very recently changed. At the time of writing, these are not compulsory unless schools are in a designated high risk area. The Government has left it to schools in other parts of England to make their own decisions.

- At this stage we will not be making face coverings compulsory, however from the start of the autumn term students are **strongly encouraged to wear face masks in corridors and circulation areas**, this includes outside and in the canteen.

- Face masks are currently not required in lessons. We will continue to review this position and if the advice and guidance changes over the next few weeks, we will respond accordingly.

- The responsibility to provide face coverings for children remains with parents.

- If students choose to wear a face mask they must bring a re-sealable plastic bag for the safe and hygienic storage of the covering when not in use.
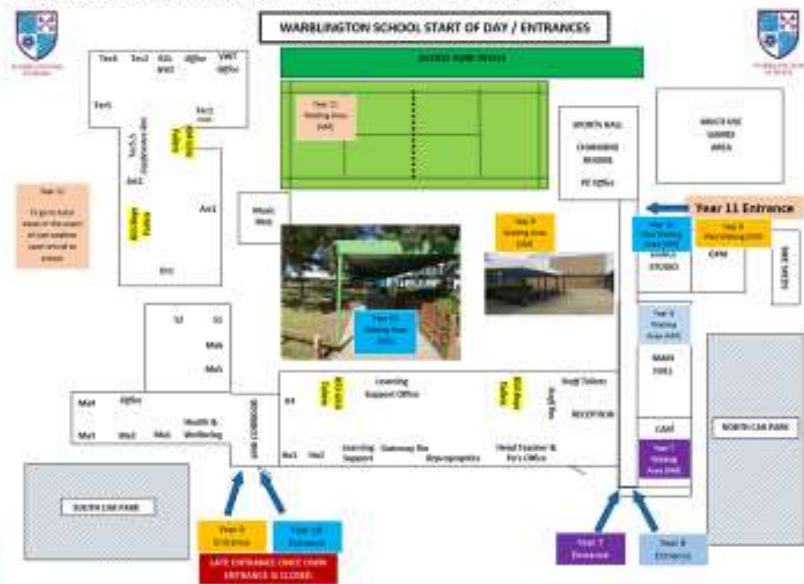
- On the first day back, students will be
  - shown a video of the new one way system
  - Introduced to some of the new ways we have introduced to keep everyone safe
  - Shown the times of the day, including staggered break and lunch times.
  - Given their new timetables
  - Able to spend time with their tutor.

- They will also have lessons period 3 to 5 but are not expected to have the books / specialist equipment for those lessons.

- The school can only take responsibility for students from the time they arrive at school. Students are to arrive as close to their designated time as possible, through their entrance and wait in their zone:

- Students are encouraged not to use public transport, however if they must, they should wear a face mask. Further information can be found at:

https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#public-transport

- Students are to arrive via their designated entrance, as close to the following times as possible. If they arrive earlier, they should go to the following areas:

Year Group	Entrance	Toilets	Break Area	Lunch Finish time
Year 7	Reception	Drama B Main G	By Sports hall corridor	13.25
Year 8	Reception	Drama B Main G	Under green walkway	13.30
Year 9	Link	Drama B Main G	By Sports hall corridor	13.50
Year 10	Link	Staff R B Tech G	Under Green Walkway	13.55
Year 11	Sports Corridor	Staff R B Tech G	Playground behind sports hall	13.10

- If students cycle, the bike shed has been zoned into separate year group areas.

Break timings

All years	Designated area	Area in Hall	Break 1		Break 2	
			Start time	Finish Time	Start time	Finish Time
Year 7	Outside hall, by sports hall corridor	Café End	10:25	10:45	12:55	13:25
Year 8	Covered walkway area	Middle Tables	10:40	11:00	13:10	13:30
Year 9	Outside hall, by sports hall corridor	Café End	10:50	11:10	13:25	13:45
Year 10	Behind sports hall	Middle Tables	11:05	11:25	12:45	13:05
Year 11	Behind sports hall	Stage End	10:30	10:50	13:30	13:55

All years	Break 1	
	Start time	Finish Time
Year 7	10:25	10:45
Year 11	10:30	10:50
Year 8	10:40	11:00
Year 9	10:50	11:10
Year 10	11:05	11:25

All years	Break 2	
	Start time	Finish Time
Year 10	12:45	13:05
Year 7	12:55	13:25
Year 8	13:10	13:30
Year 9	13:25	13:45
Year 11	13:30	13:55

- All pupils and staff **will follow movement arrows and one way systems around the school site**. All movement inside and outside the buildings will be along a designated route/path.

- Bells will be rung signifying classes are to leave. You must leave the rooms as instructed and continue walking to your next lesson. **Stopping in corridors is not permitted**, toilets will not be open between lessons. "Keep left, Keep Moving"

- All pupils will be instructed by the Teacher when they can safely leave the classroom.

- Corridors - Pupils must follow all arrows and direction of travel keeping to the left hand side of the corridor.

End of the Day

- There is a **staggered release time** at the end of each day as following.

Year Group	End of the Day (Tuesday in brackets)
7	14.50 (13:50)
8	14:55 (13:55)
9	15:00 (14:00)
10	15:00 (14:00)
11	15:05 (14:05)

- This is designed to release pressure and contact on the exits at the end of the day.

- Students can **leave through any exit** and encouraged to leave through their closest exit point.

- Students must leave as a quickly as possible, following social distancing on the way home.

We thank you for your support in maintaining the high standard we have in school regarding uniform.

All students **MUST** wear full school uniform from September.

Attendance

All staff and students are expected to attend full time from September. The attendance line will be the way to contact if you are feeling unwell and cannot attend.

No-one is to come onto site if they have the following symptoms, and if already on site will be isolated immediately and asked to be collected.

- **high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- loss or change to your sense of **smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

We are implementing social distancing measures throughout the school to keep everyone safe and it is important that students follow all the instructions given at all times.

Students must:

- Respect social distancing at all times from the teachers.
- Follow all instructions immediately and without question.
- Stay in their allocated outside zones
- Follow the one way systems set up around the school.
- Not truant or be in areas of the school other than their classrooms or break areas.
- Seat in the seating plan defined by their teacher at all times.

We will continue to use 'See it, Hear it, Lose it' with regards to mobile phones in school. If we need to confiscate a phone, students will be asked to place it into a clear plastic bag to then go to the year leader office. It can then be collected at the end of the school day.

The Red Card system is still in operation and has been redesigned to accommodate the year group bubbles. If a student is placed into our alternative Wave 3 programme, they will form a new, mixed aged bubble, including separate break and lunch areas with lunch delivered to them.

We know that our students had many different experiences with online learning while the school was closed. Some students may have enjoyed working independently at home, others will have found it really tough. Whatever the experience was, from September the aim for all of us is to make sure each lesson counts towards helping all students succeed.

Expectations for Students in the Classroom

- Give each lesson your best effort;
- Respect social distancing with staff;
- Behave appropriately and safely around other students;
- Hand sanitise before entering classrooms, and follow health and safety guidance at all times;
- Enter and leave the classroom as instructed, without waiting for friends;
- Immediately enter the classroom and sit in your allocated seat (as identified on the seating plan);
- Remain seated unless instructed otherwise by their teacher - in practical lessons, it may be necessary for students to be out of their seat, but students should always remain within their allotted area and respect social distancing, at all times;
- Minimise contact with other students and behave appropriately around others. Do not encroach into their personal space during lesson time or free time.
- Come prepared with all necessary equipment and not share any equipment or resources with others;
- Do not share food or drink with other students;
- Act on feedback given by their teacher – this may be verbal, online or on paper;
- Remain in lessons;
- Follow all instructions immediately and without question.
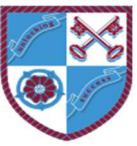
Until further notice, students need to come to school in their PE kit on the days when they are timetabled to have practical PE.

This reduces the number of items needed to be brought from home and also contact within the changing rooms.
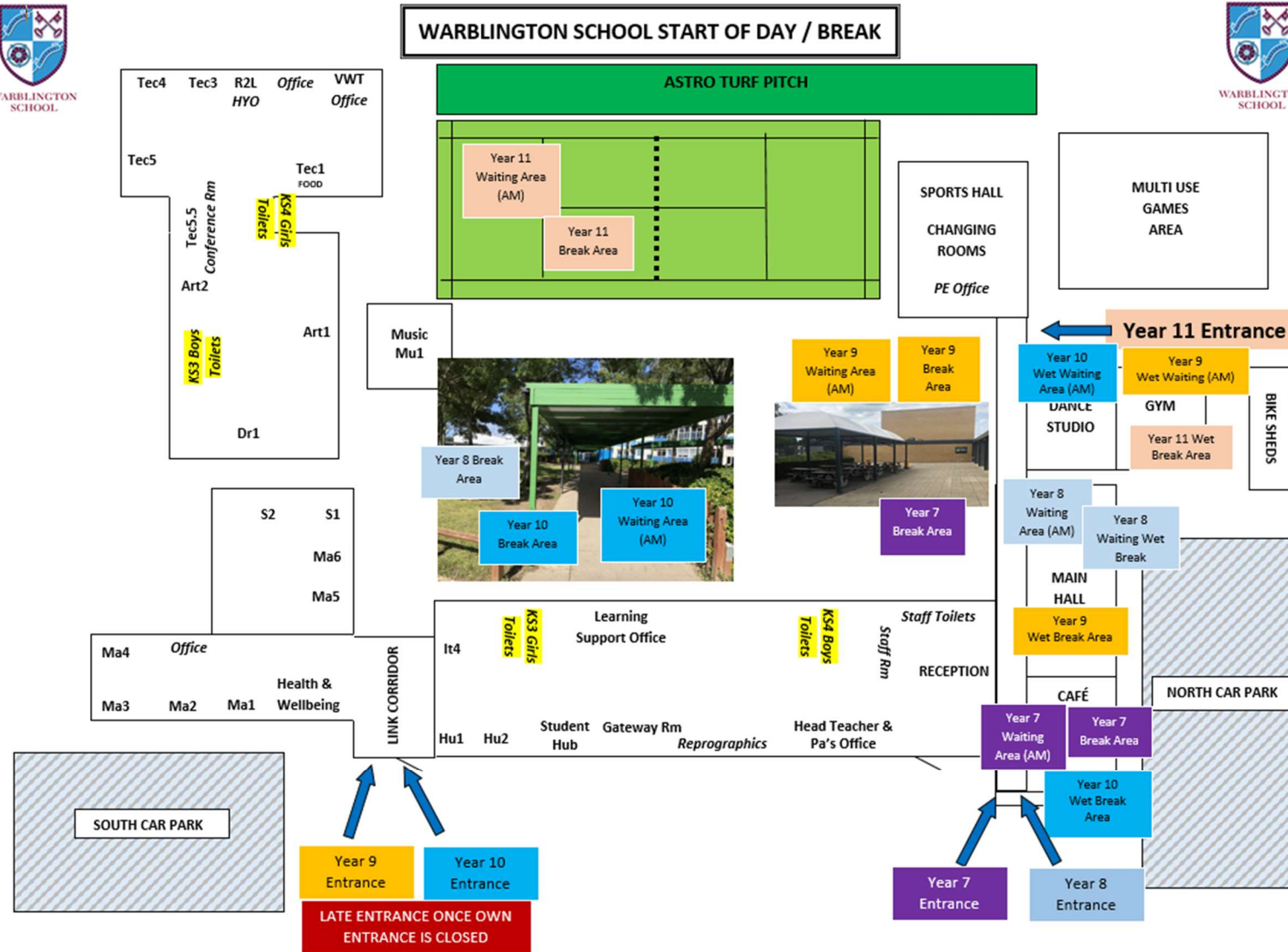
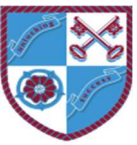Students will then remain in their PE kit for the rest of the day.

As much as possible, PE lessons will be outside. Please ensure the correct PE uniform is worn, including Warblington School 'hoodies' and tracksuit bottoms if necessary. No alternative hoodies or tracksuit trousers are permitted.
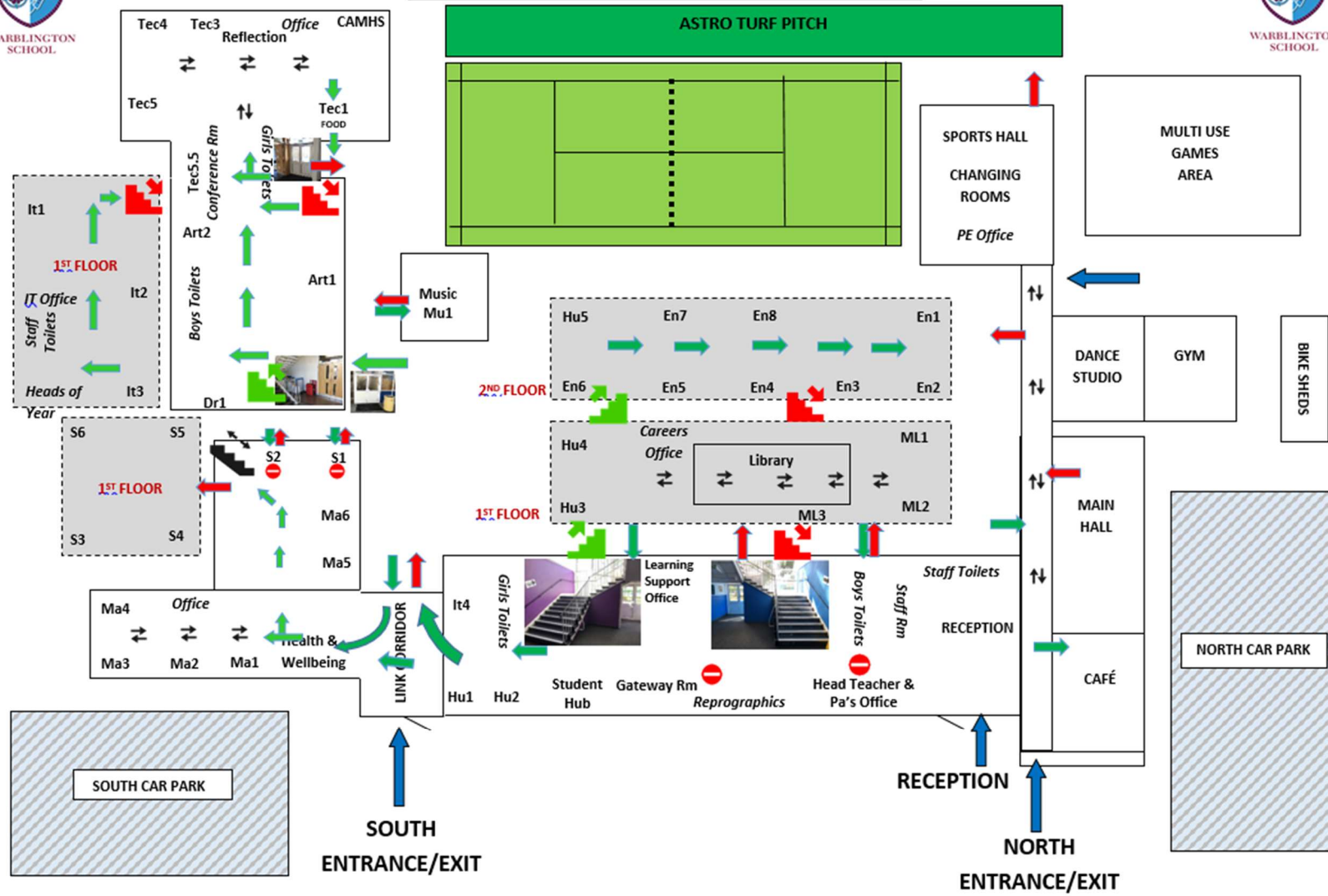
WARBLINGTON SCHOOL START OF DAY / BREAK

ASTRO TURF PITCH

Tec4	Tec3	R2L	*Office*	VWT
		HYO		*Office*

Tec5

Tec5.5

Conference Rm

KS4 Girls Toilets

Tec1 FOOD

Art2

KS3 Boys Toilets

Art1

Dr1

Music Mu1

Year 11 Waiting Area (AM)

Year 11 Break Area

SPORTS HALL

CHANGING ROOMS

PE Office

MULTI USE GAMES AREA

Year 11 Entrance

Year 9 Waiting Area (AM)

Year 9 Break Area

Year 10 Wet Waiting Area (AM)

Year 9 Wet Waiting (AM)

DANCE STUDIO

GYM

BIKE SHEDS

Year 11 Wet Break Area

Year 8 Break Area

Year 10 Break Area

Year 10 Waiting Area (AM)

Year 7 Break Area

Year 8 Waiting Area (AM)

Year 8 Waiting Wet Break

S2 S1

Ma6

Ma5

MAIN HALL

Ma4 *Office*

Ma3 Ma2 Ma1

Health & Wellbeing

LINK CORRIDOR

It4

KS3 Girls Toilets

Learning Support Office

KS4 Boys Toilets

Staff Rm

Staff Toilets

RECEPTION

Year 9 Wet Break Area

CAFÉ

NORTH CAR PARK

Hu1 Hu2

Student Hub

Gateway Rm *Reprographics*

Head Teacher & Pa's Office

Year 7 Waiting Area (AM)

Year 7 Break Area

Year 10 Wet Break Area

SOUTH CAR PARK

Year 9 Entrance

Year 10 Entrance

LATE ENTRANCE ONCE OWN ENTRANCE IS CLOSED

Year 7 Entrance

Year 8 Entrance

1

WARBLINGTON SCHOOL ONE-WAY SYSTEM

ASTRO TURF PITCH

Tec4 Tec3 *Office* CAMHS
Reflection

Tec5

Tec1 FOOD

It1

1ST FLOOR

IT Office It2

Staff Toilets

Heads of Year It3

Tec5.5 Conference Rm
Art2

Boys Toilets

Art1

Girls Toilets

Dr1

Music Mu1

S6 S5
1ST FLOOR
S3 S4

S2 S1

Ma6

Ma5

Ma4 *Office*

Ma3 Ma2 Ma1

Health & Wellbeing

LINK CORRIDOR

It4

Hu1 Hu2

Hu5 En7 En8 En1

2ND FLOOR En6 En5 En4 En3 En2

Hu4 *Careers Office* Library ML1

1ST FLOOR Hu3 ML3 ML2

Girls Toilets

Learning Support Office

Boys Toilets

Staff Rm

Staff Toilets

RECEPTION

Student Hub Gateway Rm
Reprographics

Head Teacher & Pa's Office

SPORTS HALL

CHANGING ROOMS

PE Office

MULTI USE GAMES AREA

DANCE STUDIO GYM

BIKE SHEDS

MAIN HALL

CAFÉ

NORTH CAR PARK

SOUTH CAR PARK

SOUTH ENTRANCE/EXIT

RECEPTION

NORTH ENTRANCE/EXIT

Are you currently open?	Yes we are currently open to all students in all year groups and have been fully since 7th September Week 1: Attendance 96.68%
As HT, would you say that you are good / average or poor in controlling the risks?	Good within the school environment, however we are aware that concerns are with the lack of social distancing and bubble breaking in the wider community.
Have you read and understood the following Government documents – (they name a few)?	We have read them all!!
What would you do if: ➢ Parent told you they had tested positive ➢ A child was tested positive? ➢ A member of was staff tested positive?	Parent – we have had a case on 16.09 and followed HPT advice. We published a letter since it was in the interests of the community See Flow chart for other examples
Do you have a RA in place for COVID?	Yes – Appendix 1 of this document
Who was involved in the putting the risk assessment together?	FLY, MHL – SLT – GOVS – UNIONS – FULL STAFF
Were the Trade Unions involved? Which ones?	Yes – NEU and UNITE as no NASUWT rep, hence the widening to staff in July prior to Sept
How confident are you that staff can keep their recommended 2m social distance?	Confident. Measures in place such as staff room limitations, face coverings in corridors and 2m reminders in staff meeting at start of term. Staff meetings limited to small groups and via Teams
Can you list changes made in school to enable the 2m distancing to take place?	One way systems throughout the school Teaching zones for teachers indicating distance from closest child Classroom layout Staggered start and end times Areas in the bike shed Separate before school and break time areas Staggered break to ensure small canteen queues and dedicated tables Students attend in PE kit to avoid changing room
Cleaning - what are you doing?	Routines established with cleaning team, signed off each day Cleaner cleaning high touch point areas (eg canteen, stair wells door handles etc) during the day Toilets cleaned more regularly Cleaning kits for PE staff IT / Music wipe each lesson From 21.09: Sterilising Units in each dept to allow fine spray regularly throughout the day.
Do you have areas that are 'high touch points' and what is happening to those areas?	See above
Do all children have access to sinks?	Yes – we keep all toilets open, and also in food rooms and science rooms student wash hands.
Is there hand-sanitiser (at least 70% alcohol) freely available around school?	Every room has a hand sanitising station pump on the outside of the entrance which all students are expected to use each lesson

What DFE/PH documents have you read/referred to support your RA

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

https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings

https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england

https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education

https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance

https://www.gov.uk/government/publications/covid-19-decontamination-in-nonhealthcare-settings

https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education

Dear parents / carers

We have been informed, this afternoon, that a parent of a student in our community has tested positive for Covid-19. Having spoken to the Health Protection Team at Public Health England and the Local Authority, we have been advised that, at this stage, no further action is required by the school. It is important to note that the children of this parent have not been in school since the symptoms were first exhibited.

It seems pertinent to remind you of the symptoms of Covid-19 which are:

- a new continuous cough
- a high temperature
- a change in, your normal sense of taste or smell

Should you or your child display any of these symptoms, please inform the school and arrange to get a test - https://www.gov.uk/get-coronavirus-test

All work is now available on Classcharts and is labelled as 'blended learning' to ensure that no child that has to isolate misses out on their education.

Please rest assured that our risk assessment remains in place and is rigorously followed to ensure the continued safety of students and staff within our school.
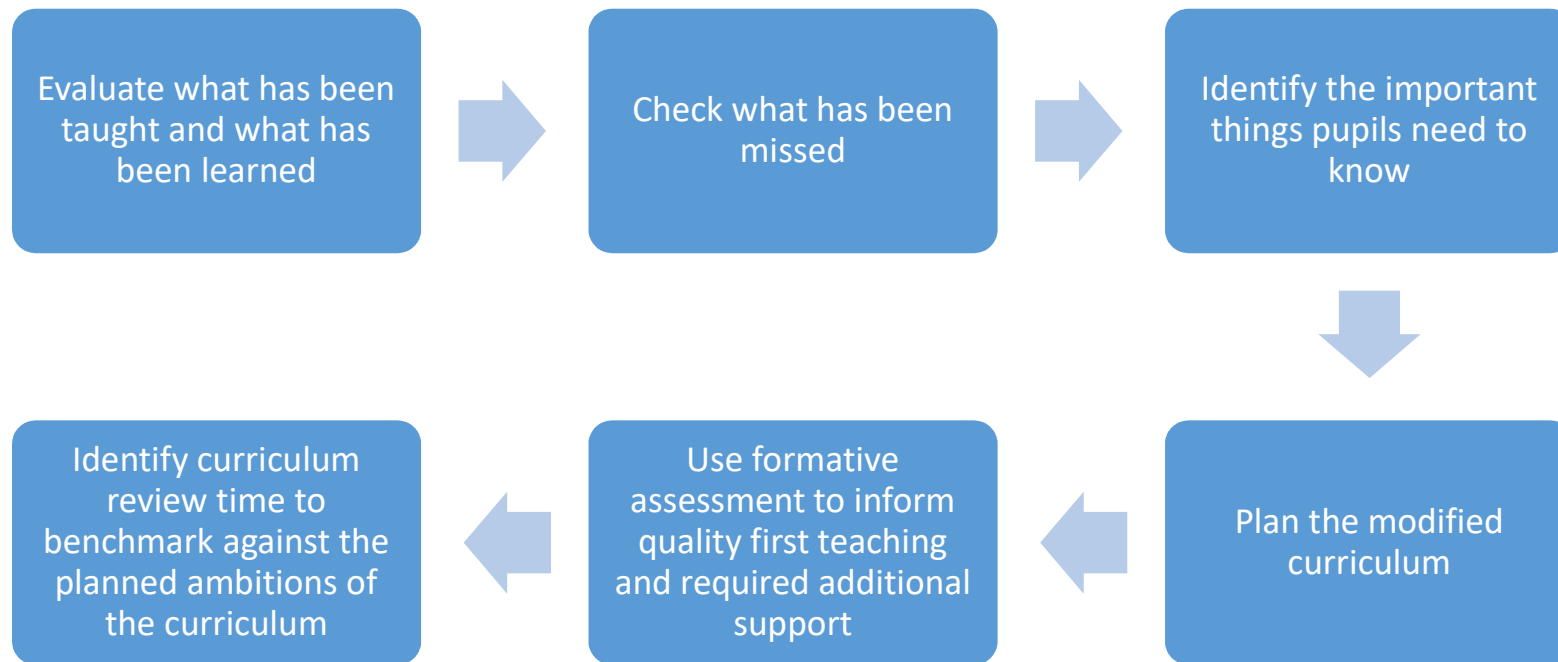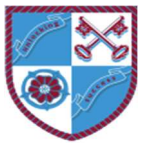
Yours sincerely

Mr M Hartnell

Headteacher

Planning for September: teaching and assessment for learning

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Evaluate what has    │      │                     │      │ Identify the        │
│ been taught and what │  →   │ Check what has been │  →   │ important things    │
│ has been learned     │      │ missed              │      │ pupils need to know │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
                                                                     │
                                                                     ↓
┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Identify curriculum  │      │ Use formative       │      │                     │
│ review time to       │  ←   │ assessment to inform│  ←   │ Plan the modified   │
│ benchmark against the│      │ quality first       │      │ curriculum          │
│ planned ambitions of │      │ teaching and        │      │                     │
│ the curriculum       │      │ required additional │      │                     │
│                      │      │ support             │      │                     │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
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Governors:		
Key actions to support assessment and planning	Questions to ask	Documents
Evaluate of what has been taught and what has been learned	• How are leaders capturing what pupils have learned through on-site education, the remote learning offer, and what has been achieved at home. Pupils keep on learning even when they are not taught. Some pupils have gone beyond expectations because of the activities they have carried out at home • What methods are leaders using to assess what pupils know? Why have they chosen these approaches? • How are leaders involving parents to ascertain their view of the things their child has learned and achieved? • What has been the effectiveness of the blended learning offer, its intended impact and the difference it made to pupils' learning • Are leaders heightening the focus on the vulnerable, including the disadvantaged – poverty does not make children ready to learn and thrive. Gaps between children's knowledge and understanding will be wider • When and how is transition information provided between year groups? Is it based upon what pupils knew and achieved prior to school closure. Is there ambition for pupils to achieve the expectations of curriculum plans/maps?	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools Planning for September 2020 – LA Essex Governing in COVID-19: preparing for the next stages (recovery strategy) https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Coronavirus-Information-for-governing-boards.aspx https://schoolgovernors.thekeysupport.com/curriculum-and-pupils/coronavirus-covid-19-what-you-need-to-know/ https://educationendowmentfoundation.org.uk/covid-19-resources/

Check what has been missed	• How are subject leaders/teachers checking the curriculum plans/maps for what has not been taught? How will this be taught to help pupils to know and remember more? • Are leaders considering pupils' social and emotional development as well as their academic learning? Some pupils have had opportunities to make progress in important life-long learning skills such as work habits, sports related skills, social skills, leadership skills. There may be a negative impact for vulnerable children and their skills to learn. • How do leaders check learning for specific pupils such as vulnerable and pupils with special educational needs	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools School curriculum plans/maps Governing in COVID-19: preparing for the next stages (recovery strategy) https://www.nga.org.uk/Knowledge-Centre/Executive-leaders-and-the-governing-boards/Coronavirus-Information-for-governing-boards.aspx https://educationendowmentfoundation.org.uk/covid-19-resources/
Identify the important things pupils must know	• What key concepts have leaders identified as being important for pupils to know? How are pupils being supported to achieve the ambitions of the school's reading programme? • Is there some more intensive teaching to ensure pupils meet year group expectations? • How are leaders using assessment to ensure pupils are secure in these key concepts?	Planning for September 2020 – Essex LA https://educationendowmentfoundation.org.uk/covid-19-resources/
Planning the modified curriculum	• How are leaders reviewing curriculum plans/maps and making changes so that they include the things you want pupils to learn? • How will leaders know if these changes will support improvement in pupils' learning? • How will leaders monitor the impact of the curriculum supporting pupils' personal development and academic achievement • Has there been a review of the remote/home learning offer? Are changes being made so that it supports the intended impact of your curriculum and provides continuity if there is a school closure in the	https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools School curriculum plans/maps

	Questions to ask	Documents
	future? Will the remote/home learning offer be fully in place by the end of September 2020? (Appendix A)	
Use formative assessment to inform quality first teaching and required additional support	• Are teachers confident with approaches to assessment and do they understand how to use these skills to inform what they need to teach? • What systems of feedback are being used to support pupils' learning and progress? • How have leaders decided to use additional support? • Do leaders have clear expectations for the impact of using additional support?	https://educationendowmentfoundation.org.uk/covid-19-resources/
Identify time to review the curriculum and to benchmark against the planned ambitions of the curriculum	• When and how will leaders use benchmarks to help monitor the impact and success of the curriculum? • Are leaders able to show how the curriculum is sequenced and is helping pupils to know and remember more? • How are leaders providing training and development, especially for NQTs and teachers early in their careers?	https://www.gov.uk/national-curriculum School curriculum plans/maps School improvement plans

Planning for a high-quality remote learning offer (Appendix A)

	Questions to ask	Documents
	• What will a remote learning offer look like in your school and how is it integrated into the school's full curriculum offer?	Guidance for school opening/Contingency plans for outbreak

Preparations for a remote learning offer	• How are leaders ensuring that all pupils will have access to resources for remote learning in the case of self-isolation of a local lockdown? • What training has been provided for staff to support their use of online tools and resources to deliver a remote offer of learning successfully? • How are staff and pupils trained in using the internet safely? • What support is being provided for parents and carers in helping to support their pupils with a remote learning offer? • What adaptions are made to the remote learning offer for pupils with special educational needs?	https://get-help-with-tech.education.gov.uk/about-bt-wifi Coronavirus: Safeguarding
Delivering your remote learning offer	• How are leaders ensuring that the remote learning offer is broad and ambitious and meets the expectations of the school's curriculum? • How are leaders ensuring that pupils' learning is assessed, and changes made to the remote learning offer in response to what they find out?	School curriculum plans/maps
Maintaining your remote learning offer	• How are leaders monitoring the impact of remote learning and review school curriculum plans/maps? • Are any changes made to the remote learning offer to sustain the quality of what is being taught and learned?	School curriculum plans/maps