



## Effective Planning for School Reopening

The work required to prepare schools to being fully open after the Covid-19 lockdown poses many challenges. This document provides an overview of the key considerations that schools within the trust are required to plan through to ensure this process is effective and smooth for all. The document fully references government guidelines found in <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?fbclid=IwAR2FRE3Qpe9XjhTEvfg6NhByPm593owmy6mINPITut2VKAfghsFPAjrqgk> and also includes other useful links to trust specific and government guidelines, where appropriate. School leaders must reference these when undertaking school specific risk assessments and planning for action.

Individual schools will inevitably take different approaches in this challenging transitional period, but there is commonality in terms of the principles in which we should all work to. These being:

- The obligation to ensure the safety of pupils, parents and staff;
- A commitment to the welfare and wellbeing of pupils and staff;
- Approaching the planning task in a measured and deliberate way; and
- Making the best possible decisions on the basis of the evidence we have and within the constraints and parameters we face in our schools.

The plan is underpinned by the following key areas, but not considered an exhaustive list:

1. Safeguarding Pupils including vulnerable pupils (FSM/SEND/identified groups)
2. Health and safety including infection control
3. The school environment
4. Human resources (staffing and wellbeing)
5. Communication to pupils and parents
6. Curriculum – home/school
7. Governance



The transition to the full opening of schools will be gradual and slow. The government have specified the three areas of school which must open first- Nursery, Reception and Year 1 (**Phase 1**), followed by Year 6 (**Phase 2**) and finally fully opening (**Phase 3**), with actions altering as the school moves through these phases.

Safeguarding			
Key considerations	Pre- tasks	Key actions for Phase 1	Key actions for Phase 2
Safeguarding	Review school procedures for safeguarding <ul style="list-style-type: none"> <li>• Review risk ratings and existing cases – new issue faced during lockdown or potential of return?</li> <li>• Establish clarity regarding vulnerable pupils who are returning and those that are not</li> <li>• Determine DSL rota</li> <li>• Clarify DSL responsibilities and timeframes for vulnerable/potentially vulnerable pupils not in school</li> <li>• Determine safe and well check schedule for those not in school</li> </ul>		

	<ul style="list-style-type: none"> <li>• Review safeguarding procedures/keep in touch expectations for pupils not in school – who will follow up?</li> <li>• Update staff on any amendments to safeguarding processes if any – record staff have read and understood changes</li> <li>• Review CME – any pupils meeting this criteria?</li> </ul>		
	<p>Identify support plan for vulnerable pupils in relation to getting to school where difficulties present, e.g. parent refusing but social care insisting</p>		
	<p>Consider in-school ‘food plan’ for pupils known to be ‘underfed’ at home</p>		
	<p>Consider building additional capacity for supporting returning pupils with increased emotional needs/trauma, e.g. play therapy, curriculum resources</p>		
	<p>Issue advice/recommendation/guidance to parents regarding re-establishment of routines prior to school re-entry</p>		

	Consider plan/support for children coping with bereavement, ongoing illness, other trauma		
Shielding children	Ensure that shielding children are NOT attending school – establish communication Shielding (clinically extremely vulnerable – those with a GOV. Letter) adults should NOT attend school		
<p>Key information/government documentation to reference:</p> <p>Risk assessments – Vulnerable pupils            Child protection and safeguarding policies (Addendum COVID-19)            Safeguarding decision tree            GOV. Shielding advice - <a href="https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19">https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19</a></p>			

Health and Safety Including Infection Control			
Key considerations	Pre- tasks	Key actions for Phase 1	Key actions for Phase 2
Health and safety compliance/safety checks conducted for preopening e.g. water, gas, fire alarms	Liaise with contractors to secure checks		
	Conduct safety checks		
	Action recommendations where appropriate		
	Provide heads with 'go ahead' for reopening		

<p>Discuss with cleaning contractors or staff the additional cleaning requirements and agree additional hours to allow for this</p>	<p>Consideration – cost of additional cleaning. Can middays be used to carry out some cleaning if school zoned?</p>			
	<p>Review current cleaning supplies</p>			
	<p>Get in touch with public sector buying organisation partners (for example ESPO, YPO, NEPO) about proportionate supplies of soap, anti-bacterial gel and cleaning products if needed</p>			
	<p>If needed arrange the purchase of domestic cleaning products. Consider whole-salers to bulk buy. Anticipate 50% increase in usage.</p>			
	<p>Arrange for the regular assessment of cleaning supplies allowing significant lead time.</p>			
<p>Minimising direct transmission: Isolation of any pupils/staff member showing symptoms/becoming unwell</p>	<p>Refer to COVID-19 action plan</p>			

Pupils who are poorly or have family members who are poorly are not in attendance					
Minimising indirect transmission	Consider sending home-learning resources to remind/encourage young children to learn and practise good hygiene habits, e.g. cleaning hands, catch it – bin it - kill it		Ensure that help is available for children and young people who have trouble cleaning their hands independently		
	Create appropriate signage around toilet/sink areas to promote good hygiene routines		Plan for regular updates for pupils regarding good hygiene routines		
	Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts). Where will these be stored?		Arrange regular cleaning of identified equipment throughout the day		
	Consider rotation of EYFS physical resources over the week. Can resources be left for 72 hours before being used again?		Consider allocation of resources (e.g. pencils, crayons etc) per child so as to avoid sharing communal resources.		
	Plan for EYFS 'mini-provisions' in areas identified for each specific pupil group,				

	I.e. only chn in the provision can use the resources allocated			
Personal Protective Equipment	Create wash bags for clothing used in school by staff where social distancing is more difficult			
	Create/purchase face coverings for staff where social distancing is more difficult			
	Purchase face masks (if available) for staff treating pupils who become unwell while they are awaiting collection			
	Ensure necessary equipment is available/in stock for pupils requiring intimate care (e.g. aprons, masks, gloves)			
Reduce any unnecessary usage of buses/coaches/taxis for children arriving to school.	Contact mini-bus company to temporarily cancel service. Communicate with any families that used this service.			
	Communicate with staff to make them aware that minibus is not in use for foreseeable future.			
	Ensure staff have made alternative arrangements for			

	travelling to and from work to avoid the use of public transport.			
Discuss additional cleaning requirements and agree additional time/money for this. - Who during the day? Middays?	Assess availability of cleaning staff (consider redeploying some Midday staff to undertake cleaning duties throughout the day)			
	Devise new cleaning rota if required to account for additional time required in each zone across school			
	Ensure hand sanitisers are present in all classrooms/learning spaces - daily			
	Ensure bins emptied throughout the day			
	Ensure staff are keeping rooms well ventilated. Do doors remain open? Finger trap?			
	Ensure climbing frames/trim trails/outdoor equipment areas are cordoned off			
	Ensure cleaning team are updated regarding use of new cleaning products as necessary.			

Management of circulation routes	Divide corridors and communal spaces to allow for a one-way system (Where corridors are not 2m wide consider rerouting or a right-of-way approach)			
	Create designated drop-off/collection points per small group. Is signage required?			
	Plan playground allocation/rota for exercise periods - how will this be supervised?			
	Communicate which areas of school are out of bounds to staff and pupils			
	Inform admin staff to keep glass-fronted reception desk 'openings' closed			
Policy	Update Health and Safety Policy as necessary - this may be through the usage of COVID appendices			
Risk assessments	Update risk assessments as required			
		Ensure there is a critical path decision making process in case of the need for further closures, or scaling back operations, to address local infections		



Key information/government documentation to reference:

**Actions for educational and childcare settings to prepare for wider opening:** <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

**Protective Measures:** <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>

The School Environment				
Key considerations	Pre- tasks		Key actions for Phase 1	Key actions for Phase 2
Communicate early with contractors and suppliers that will need to prepare to support your plans for opening for example, cleaning, catering, food supplies, hygiene suppliers	Communicate intentions and plans with contractors and suppliers integral to school reopening			
	Seek assurance from suppliers that continuity of service will be delivered/maintained. Assess their risk assessment processes.			
	External caterers - Devise the plan with caterers regarding meal preparation, changes to timings and eating arrangements – remember to limit movement. Chn eat in classrooms?			

	Only arrange for essential visits from contractors (e.g. fire alarm maintenance). Cancel any unnecessary visits from contractors				
Minimising contact and mixing in the environment	Calculate average m2 of classroom to inform judgement of maximum capacity of pupils per learning space.				
	Consider classroom layout (2m space between pupils). Remove excess furniture				
	Divide classes according to available space (no more than 15 pupils per small group). Allocate a teachers per group.				
	Communicate with staff planned arrangements, especially where there are changes to the 'norm'.				
	Consider 'pinch points' in classrooms, i.e. doorways, coat pegs etc. Do these need marking out to raise profile?		Teachers establish clear routines to maintain social distancing as far as is practicable.		
	Consider the use of outside space more regularly to assist with social distancing. Ensure that areas are				

	allocated/signposted to avoid confusion.				
	Audit classroom resources, e.g. scissors etc to allocate per pupil, therefore avoiding sharing				
Emergency protocol	Amend fire evacuation procedure to ensure that social distancing is maintained (e.g. at fire assembly points)				
	Ensure staff are aware of any changes made				
	Ensure that school first aid supplies are well stocked		Ensure that a designated member of staff maintains the stock levels (if different from normal)		
	Ensure that staffing rotas maintain the on-site first aid qualification requirements				
Wrap around care	Decide whether wrap around care is being reinstated, including charging. Decide if charge applies to key worker/vulnerable pupil groups				
	Ensure wrap around provision staff are informed				

	and rota/timetables re-established (if provision is reopened)			
	Adjust collection arrangements for After-School club (if open) to accommodate social distancing.			
<p>Key information/government documentation to reference:</p> <p><b>Free school meal guidance:</b> <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools</a></p> <p><b>Actions for educational and childcare settings to prepare for wider opening:</b> <a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</a></p> <p><b>Protective Measures:</b> <a href="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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>				

Human Resources (Staff Well Being)			
Key considerations	Pre- tasks	Key actions for Phase 1	Key actions for Phase 2
Survey staff to ascertain who will be available for work to identify staffing capacity in school. Identify staffing numbers (self-isolating, pregnant, shielding family members, child care issues etc.)	Create and distribute a staff survey to identify availability for work taking into consideration individual circumstances and concerns raised. Include the option for staff to request a 1-1 discussion to address concerns. (Clinically Vulnerable staff (risk-assessed staff, with underlying		

	<p>health conditions) are advised to NOT attend site and should be encouraged to work from home. If they are vulnerable and their role means they cannot work from home, then they should be given tasks to do in a safe part of the school and minimise contact. It is down to the employee if they wish to work closely with others, but conversations must be had with them and they must understand/accept the risks to them first)</p> <p>If a child or member of staff lives with someone who is shielding (clinically extremely vulnerable – those with a GOV. letter) then they should NOT be in school.</p>			
	Seek medical proof for 'vulnerable' staff			
	For employees who cannot complete the survey online, arrange individual phone calls/survey monkey to gather this information.			
	Analyse data received to identify staffing levels. Liaise with school			

	leaders about any gaps in staffing and consider redeploying staff to different areas in school.			
	Identify whether you have sufficient key staff: <ul style="list-style-type: none"> <li>• DSL</li> <li>• First Aid</li> <li>• Staff responsible for 1:1 SEND children/ those with medical needs.</li> </ul>			
Unions	Contact associated unions to clarify advice given to members for consideration in planning preparation			
Timetabling	Agree deployment and responsibilities of staff not physically returning to school (teaching and support staff)			
	Agree deployment and responsibilities of staff that are returning to school (teaching and support staff) - consider survey results		When looking at staffing and the changes being made, are there staff that could potentially be redeployed to support the school working effectively?	
	Agree the in-principle policy for keeping staff who are returning to school safe e.g. rota, limiting		Evaluate the effectiveness of keeping staff safe e.g. rota, limiting contact with groups,	

	contact with groups, provision of safety equipment like hand sanitisers, limiting moving around the school		provision of safety equipment like hand sanitisers, limiting moving around the school	
	Same staff to work with their groups as much as possible. They are, in effect, being reassigned new teachers for the remainder of the year, if possible			
	Clarify expectations for staff regarding presence at work – if they can work from home do so, limit time spent in school.			
	If a particular school is unsafe to open, then put in place alternative arrangements e.g. redeploy staff, retain or create a hub with a geographically proximate school if it is safe to do so			
Reducing anxiety of staff	Arrange calls to those staff who have requested them to address concerns		Line managers to brief teams about safe working practices. If any staff are required to use PPE ensure they are briefed on correct usage, storage and disposal of PPE.	Line managers to brief teams about safe working practices. If any staff are required to use PPE ensure they are briefed on correct usage, storage and disposal of PPE.
	Undertake a stress risk assessment to identify levels of risk to inform changes to policies/procedures			
	Consider what arrangements might be put in place for staff wellbeing – both those staff		Carry out random checking across school to ensure staff are adhering to social distancing measures.	

	returning to school sites and those working from home			
	Prior to school reopening send out wellbeing communications signposting staff to external wellbeing services and internal coaches			
	Regular communications to be sent out to all staff by Headteachers prior to reopening to inform staff of changes to working practices and provide reassurance regarding health and safety. Confirm processes for raising concerns.			
	Create a staff protocol document to share with all staff outlining revised procedures e.g. lunch breaks.			
	Update staff absence reporting procedure and distribute to all staff prior to school reopening			
	Issue guidance to staff the plans (for example, safety measures, timetable changes and staggered arrival and departure times), including discussing whether training would be helpful			

	Outline PPA for teachers arrangements for teacher's PPA entitlement (in school staff)			
School community	Who is linking with and checking in on staff working from home? Links between in school employees and home employees			
	Ensure ongoing communication link with staff who are shielding so they are supported and their situation is monitored to ensure their well-being.			
Staff suffering a bereavement	Activate bereavement policy			
	Identify person for ongoing communication with employee			
Staff Development	Communicate arrangements for staffing for next academic year			
	DfE guidelines regarding Appraisal process			
	Determine whether those staff returning to school sites require training and schedule training mechanisms			



	Devise plan to support NQTs during remainder of year (in school and off site NQTs)			
	Devise NQT to RQT plan for September onwards			
Additional support	Promote Bike to Work scheme provided by Trust			
<p>Key information/government documentation to reference:</p> <p>Trust policies – Appraisal, Staff Absence, Code of Conduct, Whistleblowing and Disciplinary</p> <p>Bike scheme: <a href="https://www.gov.uk/government/news/2-billion-package-to-create-new-era-for-cycling-and-walking">https://www.gov.uk/government/news/2-billion-package-to-create-new-era-for-cycling-and-walking</a></p>				

Communications with Parents and Pupils					
Key considerations	Pre- tasks		Key actions for Phase 1	Key actions for Phase 2	
School website	Update website to include all communications issued to key year groups that are returning				
Establish indicative numbers of pupils that will be returning	Send out questionnaire to families of pupils in nursery/recept/ Y1 and Y6 to gauge interest				
	Liaise with key worker families to gauge interest. All vulnerable/EHCP/Key workers'				

	children SHOULD be urged to attend school immediately – “it is no longer necessary for parents of eligible children to keep them at home if they can					
Pupils returning to school	Circulate Government messages/guidance (if appropriate and helpful) to parents					
	Communicate key principles for reopening e.g. any child unwell must not attend, phased return, only key year groups, rationale for why these year groups have been selected. Clarify school-based safety measures- e.g. steps taken to ensure social distancing, sanitising, cleanliness and hygiene (Ensure you provide Bilingual information. Ensure additional telephone communication is provided for vulnerable families e.g. poor literacy skills)					
	Provide supportive guidance to parents for preparing pupils to return to school e.g. restabilising bedtime routines, checking uniforms and shoes still fit, identifying mode of transport (public transport should not be used)	Teachers?				
	Ensure families in receipt of school minibus are notified in advance of return to school					

	Reminder alerts to clarify expectations of: -uniform, behaviour, attendance, times of the day, day start and end times, dinner options				
	Inform parents and pupils of where their learning space will be and who will be teaching them (nursery, recep, Y1, Y6 and those key worker pupils not in these year groups)		Issue regular news letters of how pupils are settling in and maintaining safety		Update letters on the cancellation of key 'historical' events e.g. sports days, parents eve, productions
	Communicate exact drop-off/collections points and times. Remind parents that only one adult should escort child to school and no adults should enter the school building or gather at school gates and doors		Send ongoing reminders for parents where pupil numbers increase		
	Issue details regarding FSM entitlements upon returning to school				
	Remind parents of 'cashless' system and processes to follow if have an enquiry, to minimise numbers of adults visiting the school office				
	Clarify what will happen if parents choose not to send their child to school		Ongoing check ins for those still not in attendance (see below)		
	Communicate the decision on wrap around care- will breakfast and after school club be available for all parents?		Communicate to all parents any changes in the arrangement e.g. offer, charging arrangements		

	Establish regular contact with vulnerable pupils set to return e.g. SEN pupils. Share risk assessment actions where appropriate to alleviate concerns		Issue ongoing communication to these parents once in school			
Pupils not returning to school	Circulate Government messages/guidance (if appropriate and helpful) to parents					
	Communicate key principles for reopening and why only some year groups have been selected. Outline government (conditional) aim of all primary school pupils returning for the final month) Use this opportunity to reduce anxiety that their child will be missing out/not part of the school community. Ensure additional telephone communication is provided for vulnerable families e.g. those with poor literacy skills.				Following government directive, issue communication for re-opening for <b>all</b> pupils (follow sequence above)	
	Clarify the expectations for home schooling e.g. - which teacher will be communicating with the family via Dojo (This may have changed if the original teacher is now required to be in school) -Expectations of engagement with the school e.g. a weekly dojo message/like/photo/submission of work		Maintain the continuity of home schooling arrangements  Ongoing weekly contact made by class teacher/allocated teacher			

	-Is work being provided for those pupils not attending from Nurs/Rec/Y1?		Issue school work and timetables on a weekly basis			
	Reaffirm support for pupils in receipt of FSM and not in school e.g. national voucher scheme		Ongoing allocation of national vouchers for those not in attendance			
	Continue system for regular external food provision e.g. nomination for food bank deliveries					
	Conduct ongoing safe and well checks as per need		Audit wider family services supporting mental health, bereavement, domestic violence etc in order to be able to signpost/refer families where required			
Admission of new EYFS pupils	Confirm new nursery and reception pupils		Communicate to new families how inductions will be conducted			
	Create welcome packs		Distribute welcome packs to families (being mindful of social distancing guidelines)			
<p style="text-align: center;">Key information/government documentation to reference:</p> <p>Risk assessments Safeguarding decision tree Safeguarding policy</p> <p><b>Actions for educational and childcare settings to prepare for wider opening:</b> <a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</a></p>						

**Protective Measures:** <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>

**Guidance for Parents:** <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june>

**Guidance for supporting pupil's mental health:** <https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

**Every Mind Matters:** <https://www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips/>

**Keep pupils motivated and engaged:** [https://www.gov.uk/guidance/keeping-pupils-motivated-and-engaged?utm\\_source=b69c331c-d6c8-4799-8da7-5f23962a7b3e&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/keeping-pupils-motivated-and-engaged?utm_source=b69c331c-d6c8-4799-8da7-5f23962a7b3e&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

**EEF supportive resources:** <https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/>

Curriculum (NB: As this area is school specific, questions for consideration have been provided)			
Key considerations	Pre- tasks	Key actions for Phase 1	Key actions for Phase 2
Nursery, Reception, Y1 & Y6 returners	<ul style="list-style-type: none"> <li>How will pupils' behaviour be managed – break with school routines and expectations – how is this going to be re-addressed upon return?</li> <li>How will the curriculum address the impact upon learning for pupils linked to well-being – loss/stress/concern?</li> </ul>	<p>Any changes that need to be made in light of evaluations?</p> <p>What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?</p>	

	<ul style="list-style-type: none"> <li>• What short term adaptations are being made to the curriculum to take account of the home/school learning and the full time/part time schooling pupils have received?</li> <li>• What is continuous provision going to look like if EYFS pupils are 'housed' else where in the school building?</li> <li>• Reading lessons and home reading-access to books? Are there enough for small groupings to have their own stock?</li> <li>• What are reasonable expectations for the curriculum in the current circumstances and how will these be developed as the school moves through the phases of re-opening?</li> <li>• How will the curriculum be adapted to meet the needs of pupils, emotionally and personally, following long periods of absence, gaps in being able to access home schooling and differing attitudes between being at home and at school so pupils are prepared and emotionally 'ready' to learn again?</li> <li>• How are key gaps in knowledge going to be addressed and for which subjects, particularly for disadvantaged pupils?</li> </ul>	<p>Consider what the expectations for the quality of education will be during all phases?</p>	
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	<ul style="list-style-type: none"> <li>• How are our youngest pupils' personal development going to be supported? E.g. separation anxieties</li> </ul>		
Key worker children/vulnerable pupils	<ul style="list-style-type: none"> <li>• How will key workers' children and vulnerable children provision and curriculum run alongside returning year groups?</li> <li>• How will the specific needs of vulnerable pupils/those with EHCPs be met (if in school)?</li> <li>• How will the curriculum be adapted to meet the needs of pupils so they are prepared and emotionally 'ready' to learn again? (as a result of long periods of absence, a different approach to school provision for key worker pupils during 'lock down' and differing attitudes between being at home and at school)</li> <li>• How are key gaps in knowledge going to be addressed and for which subjects?</li> </ul>		
Timetabling for pupils returning to school	<ul style="list-style-type: none"> <li>• Refresh the timetable per year group and per small group if 15:</li> <li>• decide which lessons or activities will be delivered</li> <li>• consider which lessons or classroom activities could take place outdoors and where and at which times</li> <li>• use the timetable and selection of classrooms or other learning</li> </ul>		

	<p>environments to reduce movement around the school or building</p> <ul style="list-style-type: none"> <li>• stagger break times (including lunch), so that all children are not moving around the school at the same time.</li> <li>• Stagger toilet breaks</li> <li>• Stagger exercise/breaks</li> </ul>		
<p>Maintaining quality home/school learning for non-attenders</p>	<ul style="list-style-type: none"> <li>• What the curriculum for pupils at home has looked like? Is this working effectively?</li> <li>• Have pupils been disadvantaged by accessing learning from home?</li> <li>• What changes are being made/is being kept the same to secure a consistent approach to home-school learning?</li> <li>• What might learning look like for pupils at the different levels of phased return?</li> <li>• How will pupils' behaviour be managed – break with school routines and expectations – how is this being re-addressed while home schooling so impact upon return is minimised?</li> <li>• How will you maintain a sense of unity with your in school/out of school families?</li> </ul>	<ul style="list-style-type: none"> <li>• How will you ensure there are opportunities for pupils to share their home and school experiences as a key part of their current education?</li> </ul>	

	<ul style="list-style-type: none"> <li>• How will the curriculum address the impact upon learning for pupils linked to well-being – loss/stress/concern?</li> <li>• What adaptations are being made to the curriculum to take account of the home/school learning and the full time/part time schooling pupils may have received e.g. key workers?</li> </ul>		
Curriculum for 2020-2021	<ul style="list-style-type: none"> <li>• Consider what the expectations for the quality of education will be during all phases?</li> <li>• How are you looking at the development of the curriculum for 2020/2021? Will your plans need to be reconfigured?</li> <li>• How is your curriculum for the new academic year going to address gaps in learning, particularly for disadvantaged pupils?</li> <li>• Have you reviewed the school’s typical annual calendar of events to decide when decisions will be taken about cancelling or going ahead with them; summer initially; autumn as planning ahead, ‘leaving’ events, residential visits, parent evenings, sporting events. How can these aspects be achieved differently?</li> </ul>		



Key information/government documentation to reference:

EEF-Home learning: [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Remote\\_learning\\_evidence\\_review/Remote\\_Learning\\_Rapid\\_Evidence\\_Assessment.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf)

DFE: [https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education?utm\\_source=764bd106-089e-4d86-abb9-b878073c2c3d&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=immediate](https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education?utm_source=764bd106-089e-4d86-abb9-b878073c2c3d&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate)

Oak: <https://www.thenational.academy/>

STA: <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability>

Governance				
Key considerations	Pre- tasks		Key actions for Phase 1	Key actions for Phase 2
Communications	Circulate suite of guidance documents to governors following the announcement on the 10 <sup>th</sup> May, including: Actions for educational and childcare settings to prepare for wider opening; Protective Measures, Guidance for Parent			
	Discuss with the Governing Body plans for reopening			
	Inform Chairs of upcoming Chair's Forum			
	Inform of any concerns regarding Health and Safety which could prevent reopening			

	Governing Body to 'formally' communicate with staff			
Ratification	Make governors aware of any changes to key documentation, including policies (e.g. Health and Safety etc)			
Monitoring	Designated Safeguarding Governor to arrange a monitoring call with Designated Safeguarding Lead			
<p style="text-align: center;"><u>Key information/government documentation to reference:</u></p> <p><b>Financial:</b> <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020#additional-costs-covered-by-the-fund">https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools/school-funding-exceptional-costs-associated-with-coronavirus-covid-19-for-the-period-march-to-july-2020#additional-costs-covered-by-the-fund</a></p> <p><b>Actions for educational and childcare settings to prepare for wider opening:</b> <a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</a></p> <p><b>Protective Measures:</b> <a href="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/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p>				