

Update: Public health advice to minimise risk

Theme	Guidance	ACTIONS
a requirement that people who are ill stay at home	Ensuring that students and staff do not come into school if they have COVID- 19 symptoms - high temperature, a new, continuous cough and a loss or change to your sense of smell or taste; or have tested positive in the last 10 days. Ensuring that anyone developing these symptoms during the school day is sent	Briefing and letter for staff on 16/11 and reminders to parents when cases rise above 5 in a class.
response to positive cases	Positive students and staff will isolate for the next 10 full days from when their symptoms started. They can return to school following this if they are well and do not have a high temperature.	Parents can inform us of positive students using covid-19@durring.com and staff will report using absence procedures. Work will be available on Google classroom for students and companies can support in accessing this.
robust hand hygiene	Ensure that students clean their hands regularly with soap and running water or hand sanitiser when they arrive at school, when they return from breaks, when	Reinstate duty staff at sanitising stations at the end of break time.
robust respiratory hygiene	Ensure enough tissues and bins available in the school to support students and staff to follow the "catch it, bin it, Kill it" approach. Face coverings can be worn by both staff and students.	We will move back to recommending the use of face coverings in communal areas if cases should rise above 100 in our community or if advised by PHE. We will ask all students attending the medical room to wear a face covering.
always keeping occupied spaces well ventilated.	Increased ventilation levels in classrooms in school without compromising thermal comfort.	We will ask all staff to have at least one window open in their teaching base. We have CO2 monitors which we are using in classrooms to raise awareness of staff about how much ventilation is required. Students will be encouraged to go outside at breaks when conditions are favourable. Assemblies will only happen in a year group if cases remain at a low level.
enhanced cleaning arrangements	We have in place a cleaning schedule that ensures cleaning is generally enhanced and includes: more frequent cleaning of rooms/ shared area that are used by different groups; frequently touched surfaces being cleaned more than	Enhanced cleaning is ongoing.
NHS test and trace/ PHE	We will engage with NHS Test and Trace as necessary and Public Health England health protection team. We will ensure that staff, parents/carers understand that they will need to be ready and willing to: book a test if they are displaying symptoms; provide details of anyone they have been in close contact with if they were to test positive for coronavirus or someone who tests positive.	We will call PHE when we reach 5 or more students in a company tutor group or teaching class. We will contact parents of children in this group and inform them if this threshold is reached and advise to take a LFT for 5 days and order a postal PCR. We will also do this with the class teachers.
LFT Testing - Students	Lateral flow testing (students) - students will be offered home testing. LFT kits will be given to students and will include enough tests for two weekly tests. We have asked for results to be communicated to us, in the event of a positive test we will follow the actions set out in this risk assessment. Upon a positive LFT test the student will need to isolate until a PCR test result. A negative PCR overrules the LFT result and the student can return to school.	The medical room will offer lateral flow testing to students with symptoms if we have parental consent and we will confirm with a telephone call. In the event of more than 5 students in a form or group testing positive then we will ask all members of the group to order a postal PCR and take a LFT for 5 days.
LFT Testing - Staff	Lateral flow testing (staff) - staff will be offered home testing. LFT kits will be given to staff and will include enough tests for two weekly tests. Results will be communicated to us, in the event of a positive test we will follow the actions set out in this risk assessment. Upon a positive LFT test the staff member will need	In the event of more than 5 students in a form or group testing positive then we will ask their teachers and TAs to order a postal PCR and take a LFT for 5 days.

CONTINGENCY PLANNING SEPTEMBER 2021		
GUIDANCE		Action Required
Testing	There is the possibility of increased use of testing by staff and, where they are already being offered testing, for pupils and students. We may be advised on more frequent testing, or on the reintroduction of asymptomatic test sites (ATS). These measures may be advised: <ul style="list-style-type: none"> • for an individual setting only, by DsPH as part of their responsibilities in outbreak management, or • for settings across areas that have been offered an enhanced response package or are in an enduring transmission area, where settings and directors of public health decide it is appropriate These additional testing measures would need to be agreed with us and we would be consulted to identify what support may be needed to do this. We will consider how ATS could be implemented in a way that does not negatively impact the education we provide to their pupils and students. DsPH should keep DfE informed of all cases where they are considering recommending ATS for an education setting, via their RPT and RSC.	MOVE BACK TO MARCH RISK ASSESSMENT FOR TESTING
FACE-COVERINGS SHIELDING OTHER MEASURES	There is the possibility that it may be advised that face Shielding is currently paused. In the event of a major outbreak	MOVE BACK TO JUNE/JULY RISK ASSESSMENT FOR FACE COVERINGS MOVE BACK TO MARCH RISK ASSESSMENT FOR SHIELDING OR MAIN MOVE BACK TO MAIN RISK ASSESSMENT.
ATTENDANCE RESTRICTIONS	There is a possibility we are advised to limit: <ul style="list-style-type: none"> • residential educational visits • open days • transition or taster days • parental attendance in settings • live performances in settings. Local authorities, DsPH and HPTs may recommend these precautions in individual settings or across an entire area.	RETURN TO MAIN RISK ASSESSMENT
REMOTE LEARNING	High quality face-to-face education remains a government priority. Attendance restrictions should only ever be considered as a short-term measure and as a last resort: <ul style="list-style-type: none"> • for individual settings, on public health advice in extreme cases where other recommended measures have not broken chains of in-setting transmission; or • across an area, on government advice in order to suppress or manage a dangerous variant and to prevent unsustainable pressure on the NHS. In all circumstances, priority should continue to be given to vulnerable children and young people and children of critical workers to attend to their normal timetables. Where measures include attendance restrictions, DfE may advise on any other groups that should be prioritised. We will be prepared if advised, temporarily, to limit attendance and should ensure that high quality remote education is provided to all pupils or students not attending. 	RETURN TO MAIN RISK ASSESSMENT
EDUCATION WORKFORCE	High-quality remote learning in schools, further education and higher education settings should be provided for all pupils and students if: <ul style="list-style-type: none"> • they have tested positive for COVID-19 but are well enough to learn from home; or • attendance at their setting has been temporarily restricted On-site provision should in all cases be retained for vulnerable children and young people and the children of critical workers. If settings have to temporarily stop onsite provision on public health advice, we will discuss alternative arrangements for vulnerable children and young people with the local authority.	RETURN TO MAIN RISK ASSESSMENT
SAFEGUARDING AND DSLs	If restrictions on child, pupil and student attendance are ever needed, we will return to our rota system and consider guidance for clinically extremely vulnerable people.	RETURN TO MAIN RISK ASSESSMENT
VULNERABLE CHILDREN	There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners: <ul style="list-style-type: none"> • local authorities • clinical commissioning groups • chief officers of police If attendance restrictions are needed in any education or childcare setting, and all local safeguarding partners will be vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe, particularly as more children and young people will be learning remotely. All settings must continue to have regard to any statutory safeguarding guidance that applies to them, including: <ul style="list-style-type: none"> • Keeping children safe in education • Working together to safeguard children • Early Years Foundation Stage (EYFS) framework. Led by the designated safeguarding lead (DSL), we will review our child protection policy so that it reflects the local restrictions and remains effective. We will have a trained DSL (or deputy) available on site.	RETURN TO MAIN RISK ASSESSMENT
TRANSPORT	Where vulnerable children and young people are absent, we will: <ul style="list-style-type: none"> • follow up with the parent or carer, working with the local authority and social worker (where applicable), to explore the reason for absence and discuss their concerns • encourage the child or young person to attend educational provision, working with the local authority and social worker (where applicable), particularly where the social worker agrees that the child or young person's attendance would be appropriate • focus the discussions on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home • have in place procedures to maintain contact, ensure they are able to access remote education support, as required, and regularly check if they are doing so If settings have to temporarily stop onsite provision on public health advice, they should discuss alternative arrangements for vulnerable children and young people with the local authority.	RETURN TO MAIN RISK ASSESSMENT
SCHOOL MEALS	Transport services to education settings should continue to be provided as normal where children are attending education settings. The guidance on transport to schools and colleges during the COVID-19 pandemic guidance remains in place.	RETURN TO MAIN RISK ASSESSMENT
EDUCATIONAL VISITS	We will provide meal options for all pupils who are in school. Meals will be available free of charge to pupils who meet the benefits-related free school meals eligibility criteria. We will continue to provide free school meals support in the form of vouchers for pupils who are eligible for benefits related free school meals and who are not attending school because they have had symptoms or a positive test result themselves.	RETURN TO MAIN RISK ASSESSMENT
	Any attendance restrictions will be reflected in the visits risk assessment and we will consider carefully if the educational visit is still appropriate and safe. Only students who are attending the setting should go on an educational visit. We will consult the health and safety guidance on educational visits when considering visits.	RETURN TO MAIN RISK ASSESSMENT

The Operational Guidance sets out the measures that all education settings should have in place to manage transmission of COVID-19. This includes: 1. Students in secondary schools and colleges should be tested twice on site at an Asymptomatic Testing Site (ATS) on return in the autumn term. The tests should be 3-5 days apart. Thereafter, staff and students in secondary schools and colleges, should test themselves using LFD twice a week at home until the end of September, when this will be reviewed. This is critical for identifying positive cases early and ensuring they isolate. Those who test positive should isolate, take a confirmatory polymerase chain reaction (PCR) test, and continue to isolate if the result is positive. Schools and colleges will need to be prepared to implement high-quality blended learning arrangements so that any child who is well enough to learn from home can do so. Under-18s, irrespective of their vaccination status, and double vaccinated adults will not need to self-isolate if they are a close contact of a positive case. They will be strongly advised to take a PCR test and, if positive, will need to isolate. 18- year-olds will be treated in the same way as children until 6 months after their 18th birthday, to allow them the opportunity to get fully vaccinated. Further guidance can be found here for close contacts of someone who has tested positive and lives in the same household, and here for those who do not live together. 6. All education and childcare settings should continue to ensure good hygiene for everyone, maintain appropriate cleaning regimes, keep occupied spaces well ventilated, and follow public health advice on testing and managing confirmed cases of COVID-19. All settings should continue their strong messaging about signs and symptoms, isolation advice and testing, to support prompt isolation of suspected cases. Settings should also continue to encourage vaccination uptake for eligible students and staff.

For most settings it will make sense to think about taking extra action if the number of positive cases substantially increases. This is because it could indicate transmission is happening in the setting. The thresholds, detailed below, can be used by settings as an indication for when to seek public health advice if they are concerned. For most education and childcare settings, whichever of these thresholds is reached first: • 5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or • 10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period

CLOSE MIXING: For schools, this could include:

- a form group or subject class
- a friendship group mixing at breaktimes
- a sports team
- a group in an after-school activity

At the point of reaching a threshold, education and childcare settings should review and reinforce the testing, hygiene and ventilation measures they already have in place. Settings should also consider: • whether any activities could take place outdoors, including exercise, assemblies, or classes • ways to improve ventilation indoors, where this would not significantly impact thermal comfort • one-off enhanced cleaning focussing on touch points and any shared equipment Settings may wish to seek additional public health advice if they are concerned about transmission in the setting, either by phoning the DfE helpline (0800 046 8687, option 1) or in line with other local arrangements. A director of public health or an HPT may give settings advice reflecting the local situation. In areas where rates are high, this may include advice that local circumstances mean that the thresholds for extra action can be higher than set out above. They might advise the setting to take some of the other measures described in this document.

Risk Assessment for full opening link and restricted attendance link

Full opening:

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

Restricted attendance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

Children of critical workers and vulnerable children :

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining>

RISK ASSESSMENT FOR LATERAL FLOW TESTING :

<https://docs.google.com/document/d/186hJ6JzX0LojVwVbHiE3j2Mc9CuSm9wKAXYqYFqPSc/edit?usp=sharing>

FACE COVERINGS

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

MARCH UPDATED GUIDANCE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

SEPTEMBER 2021 - CONTINGENCY PLANNING

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1011704/20210817_Contingency_Framework_FINAL.pdf

SPECIFIC CHANGES ONLY

CHANGES TO GUIDANCE INCLUDE:	System of controls: actions that schools must take:	Control Measures	Risk to Implementation	Pre-Action	Action Required / Decision Made
Use of face coverings in the classrooms for secondary age pupils and staff	Face-coverings should be worn by adults and pupils at all times in non-classroom settings within the building. This includes when moving around the premises (corridors, communal areas, e.g. canteens and toilets, where social distancing cannot easily be maintained. Face-coverings do not need to be worn by pupils when outdoors on the premises. Until further notice face-coverings are recommended to be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face-covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. These measures will be reviewed on a weekly basis. Transparent face-coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face-coverings in schools or in public places. Face visors or shields should not be worn as an alternative to face-coverings. Some individuals are exempt from wearing face-coverings. This applies to those who: • cannot put on, wear or remove a face-covering because of a physical impairment or disability, illness or mental health difficulties; • speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate. We will have a small contingency supply available for people who: • are struggling to access a face-covering; • are unable to use their face-covering as it has become damp, soiled or unsafe; • have forgotten their face-covering. No pupil should be denied education on the grounds that they are not wearing a face-covering.	Communications with parents and making clear that students should have face-coverings and a spare. Small supply available at reception. Safe wearing of face coverings requires the: <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use • where a face-covering becomes damp, it should not be worn, and the face-covering should be replaced carefully. Staff and pupils may consider bringing a spare face-covering to wear if their face-covering becomes damp during the day. We will instruct pupils to: <ul style="list-style-type: none"> • not touch the front of their face-covering during use or when removing it • dispose of temporary face-coverings in a 'black bag' waste bin (not recycling bin) They will sanitise when entering and leaving the building and when moving to different classrooms. They will maintain 2 metre distance where possible but when working with a child that has an EHCP or requires an access arrangement this will take priority. It will be noted which child so we can track and trace.	Some students may not wear a facecovering - refusal, lost or forgotten.	M	Clear signs and communication on face-coverings. Students and staff must wear in communal areas (unless an exemption - will carry pass) and should wear in the classroom (unless there is the ability for social distancing or physical activity taking place). It will be a recommendation for classrooms and we will use our best endeavours in communications with parents and additionally to students (period 1 and briefings) to encourage compliance with the recommendation. Personal responsibility for wearing in the classroom is with the child and parent as the guidance is voluntary and not a legal requirement. Our classroom staff will not challenge students who choose not to wear face-coverings within classrooms. In communal areas staff will challenge students to ensure coverings are worn (and word appropriately). An additional supply of masks will be kept at reception for lost or forgotten face coverings unless an exemption applies (will carry a pass).
Redeployment of exam invigilators if exam hall is not being used	Our exam invigilators are up to date with our risk assessment and will use our system of controls.			L	Control measures are clear in the risk assessment.

SPECIFIC CHANGES ONLY

CHANGES TO GUIDANCE INCLUDE:	System of controls: actions that schools must take:	Control Measures	Risk to Implementation	Pre-Action	Action Required / Decision Made
<p>Use of face coverings in the classrooms for secondary age pupils and staff</p>	<p>As part of the Step 3 roadmap, it has been determined that it is no longer necessary to recommend the additional precautionary face covering measures that was recommended from the 8 March. The decision to lift further restrictions at Step 3 has followed a review of the latest data on infection and vaccination rates. From 17 May, in line with Step 3 of the roadmap, face coverings will no longer be recommended for students in classrooms or communal areas. Face coverings will also no longer be recommended for staff in classrooms. The recommendation is that face coverings should be worn by staff and visitors in situations outside of classrooms where social distancing is not possible (for example, when moving around in corridors and communal areas). These measures will be reviewed in line with any updated guidance and in response to guidance for a reintroduction due to a localised outbreak. Transparent face-coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face-coverings in schools or in public places. Face visors or shields should not be worn as an alternative to face-coverings. Some individuals are exempt from wearing face-coverings. This applies to those who:</p> <ul style="list-style-type: none"> • cannot put on, wear or remove a face-covering because of a physical impairment or disability, illness or mental health difficulties; • speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate. We will have a small contingency supply available for people who: • are struggling to access a face-covering; • are unable to use their face-covering as it has become damp, soiled or unsafe; • have forgotten their face-covering. 	<p>Safe wearing of face coverings requires the:</p> <ul style="list-style-type: none"> • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use • where a face-covering becomes damp, it should not be worn, and the face-covering should be replaced carefully. <p>Staff may consider bringing a spare face-covering to wear if their face-covering becomes damp during the day.</p> <p>Staff and students can wear a face-covering at any time if they wish to do so.</p>		L	<p>Clear signs and communication on face-coverings. Staff must wear in communal areas (unless an exemption).</p>

SPECIFIC CHANGES ONLY

CHANGES TO GUIDANCE INCLUDE:	System of controls: actions that schools must take:	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made
LFT Testing - Students	Lateral flow testing (Students) - All students will complete three LFTs in school beginning w/c 1 March, with the final tests being completed w/c 15 March. Consent forms have been shared with parents and only those students with consent will be tested. Following the initial three tests at school students will complete tests at home test. LFT kits will be given to students every three weeks and will include enough tests for two weekly tests. We have asked for results to be communicated to us, in the event of a positive test we will follow the actions set out in this risk assessment. Upon a positive LFT test the student and their family will need to isolate until a PCR test result. A negative PCR overrules the LFT result and the student can return to school.	Trained staff will supervise the initial three tests. The test centres that have been set up following PHE guidance and all colleagues are trained. Testing will be undertaken on a scheduled to manage numbers and protect bubble	Lack of staff to support the testing. Low numbers of children with consent.	M	Additional colleagues have been recruited to the testing team. Training will begin w/c 1 March when student numbers will be lower. Consent reminders were sent at the end of w/c 22 February. This will be reviewed Monday 29 March and action taken if needed. Focused work to get highest possible agreement and consent for testing.
LFT Testing - Staff	Lateral flow testing (Staff) - The final on site LFT for staff will be Monday 1st March, staff will begin home testing twice per week from 3rd March via personal test-kits. We have asked for results to be communicated to us, in the event of a positive test we will follow the actions set out in this risk assessment. Upon a positive LFT test the student and their family will need to isolate until a PCR test result. A negative PCR overrules the LFT result and the student can return to school.	Strong communication regarding the change, staff are used to testing from the onsite provision.	LFT's are not delivered on time.	M	Contingency option to re-instate on site testing if delays are significant
Use of face coverings in the classrooms for secondary age pupils and staff	Face-coverings should be worn by adults and pupils at all times in non-classroom settings within the building. This includes when moving around the premises (corridors, communal areas, e.g. canteens and toilets, where social distancing cannot easily be maintained. Face-coverings do not need to be worn by pupils when outdoors on the premises. Until further notice face-coverings are recommended to be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face-covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. These measures will be reviewed in line with any updated guidance. Transparent face-coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are currently exempt from any requirement to wear face-coverings in schools or in public places. Face visors or shields should not be worn as an alternative to face-coverings. Some individuals are exempt from wearing face-coverings. This applies to those who: cannot put on, wear or remove a face-covering because of a physical impairment or disability, illness or mental health difficulties; speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate. We will have a small contingency supply available for people who are struggling to access a face-covering; are unable to use their face-covering as it has become damp, soiled or unsafe; have forgotten their face-covering. No pupil should be denied education on the grounds that they are not wearing a face-covering.	Communications with parents and making clear that students should have face-coverings and a spare. Small supply available at reception. Safe wearing of face coverings requires the: • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use • where a face-covering becomes damp, it should not be worn, and the face-covering should be replaced carefully. Staff and pupils may consider bringing a spare face-covering to wear if their face-covering becomes damp during the day. We will instruct pupils to: • not touch the front of their face-covering during use or when removing it • dispose of temporary face-	Some students may not wear a face-covering - refusal, lost or forgotten	M	Clear signs and communication on face-coverings. Students and staff must wear in communal areas (unless an exemption - will carry pass) and should wear in the classroom (unless there is the ability for social distancing or physical activity taking place). It will be a recommendation for classrooms and we will use our best endeavours in communications with parents and additionally to students (period 1 and briefings) to encourage compliance with the recommendation. Personal responsibility for wearing in the classroom is with the child and parent as the guidance is voluntary and not a legal requirement. Our classroom staff will not challenge students who choose not to wear face-coverings within classrooms. In communal areas staff will challenge students to ensure coverings are worn (and word appropriately). An additional supply of masks will be kept at reception for lost or forgotten face coverings unless an exemption applies (will carry a pass).
Current expectations for clinically extremely vulnerable pupils and staff	Staff and Students who have been notified they are clinically extremely vulnerable were advised to shield until 31 March and upon their return on 1st April they will have a risk assessment meeting. CEV staff were advised not to attend school. Staff who are CEV and previously have received a letter from the NHS or their GP telling them this (no new letter is required), and there is guidance for everyone in this group. It provides advice on what additional measures individuals in this group can take. Those living with someone who is CEV can still attend work and should ensure they maintain good prevention practice in the workplace and home settings. Current DHSC guidance, informed by PHE, currently advises that CEV individuals should continue to shield even after they have been vaccinated. CV staff can continue to attend school. While in school they must follow the system of controls to minimise the risks of transmission. Staff who live with those who are CV can attend the workplace but should ensure they maintain good prevention practice in the workplace and at home. Pregnant women from 28 weeks' gestation, or with underlying health conditions at any point of gestation, may be at greater risk of severe illness if they catch coronavirus (COVID-19). This is also the case for pregnant women with underlying health conditions that place them at greater risk of severe illness if they catch coronavirus (COVID-19). We will request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.	Strong communication with at risk colleagues has been in place throughout the epidemic along with colleague specific risk assessments. We have copied of CEV letters to LAL and MAN have talked to staff about how they will be supported, including to work from home. We continue to pay CEV staff on their usual terms. We will facilitate that pregnant colleagues from 28 weeks can work from home.	Not identifying a CEV and not informed.	M	LAL and MAN points of contact for all staff to inform of any individual updates in their medical guidance.
Mandatory attendance expectations	School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including: • parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) - the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct. We are responsible for recording attendance, following up absence and reporting children missing in education to the local authority. The week commencing 8 March, pupils will be offered asymptomatic testing on site. Pupils who consent to testing should return to face-to-face education following their first negative test result. Pupils not undergoing testing should attend school in line with the phased return arrangements. Testing is voluntary, but strongly encouraged. We will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction. We will keep a record of this activity but do not need to record it in the attendance register. We will offer pastoral support to pupils who are: • self-isolating • shielding • vulnerable Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised. We will not encourage parents to request unnecessary medical evidence such as doctors' notes from their GP when their child is absent from school due to what we judge to be a genuine illness however reserve the right (as per our attendance policy) to request medical evidence in specific cases. If evidence is required, it can take the form of prescriptions, appointment cards, text or email confirmation of appointments, etc. rather than a doctors' note. As usual, input from GPs should only be sought where there are complex health needs or persistent absence issues.	Testing will start the week beginning 1st March. Y7, 8 and 11 will start on 8th March and Y9 and 10 will return on 8th March. During the week commencing 8 March secondary school pupils will be offered asymptomatic testing on site. Schools should use code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme. We will use code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC. When a vulnerable pupil is required to self-isolate, we will: • notify their social worker (if applicable)	Staffing issues - increased number of CEV staff. Parents or students who are anxious about schools returning.	M	Cover organised for known staff. Staff asked to communicate if they received CEV letters. We will discuss any concerns with parents and provide reassurance on the measures we are putting in place to reduce any risks. Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.
Curriculum expectations	We will ensure that all pupils - particularly disadvantaged, SEND and vulnerable pupils - are given the support needed to make good progress. The key principles are as follows: • Education is not optional. All pupils receive a high-quality education that promotes their development and equips them with the knowledge and cultural capital they need to succeed in life. • The curriculum remains broad and ambitious. All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. Informed by these principles, we will meet the following key curriculum expectations: • Teach an ambitious and broad curriculum in all subjects. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. We will ensure that curriculum planning is informed both by an assessment of pupils' starting points and gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, we will consider modifications to our curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. We will create time to cover the most important content in which pupils are not yet secure.	For pupils in Key Stage 3 we will consider whether any modification to the curriculum offer is needed to address the most significant gaps in English and mathematics. We will ensure the curriculum remains broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, music and the arts, physical education and sport. SME. Key Stages 4 The majority of pupils in years 10 and 11 are expected to continue to study mandatory non-examination subjects like PE, alongside their examination (teacher assessment) subjects. Relationships, sex and health education (RSHE). We are required to provide some 'COWOLTU' lessons and an additional cause for concern, they will then consider making a referral to the local authority in line with existing procedures. This will happen as soon as we become aware of a parent's intention, or decision, to home educate. COWOLTU will work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child. We will direct parents to the advice on understanding what EHE is.	Staff need to be clear on processes in their areas.	M	Updated subject and area specific risk assessments.
Elective home education	We will encourage parents to send their children to school, particularly those who are vulnerable. We will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school. Schools are not required to provide any support to parents that have withdrawn their child for EHE. Support provided by Local Authorities is discretionary, including support for a child's special educational needs. If a parent wants us to admit their child, we will follow our normal processes for in-year admissions applications. Or, put them in touch with their local authority admissions team to discuss how to apply for a school place for their child.	More information and planning based on Ofqual guidance.	More parents may wish to consider EHE if they are anxious about students returning to school.	M	Good communication parents and pupils who are anxious about returning to school with pastoral teams.
Exams	Exams GCSEs, A and AS level exams will not go ahead this summer as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards. Further detail will be published shortly, now that the consultation on this has closed.	Further assessments required to ensure there is a range of evidence. Mocks are a strong foundation.		M	Additional exam series to catch up on missed exams in core subjects.

PREVENTION

- 1) Minimise contact with individuals who are unwell by ensuring that those who are required to stay at home do not attend school.
- 2) Where recommended, the use of face-coverings in schools.
- 3) Clean hands thoroughly more often than usual.

- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
- 5) Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
- 6) Minimise contact between individuals and maintain social distancing wherever possible.
- 7) Where necessary, wear appropriate personal protective equipment (PPE).
- 8) Always keeping occupied spaces well ventilated.
- 9) Engage with the NHS Test and Trace process.
- 10) Manage confirmed cases of coronavirus (COVID-19) amongst the school community.
- 11) Contain any outbreak by following local health protection team advice.

CHANGES TO GUIDANCE INCLUDE:	System of controls: actions that schools must take:	Control Measures	Risk to Implementation	Pre-Action	Action Required / Decision Made
Attendance	During the period of national lockdown we will remain open to vulnerable children and the children of critical workers only (see list in Links section). All other pupils will receive remote education. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school. Attendance will be recorded on the register. We will follow up on absences of the pupils who are expected to be in school (students services, company teams, SEN team and Director of Welfare) but where a parent wishes for their child to be absent, we will authorise the absence during this national lockdown period. Absence will not be penalised.	System in place for applications for places based on 1) keyworkers 2) EHCP 3) vulnerable. 1) LAL - application only and evidence collected 2) KBT - application and proactive (calls to all families/ risk assessment for those at home) 3) LTU - application and proactive (calls to all families/ risk assessment for those at home). Students will be in "bubbles" in school and there will be minimal changes of groups (reviewed weekly and not within a week). Breaks will be staggered - Y7 and 9 together; Y8-10 and 11 together. We will use the computer rooms where students will face inwards rather than face to face; staff maintaining distance from pupils and other staff as much as possible.	Large numbers of keyworker applications - some of them not eligible. Concerns that some of EHCP and vulnerable have not taken up places offered. Positive cases of Covid will result in whole room isolating until testing is fully implemented.	M	Keyworker - evidence collected and assessed by LAL. Risk assessments for those vulnerable (LTU) and EHCPs (KBT) not taking up places and regular (weekly) contact with home. Testing will enable students who are positive contacts to be in school if consent has been given.
Testing	We will conduct lateral flow testing for • initial testing of vulnerable children and children of critical workers who are on site (two tests, three to five days apart); weekly testing of staff who are on school and college sites; daily testing of close contacts of positive cases in schools and college as an alternative to self-isolation.	Please see risk assessment at the link.	Lack of testing equipment or PPE. Staffing issues if there staff absence.	L	Large team trained so multidisciplinary roles if staff absence.
Workforce	PHE and DHSC advise that schools are not currently considered high risk settings when compared to other workplace environments. All staff attending school should follow the system of controls (see controls tab) to minimise the risks of transmission. This includes continuing to observe good hand and respiratory hygiene and maintaining social distancing. Leaders will explain to staff the measures the school has put in place to reduce risks. Leaders will discuss any concerns with staff, including those who may be clinically vulnerable or who believe they may be at possible increased risk from coronavirus, and discuss any concerns individuals may have around their particular circumstances and explain the protective measures in place. Staff who are clinically extremely vulnerable will work from home. Those living with someone who is clinically extremely vulnerable can still attend work. Staff who are clinically vulnerable can continue to attend school and will be advised to take particular care to observe good hand and respiratory hygiene, minimising contact and maintaining social distancing in line with the provisions set out in the 'prevention' tab. This provides that ideally, adults should maintain 2 metre distance from others, and where this is not possible avoid close face to face contact and minimise time spent within 1 metre of others. While the risk of transmission between young children and adults is likely to be low, adults should continue to take care to socially distance from other adults including older children and adolescents. People who live with those who are clinically vulnerable or clinically extremely vulnerable can attend the workplace but should ensure they maintain good prevention practice in the workplace and home settings. Staff (and students) who are pregnant are in the 'clinically vulnerable' category and will be advised to follow the above advice, which applies to all staff in schools. All pregnant women should take particular care to practise frequent thorough hand washing, and cleaning of frequently touched areas in their home or workspace, and follow the measures set out in the "Prevention" tab to minimise the risks of transmission. Pregnant women are not advised to be vaccinated against COVID-19. Pregnant women after 28 weeks' gestation, or with underlying health conditions at any gestation, may be at greater risk of severe illness from coronavirus (COVID-19). Staff who may otherwise be at increased risk from coronavirus (COVID-19) due to particular characteristics can attend school and so can people who live with those	CEV staff will work from home. CV staff who were shielding in the first lockdown and pregnant staff have individual risk assessments. SMR/NAL/LAL - available to discuss any concerns with staff including their personal circumstances. See controls in main risk assessment.	Numbers of staff in school may lead to increased transmission.	M	Rota for staff so that teachers and TAs can work from home to follow their online timetable for part of the week.
Free School Meals	During the period of national lockdown, we will continue to provide meal options for all pupils who are in school. Meals will be available free of charge to all pupils who are eligible for benefits-related free school meals who are in school. We will also continue to provide free school meal vouchers to pupils who are eligible for benefits related free school meals and who are not attending school. No visits will take place during this period.				
Educational visits Remote education	Key Stages 3 and 4: 5 hours a day of remote learning - students will follow their usual period 2 to 6 timetable. We will • 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 so that pupils can progress through the school's curriculum • use google classroom for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. • overcome barriers to digital access for pupils by: distributing school-owned laptops accompanied by a user agreement or contract and providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication (teachers and company) to keep pupils on track or answer questions about work. • have a central engagement log for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern • SAL is the senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education • we will publish information for pupils, parents and carers about our remote education provision on our website by 25 January 2021	Student engagement may be low for some students. Student welfare also a concern.	H	Clear system for engagement monitoring and use of Connect (STM). Calls by pastoral teams (CWO). Monitoring of remote learning (SAL). Provision of IT (STM). Provision of paperpacks (SDE).	M
Accountability expectations – including inspections, exams and assessments	When teaching pupils remotely, we will: • set meaningful and ambitious work each day in an appropriate range of subjects • provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum: • Key Stages 3 and 4: 5 hours a day • we will transfer into remote education what we already know about effective teaching in the live classroom by, for example • providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources We will stay up to date with all announcements from DfE, PHE, Ofsted, Ofqual and the exam boards. We will share all relevant information with staff, students and parents.				

Section 1: Public health advice to				
Section 1 Oversight: MAN LAL				
Issue	Guidance	Risk to Implementation	Risk Level Pre-Action	Risk Level Post-Action
Equipment that people who are ill stay at home	Ensuring that students and staff do not come into school if they have COVID-19 symptoms - high temperature, a new, continuous cough and a loss or change to your sense of smell or taste, or have tested positive for COVID-19. Parents and carers must be aware that the child has symptoms. Symptoms can come on during the school day for both staff and students.		H	M
Child hand hygiene	Ensuring that students clean their hands regularly with soap and running water or hand sanitizer when they arrive at school, when they return from bubbles, when they change rooms and before and after eating. Ensure enough tissues and bins available in the school to support students and staff to follow the 'Catch it, Bin it, Kill it' approach. Face coverings are required in communally used areas of the school by all staff and students.		M	L
Enhanced cleaning arrangements	We will put in place a cleaning schedule that ensures cleaning a generally enhanced and includes more frequent cleaning of rooms/sharing areas that are used by different groups. Frequently touched surfaces will be cleaned more often than usual. We will engage with NHS Test and Trace as necessary and Public Health England health protection team (PHI, Surrey and Sussex Health Protection Team South East).		M	L
Active engagement with NHS Test and Trace	Do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. The emphasis will be on year group bubbles and distancing in particular between students and staff but students will be encouraged to keep their distance within groups.		M	L
System of controls: actions that schools must take:				
Prevention:				
Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.	Share guidance with parents/careers and staff on symptoms that mean the family needs to isolate or be tested and students or staff will not attend - weekly bulletin/update. Pupils, staff and other adults must not come into the school if: <ul style="list-style-type: none"> • they have one or more coronavirus (COVID-19) symptoms • a member of their household (including someone in their support bubble or childcare bubble if they have one) has coronavirus (COVID-19) symptoms • they are required to quarantine having recently visited countries outside the Common Travel Area • they have had a positive test They must immediately cease to attend and not attend for at least 10 days from the day after: <ul style="list-style-type: none"> • the start of their symptoms • the test date if they did not have any symptoms but have had a positive test (whether this was a Lateral Flow Device (LFD) or Polymerase Chain Reaction (PCR) test) If any child becomes unwell with a new, continuous cough, high temperature or self-rated loss of taste/smell then an email will be sent to the main office to inform duty of the situation. Duty staff will attend and ask the child to go to the isolation bathroom (by the medical room). The window in this room will be opened to maximise ventilation. They will be seen by a first aider and sent home and advised to self-isolate for 10 days. Their follow household members should self-isolate for 10 days. If any adult becomes unwell with a new, continuous cough or a high temperature then if well enough they will email the main office to inform duty of the situation and if found unwell by another member of staff they will email the main office on the sick colleagues behalf. They will go to the isolation bathroom (by the medical room). There they will be seen by a first aider and sent home and advised to self-isolate for 10 days.	Parents and carers may not be aware that the child has symptoms. Symptoms can come on during the school day for both staff and students.	M	M
Clean hands thoroughly more often than usual	Additional sanitiser stations in key external areas to facilitate hand washing on entry to school and after break times. Hand wash guidance posters on display in all wash areas and toilets. Ensure students clean/sanitise their hands regularly throughout the day, including when they arrive at school, when they return from breaks, when they change rooms and before and after eating. Students advised to bring with them and frequently use, personal hand sanitiser.	Managing large numbers of students through this process, social distance within the cub. Students not washing their hands.	M	L
Ensure good respiratory hygiene by promoting the 'Catch it, Bin it, Kill it' approach	Students will be asked to bring tissues with them daily, bins available in each room. 'Catch it, Bin it, Kill it' message displayed throughout the school. Face coverings are required by staff and students in communal areas. They will need to provide their own. It will not be necessary to wear face coverings in the classrooms, where protective measures already mean the risks are lower, and where they can inhibit learning. Wearing a mask does not remove/reduce the need for social distancing.	Students do not bring tissues with them, catch it bin it not followed	M	L
Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as disinfectants and bleach	Additional four contact cleaners on site to ensure regular in day cleaning of touch points and toilets. Whilst different bubbles do not require their own toilet they will be allocated a main toilet area. Students will be encouraged to clean their hand thoroughly after using the toilet. Cleaning sprays available for our staff in communally used work areas to wipe down their work stations as required.	Absence within the cleaning team. Areas missed not cleaned to an acceptable level.	M	L
Minimise contact between individuals and maintain social distancing wherever possible	Year group bubbles will have allocated areas within the school and staff will move to them. Where possible year group bubbles will be kept apart from other year group bubbles due to location, staggered arrival and departure times, different entry and exit points, staggered breaks in different locations. Specialist teaching rooms will be used as appropriate but theory lessons will be taught in the bubble base. Teachers will move to the students. Meetings and one way systems will remain in place around the school. Communally used staff areas will be reconfigured. Classrooms will be reconfigured to be front facing and practical subjects will have a separate risk assessment. There will be limited sharing of equipment with sanitisation where necessary. Adults will maintain 2 metre distance from each other and from children. Where possible students will be side by side and facing forwards. Large gatherings will be avoided where practically possible. Assemblies will only be for a maximum of half the year group and will never mix different bubbles. Morning briefing will take place via briefing notes or online. Staff will have staggered break and lunch times as they will take their breaks at the same time as their classes. Students, weather permitting, will be outside at social times in designated bubble areas and not mixing with other bubbles (staggered break and lunch).	Some specialist rooms, e.g Art have tables for groups that are immovable and students would not be forward facing. Some students with EHCPs will find social distancing difficult. Specialist rooms to be used by different bubbles.	M	L
Where necessary, wear appropriate personal protective equipment (PPE)	PPE will be worn where an individual child becomes ill with coronavirus symptoms whilst at school and a distance of 2 metres cannot be maintained. PPE will also be worn in the Lateral Flow Testing Centre.	Blocks of PPE need to be maintained	M	L
Use of face coverings in school	Face coverings should be worn by all students and staff in communal areas, guidance on correct wearing of face coverings must be followed when putting on or taking off. Face coverings can be worn in classrooms by students and staff if they choose. At time we will have additional guidance which will be found in the recent update tab.	Students not complying without good reason	M	L
Response to any infection				
Engage with the NHS Test and Trace process	Anyone that displays symptoms of coronavirus can and should get a test. Tests can be booked online through the testing and tracing coronavirus website, or ordered by NHS 119. We will ask parents to inform main office of the test result. Negative tests results - return to school if the staff or student feels well and other members of their household can stop self-isolating. If the test is positive then they will continue to self-isolate for 10 days and then return to school if they do not have symptoms other than a cough. Other members of their household should continue self-isolating for the full 10 days.	Concerns that a parent may not get their child tested.	M	L
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	MAN will contact PHE who will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period they were infectious. This team will contact us if they become aware that someone who has tested positive for coronavirus attended the school - as identified by NHS Test and Trace. Anyone in close contact will be asked to self-isolate for 10 days. Close contact means within 1 metre face to face for any length of time or not face to face longer than a not more than 15 minutes; travelling in a car with the person. The health protection team will provide a template letter for us to send to parents and staff and we will not share names or details of the people with coronavirus unless essential to protect others. Household members of the contacts will not need to self-isolate unless the student or staff member develops symptoms. If the student or staff member develops symptoms they must get a test. They must remain in isolation for the original 10 day period if negative and positive for 10 days from the onset of their symptoms (and their households for 10 days). We will not collect evidence of negative test results.	Ensure that we find out everyone that has been in contact. Multiple staff self-isolating will have cover implications.	H	M
Contain any outbreak by following local health protection team advice	We have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus is suspected we will work with our health protection team. They will advise if additional action is required. This may mean a larger number of students self-isolate - whole year group bubble or whole school. A mobile testing unit may be dispatched to test others who have been in contact with the person has tested positive.	Multiple staff self-isolating will have cover implications and the school may not be able to be fully open.	H	M

Section 2 Oversight: CWO/JFU/MAN/LAL

Theme	Control Measures	Risk to Implementation	Risk Level	Action Required / Decision Made	Risk Level Post-Action
How pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school	N/A - our students are not transported to schools on school/county provided school transport. In relation to public transport ensure guidance has been highlighted several times to parents/carers.	Some may use public transport	L	Guidance in assembly and reminders to parents/carer specifically linked to the published national expectations on face coverings and public transport (trains/buses).	L
handwashing at key times (identified to include arrival to school, post use of toilet, post break/lunchtime)	Additional hand sanitising facilities in place at key entry points into the school. Duty staff will monitor and remind students of expected routines/expectations. Sanitiser points to be provided in key locations across the school in bubble zones. Students to be asked to provide small bottle of personal use sanitiser with them + tissues in school every day.	duty staff not being present/understanding their role. Students not following hand-washing/sanitising expectations on arrival/during the day.	M	Updated statutory and lunch duty staff briefing. Duty staff team briefings. Student's will become used to process' if set up well and delivered consistently in first few days, this will then reduce risk, save time/work better in future weeks.	L
additional cleaning of vehicles	We plan to have no minibus use.	None	M	Ensure that all minibuses users are informed and PE/Dramal/D of Eate all fully aware.	L
managing student entry to the site - organisation of arrival onto site, queuing, handwashing and entry into the building	Clear instructions to parents/carers/students specific to arrival and departure from site through a variety of media/mechanisms and conveyed more than once. Video, letter, signage on site, markings on the ground.	parents/carers/students not reading and/or engaging with instructional messages	M	Duty staff system in place, led by senior staff but with all other staff briefed to ensure systems/approaches are followed in relation to queuing/social distancing. Reminders will be sent to parents.	L
the minimising of vehicle traffic on site with student's getting out close to others queuing for entry	Instructions to all parents/carers, signage and reminders, not to come onto site in private vehicles	parents/carers/students not reading and/or engaging with instructional messages	L	Duty staff to monitor parent/carers adherence to new rules / organisation.	L
Use of face coverings in the classrooms for secondary age pupils and staff	Face-coverings should be worn by adults and pupils at all times in non-classroom settings within the building. This includes when moving around the premises (corridors, communal areas, e.g. canteens and toilets, where social distancing cannot easily be maintained. Face-coverings do not need to be worn by pupils when outdoors on the premises. Until Easter face-coverings are recommended to be worn in classrooms or during activities unless social distancing can be maintained. This does not apply in situations where wearing a face-covering would impact on the ability to take part in exercise or strenuous activity, for example in PE lessons. These measures will be reviewed at Easter. Transparent face-coverings, which may assist communication with someone who relies on lip reading, clear sound or facial expression to communicate, can also be worn. Those who rely on visual signals for communication, or communicate with or provide support to such individuals, are exempt from any requirement to wear face-coverings in schools or in public places. Face visors or shields should not be worn as an alternative to face-coverings. Some individuals are exempt from wearing face-coverings. This applies to those who: • cannot put on, wear or remove a face-covering because of a physical impairment or disability, illness or mental health difficulties; • speak to or provide help to someone who relies on lip reading, clear sound or facial expression to communicate. We will have a small contingency supply available for people who: • are struggling to access a face-covering; • are unable to use their face-covering as it has become damp, soiled or unsafe; • have forgotten their face-covering. No pupil should be denied education on the grounds that they are not wearing a face-covering.	Communications with parents and making clear that students should have face-coverings and a spare. Small supply available at reception. Safe wearing of face coverings requires the: • cleaning of hands before and after touching – including to remove or put them on • safe storage of them in individual, sealable plastic bags between use • where a face-covering becomes damp, it should not be worn, and the face-covering should be replaced/cleaned. Staff and pupils may consider bringing a spare face-covering to wear if their face-covering becomes damp during the day. We will instruct pupils to: • not touch the front of their face-covering during use or when removing it • dispose of temporary face-coverings in a 'black bag' waste bin (not recycling bin) • place reusable face-coverings in a plastic bag they can take home with them • wash their hands again before heading to their classroom. Staff, where they personally judge that they are able to maintain a 2m distance from students during classroom lessons, have the personal choice to wear a face-covering or not. We recommend that in all situations where staff are within 2m of students or other staff (for any length of time and whether or not others are wearing masks) that staff wear a face-covering.	Some students may not wear a facecovering - refusal, lost or forgotten.	M	Clear signs and communication on face-coverings. Students and staff must wear in communal areas (unless an exemption - will carry pass) and should wear in the classroom (unless there is the ability for social distancing or physical activity taking place). It will be a recommendation for classrooms and we will use our best endeavours in communications with parents and additionally to students (period 1 and briefings) to encourage compliance with the
Wider public transport - points to consider for LA / Trust:					
urgently work with schools to survey parents on their typical routes to school and potential alternatives	Information to be collated from SIMS regarding travel to and from school. Government advice shared with all parents / carers.	Inaccurate picture of students who may be affected. Parents/carers/students not reading and/or engaging with instructional messages	M	Letters to parents in advance of September & clear guidance shared in assemblies - JFuCWO	L
consider a range of options for shifting demand for public transport onto other modes	Parents to be to ensure children walk or cycle to school. Appropriate social distancing measures in bike compounds. Our students use multiple means, not reliant on one key bus route. Parents will be strongly discouraged and requested not to come onto site at any time (pedestrian or vehicles)	parents/carers ignore requests/guidance	M	Letters to parents / carers to remind them of the rules regarding safe travel on public transport. JFuCWO	L
consider using traffic demand management approaches in order to ensure that children are able to attend school from the start of the autumn term		parents/carers ignore requests/guidance	M	Communication with parents to clarify expectations. JFuCWO	L
Attendance					
- the usual rules apply from September:					
parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;	Continue with attendance policy in place, first day calls, briefing re expectations out in start-to-term letter	Parents do not comply with government instruction. Staff staff within companies + JNa don't follow processes in place. Processes are over complicated and don't work.	H	SDa & SDe lead on all processes and checklog actions via fortnightly minuted meetings. Company LMs hold Company Leaders to account.	M
the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct	SDa to check on processes/protocols with LA	Staff and LA don't follow up in a timely and efficient way	M	SDa & SDe lead on all processes and checklog actions via fortnightly minuted meetings. Company LMs hold Company Leaders to account.	L
Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the DIE expects schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity.	Google classrooms, existing resources and a full suite of learning support materials will remain accessible to students (if they are well enough to engage with them). Any further provision will be dealt with on a case-by-case basis and co-ordinated by company leader.	Key staff (company) are unaware of particular student's medical situations	L	incorporate this consideration point into first day calls structure (by company PMs). Ensure JNa flags specifically to company teams when this issue has been raised/suggested by parent/carers	L
Schools should bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about returning and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.	This is in place already via company company teams. Targeted contact taking place w/c 6th July and will continue. Training has been given during the summer term to pastoral teams/company leaders specifically on the theme of recognising and reducing anxiety and worry.	Students/families don't self identify as anxious and become introverted/avoiders of school. Staff don't recognise and act on this quickly enough.	L	Ensure early, and regular review of absenteeism in timetabled attendance meetings coordinated by SDa as a central point of leadership. Consider (if need arises) student/individual specific risk assessments to reduce personal worry/concerns (MAN to lead)	L
School workforce					
Arrangements for staff who are clinically vulnerable or extremely	Staff who have been notified they are clinically extremely	Strong communication with at risk colleagues	Not identifying	M	LAL and MAN
Arrangements for pregnant staff	Pregnant women fall into the clinically vulnerable category and	Social distancing may be difficult for some staff and	M	Personalised risk mitigation plans will be in place.	L
Arrangements for staff who may otherwise be at increased risk	Some people with particular characteristics may be of comparatively	Additional measures may need to be accommodated.	M	Personalised risk mitigation plans will be in place.	L
Governing boards and school leaders should have regard to staff	Measures will be explained to all staff before the end of the summer	Moving around school may be difficult for staff and	M	Duty staff will be deployed to support at lesson L	
Schools may need to alter the way in which they deploy their staff.	Plans to respond to increased sickness levels are in place.	A number of cases of COVID could reduce staffing	H	Keeping up-to-date information on staffing and	M
Deploying support staff and accommodating visiting					
Schools should ensure that appropriate support is made available	Teaching Assistants will be deployed to support students across	TAs may have difficulty with moving between areas	M	KBT to complete individual timetables to include	L
Recruitment, supply teachers, peripatetic teachers					
Recruitment should continue as usual. Where possible initial	We will continue to recruit if new vacancies arise.	Short notice periods for some associate staff.	L	Recruitment will continue as normal.	L
When recruiting, schools must continue to adhere to the legal	JDO will continue to administer safeguarding checks	JDO is familiar with safeguarding checks.	L	PPO could support.	L
Schools can continue to engage supply teachers and other supply	Supply staff will be briefed on our procedures. Main agencies will	Lots of new supply staff if we have lots of absence.	L	where possible use our "known" key supply staff who	L
Supply staff and other temporary workers can move between	This will be kept to a minimum and procedures will apply	We would need to be notified of positive cases or	L	Track and trace would be used. Supply agencies	L
Where it is necessary to use supply staff and to welcome visitors	All supply staff and peripatetic teachers will be expected to read our	We would need to be notified of positive cases or	L	Track and trace would be used.	L
Expectation and deployment of ITT trainees					
Schools should consider how they could host ITT trainees, and	Trainees will be welcomed to our school in September from the	SCITT trainees will be moving between their	L	They will be based in the Research Centre and	L
Staff taking leave and quarantine					
The government has set a requirement for people returning from	Staff will need to be available to work in school from the start of the	Staff could be prevented from travelling home due to	M	We will need to temporarily amend working	M
Safeguarding					
Volunteers, under no circumstances should a volunteer who has	Currently no plans to have volunteers on site	Individual staff are unaware of school-wide approach	L	Brief reception as to how to identify this situation and	L
Schools should consider revising their child protection policy (led	This has been done/updated specifically in relation to the position	Staff are not aware of "what to potentially look for" or	L	KCSIE - mandatory staff training in early september	L
Catering					
We expect that kitchens will be fully open from the start of the	Harrisons catering will be operate from the start of term. They will	Harrisons catering staff unable to amend shifts.	M	Menu has been adapted with a focus on speed of	L
Estates					
We do not consider it necessary for schools to make significant	New hand-washing facilities built and operable from the start of the	Students do not wash/sanitise their hands upon	H	Temporary sanitiser stations have been installed at	L
All the usual preterm building checks are undertaken to make the	The site will be occupied throughout the summer, all statutory	Contractors cancel planned visits, second spike	M	Additional local contractors can be brought in at	L
Once the school is in operation, it is important to ensure good	All classrooms have windows that can be opened, staff will be	Staff do not open windows. Cold weather becomes a	M	Spot checks on windows by duty staff, heating may	L
Educational visits					
We continue to advise against domestic (UK) overnight and	No international visits are planned for this academic year. Planned	N/A	M	No overseas visits to run in 2020-21.	L
In the autumn term, schools can resume non-overnight domestic	Any potential visits to be thoroughly risk assessed and suitable	Poor hygiene or inconsistent application of	M	Reviews on domestic visits to Hampton Court.	L
Schools should also make use of outdoor spaces in the local area	PE curriculum adjusted to maximise outdoor activities in Autumn	None - school has more than adequate external	M	N/A	L
School uniform					
We would encourage all schools to return to their usual uniform	Uniform expectations will be re-established from September 2020.	Failure of students to adhere to expectations.	M	Fortnightly check in with two main suppliers-	L
Schools should consider how pupil non-compliance is managed.	Company teams to support 'most in need families' - Uniform stocks	Unforeseen supply issues with local providers.	M	Advance phone calls checks made by Company	L
Extra-curricular provision					
Schools should consider resuming any breakfast and after-school	Enrichment will be reduced and any activities will be in line with our	Students cannot mix across bubbles.	M	If any activities is offered it will be in year group	L
Schools should carefully consider how they can make such	Appropriate plans created to ensure that any provision is delivered	Access to facilities may create issues for cleaners	M	Extra curricular provision to be re-evaluated in	L
provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible.	adhering to guidance in year group bubbles in Drama, Music, PE.	their additional cleaning regime. Cleaning staff not understanding/following the specific time slots to clean individual common-use spaces e.g. canteen tables	M	September in line with guidance. Check-ins with cleaning team leaders to ensure that processes are being followed	
As with physical activity during the school day, contact sports should not take place.	No contact sport fixtures / training will be offered in extra curricular provision.	Students not adhering to non contact / instructions, becoming overly competitive.	M	Non contact sport restrictions to be reviewed in line with National Governing Body recommendations for return to competitive format of the sports.	L

Section 3: Curriculum, behaviour and pastoral support

Section 3 Oversight: LAL, SAL, JFU, CWO

Theme	System Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.	In September all students will return to school and follow their normal timetable. Curriculum areas have all made changes as required to ensure that any learning gaps are identified and addressed. Teachers have been provided with guidance about adapting their practice for 'lockdown teaching'.	Variability in the implementation of these teaching approaches across and within curriculum teams.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as appropriate	L
the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.	No subjects are being dropped and the full curriculum is being taught.	Staff absence could potentially impact the implementation of the curriculum in key areas.	M	If this happens, timetables will be rearranged and alternative staffing arrangements sought to address the specific issues.	L
remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.	Google classroom is now embedded and all teachers/students are used to using this. It is available to be used whenever there is restricted attendance at school.	New Y7 students will have had varied experience of Google Classrooms - and some may not have used it at all.	M	IT team to set up Y7 for Google Classroom in September and instruction resources prepared (e.g. videos, ready to be mobilised with parents and students if required).	L
Curriculum - key expectations: Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects. Schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.	Curriculum leaders have made necessary adjustments to the curriculum to ensure key topics are prioritised. DEAR will be integrated into period, as and when the staggered starts to school allow. Curriculum leaders have made the necessary adjustments to the curriculum to ensure that key topics are taught and any learning gaps are identified and addressed.	Inconsistent implementation of adaptive curriculum within curriculum teams.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as required.	L
Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary testing systems.	A range of assessment strategies have been planned by Curriculum Leaders (a) Standardised summative assessments to assess learning gaps early in the autumn term (these could well be adapted versions of existing assessments); (b) ongoing formative assessment by teachers, informed by what they recorded in terms of weak spots during lockdown; (c) Google quiz to assess gaps in classes/year groups.	As always with assessment (summative and formative) there is a risk that the information gathered is not effectively used to inform future planning for teachers.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as required.	L
Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress. Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.	All the systems and process are already set up for remote learning, via Google classroom. We could pivot back into this delivery rapidly if needed. The resources that have been produced during lockdown e.g. Loom videos, can be used as an intervention, for students to use at home - in a targeted way for identified learning gaps. https://www.norfolk.gov.uk/valremote-learning-covid-updates/ There are no plans to do this currently, but this will be reviewed in the autumn term.	NA	NA	NA	NA
Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.	The RHSE curriculum is planned for delivery in Sept 2020.	The teaching of the RHSE curriculum might not be implemented with fidelity across the whole teaching team. We may have missed some key areas for certain year groups during lock down.	M	Fortnightly T&L monitoring will need to focus on this and intervene/support as required. Audit of any elements of relationships and sex education that have been missed and catch up plans in place to deliver.	L
Specific points for early years foundation stage (EYFS) to key stage 3 For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, PE/IGoat, RE and RSHE. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.	Our broad and balanced KS3 curriculum will be delivered to Y7-9 students as planned in September. Transition lead to contact KS2 leads to identify specific topics in English and maths & SME that would benefit from being explicitly covered in Y7.	Variability in the quality of information received from KS2 teachers.	H	Transition lead to be specific about the information that M2 is required.	L
Specific points for Key Stages 4 and 5 The vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects.	Key stage four students will all be starting/continuing their full suite of GCSE subjects in September 2020.	Some students may have been severely and adversely affected by the lockdown and for their well-being it might not be appropriate to continue with all of their subjects.	H	Individual student courses will be reviewed as appropriate.	L
In exceptional circumstances, it may be in the best interests of a year 11 pupil to discontinue an examined subject. School leaders are expected to make such decisions in discussion with pupils and parents and informed by ongoing assessment of a pupil's progress and wellbeing.	Following the mock exams in December 2020, leaders will review the subject entries for all students, based on student progress and well-being by Jan 21.	Some students may have been severely and adversely affected by the lockdown and for their well-being it might not be appropriate to continue with all of their subjects.	H	Individual student courses will be reviewed as appropriate.	L
Schools are expected to review any plans for early entry among year 10 pupils in summer 2021.	No current plans for early entry	NA	NA	NA	NA
Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.	The Performing Arts department have carried out a full risk assessment including a range of control measures, including moving singing in the curriculum until later in the year and not allowing face to face performances of students.	Students not complying with instructions.	H	Teachers will be highly vigilant to this and intervene accordingly.	M
Physical activities Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible, and large indoor spaces used where it is possible. Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities such as active miles, making break times and lessons active and encouraging active travel.	Key stage 3 & 4 provision will be shaped around AFPE and Government advice and guidelines. Contact sports will not commence and use of equipment/facilities organised wherever possible in line with bubble approach being sanitized/cleaned in line with guidelines. Curriculum map adjusted to include additional outdoor activities such as athletics. National Curriculum map adjusted to be engaged or to be included in Autumn term provision. No additional external coaches to be engaged or to be included in Autumn term. LWF to advise. Activities to be included in KS3 and KS4 curriculum plan for Autumn term. LWF to advise.	Inconsistent implementation of expectations across staff team. Cleaning of equipment not completed in line with expectations. Students not complying with staff instructions and safety protocols. Unavailability of facilities due to staggered lunch times. Unavailability of facilities due to staggered lunch times.	M	Contact sport / fitness suite activities removed from curriculum map for all year groups. Increased number of appropriate outdoor activities. No external coaches or providers engaged in autumn. Well being & PE team to source appropriate active travel.	L
Catch-up support This one-off grant funding will be paid to all state-funded primary, secondary and special schools alongside this universal offer, we will roll out a National Tutoring Programme, worth £350 million for 1:1/small group provision	The AHT (Intervention & Progress) will be exploring this in the autumn term and putting in place the necessary arrangements. The AHT (Intervention & Progress) will be exploring this in the autumn term and putting in place the necessary arrangements. will only take place within year group bubbles, a suitably large room/facility will be required.	Capacity to lead the interventions. Availability and quality of tutors	M	This will be monitored and reviewed accordingly. This will be monitored and reviewed accordingly. Look at 1:1/small group provision required and assess	L
Pupil wellbeing and support Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to: support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus (COVID-19) support pupils with approaches to improving their physical and mental wellbeing Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.	Graduated approach to wellbeing in place for student return key by company teams and key staff groups within school (STW/LW/Do - Disadvantaged; LWF/Do events, CWOL/TU wellbeing). Companies R.A.G priority lists to be kept live (Red receiving highest level of support/support). Class, Company, Year group and School-wide challenges adapted to be workable in new conditions. Pastoral managers and company teams, where possible spend more time deliberately checking-in with tutor groups/individuals. Students will be encouraged to book "catch-up" slots with company staff via email - this to minimise bubble mixing. Time within P1, on orientation and also planned for company team meetings, focused on re-establishing social connections and supporting wellbeing. A more focused, team orientated and frequent process will be in place linking LTU/CL/PM as a stronger team around the most vulnerable children. Initial group to include CLA and Students with a Social Worker	Staff time is pulled away from core tasks. No deliberate strategy in place by company teams leading to (student/s)groups being missed. We don't have an accurate/up to date list of the most needy students.	M	Briefing and specific instructions/protocols for all company teams to follow. Tutoring and knowing each student will become a common line management agenda item for all CL and LMs (notes to reflect this) LTU to do a sweep (July and late August) to confirm list is up-to-date, split this by company team and share with key staff - who are our known "reds" for September 2020	L
Behaviour expectations Schools should consider updating their behaviour policies with any new rules/policies, and should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions.	Behaviour Policy has been updated with Covid-19 addendum and expectations shared with students and stakeholders. Clear expectations and amendments to rules shared with students as part of September return to school.	Inconsistent or incorrect application of amended Behaviour Policy has been updated with Covid-19 addendum and expectations shared with students and stakeholders. Clear expectations and amendments to rules shared with students as part of September return to school.	M	Staff, parents and students to be made fully aware of amended arrangements for detention / isolation in year group bubbles to be shared with staff.	L
Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.	Clear programme of communication with parents/carers via letters, expectations video message to ensure clarity of message and communication. Programme of routine assemblies for all students to be held as part of transition for all students JFu/CWo/SDe/PKe. Students to be in half year groups for assemblies.	Complexities of delivering assembly provision could reduce the effectiveness of consistent message.	M	Explicit teaching of new behaviour routines to be delivered to all adults in school - September 3rd 2020	L
Schools should work with those pupils who may struggle to re-engage in school and are at risk of exclusion.	Targeted contact home from company teams to most vulnerable and at risk students to ensure they are supported and encouraged to return to school.	Current social distancing measures prevent key staff from returning to on-site working and we therefore lose the capacity to enact this.	M	Individual student workers to be reviewed with key supporting staff.	L
Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.	liaison with external agencies such as family support workers, Social Workers, WSAPC and APC inclusion teams for additional key students.				
Schools will ensure that students with identified (ongoing or new) AP places, whether part-	Identification of who these students are, what provision they are expected to be accessing	key staff don't return to on-site working and we	L (due to very	Leader of area (and LM) to ensure all staff are clear	L

L

Section 4 Oversight: LAL SAL

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term. However, during the autumn term, inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils.	No action required by the school.	NA	NA	NA	NA
Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020. Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good.	No action required by the school. A full analysis of the CAGs will be produced by the school for internal use.	NA	NA	NA	NA
Exams					
GCSEs and A levels will take not place in summer 2021	Exams GCSEs, A and AS level exams will not go ahead this summer as planned. Students taking GCSE, AS and A levels, will receive grades based on teacher assessment, with teachers supported to reach their judgements by guidance and training from the exam boards. Further detail will be published shortly, now that the consultation on this has closed.	More information and planning based on Ofqual guidance.	Further assessments required to ensure there is a range of evidence. Mocks are a strong foundation.	M	Additional exam series to catch up on missed exams in core subjects.

Section 5: Contingency planning for outbreaks

Section 5 Oversight: LAL SAL MAN

Theme	Control Measures	Risk to Implementation	Risk Level Pre-Action	Action Required / Decision Made	Risk Level Post-Action
For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus	In the event of this, Curriculum teams will set work remotely via Google Classrooms.	New Y7 students will have had varied experience of Google Classrooms - and some may not have used it at all.	M	IT team to set up Y& for Google Classroom in September and instruction resources prepared (e.g. videos, ready to be mobilised with parents and students if required.	L
In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.	In the event of a local lockdown, we will pivot back into a blended learning approach. This will mean that the majority of students will work at home via Google Classrooms, whilst vulnerable and key worker students will be accommodated in school.	As above	M	As above	L
Remote education support (also see full guidance for further resources)					
Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September:					
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	Throughout lockdown the curriculum has been maintained, with students and teachers following their normal timetable online. This would be the case in the event of another local/national lockdown.	As we have implemented this successfully during the first lockdown period, most risks can be mitigated. This could potentially be problematic for Y7 as described above - or for an extended period of lockdown.	L	see above regarding IT provision. In the event of an extended lockdown, we would need to make decisions regarding the number of subjects/courses followed.	L
give access to high quality remote education resources	Teachers have been using a variety of high quality asynchronous teaching strategies e.g. recorded Loom videos and Google quizzes. This would be the case in the event of a local/national lockdown.	As above	L		L
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	See above. This has and would be delivered via Google Classroom.	As above	L		L
provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	This has been in place during lockdown and reviewed by Company teams. This would be the case in the event of a local/national lockdown.	As above	L		L
recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.	Wk1v#kdv#ehhg#lq#sodfh#gxulqj#orfngzq#dqg#uhy1hzhg#e #Frpsdq #wh eh#wkh#fdvh#lq#wkh#bhyq#wri#d#orfd02qdw1	As above apv1#Wk1v#zrxog#	L		L
When teaching pupils remotely, we expect schools to:					
set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	During the current lockdown and any future lockdowns, we have used high quality asynchronous teaching, where students and teachers follow their normal curriculum and timetable.	As above	L		L
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	See above	As above	L		L
provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos	See above.	As above	L		L
gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work	During the current lockdown and any future lockdowns, this has been implemented by teachers formatively assessing student progress and understanding, based on their responses to tasks, and by using Google quizzes.	In the event of a second extended lockdown period, a more thorough online assessment tool might be required.	M	We would use Google forms to implement summative assessments that contain more GCSE style questions -for classes and whole cohorts.	L
enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding	During distance teaching, teachers have slowed down the pace of delivery to support students with this new way of working.	In the event of send extended lockdown, this would make it challenging to cover the full curriculum content	M	We would need to make the decision to discontinue some subjects, in order to ensure adequate curriculum coverage in the core.	L
plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	During the current lockdown and in the event of future lockdowns, students and teachers will follow their normal curriculum and timetable.	As above	M		L
We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.	Company leaders will liaise with and support any families who may require additional support with this. However, during this lockdown period we have not relied on long term projects that put strain on families, due to our asynchronous teaching approach.	In the event of a second, extended lockdown period, there would be considerable issues around well-being - for students and families.	H	We would continue to offer support and guidance for students and families.	L