



Star

ORGANISATIONAL MODELS FOR THE PHASED REOPENING OF SCHOOLS

**CHECKS AND BALANCES:
RESPONDING TO COVID-19**

A toolkit to support leaders
as they reopen schools



Contents

Core expectations around the organisation of learning – common to all models.....	3
Models for partial reopening	3
Primary school models	4
Model 1	4
Model 2 (if limited staffing or estate capacity)*	4
Model 3.....	4
Model 4.....	5
Model 5.....	5
Model 6.....	5
Model 7.....	6
Secondary school models.....	7

Core expectations around the organisation of learning – common to all models

- To maximise social distancing, class sizes would be reduced.
- Staggered opening and closing times with multiple entry and exit points will be deployed. For primary schools in particular, consideration should also be given to crowding caused around the school building by parents dropping off and collecting their children.
- Breaks and lunch times can be staggered to reduce crowding on corridors and social spaces.
- No assemblies or large gatherings should take place. Form time in the morning would help with pastoral and emotional wellbeing support.
- To minimise movement around school, a special timetable may be needed (particularly for secondary schools) to introduce double rather than single periods and rationalise learning venues. Where possible, pupils should be kept together in small groups and taught in the same set of classrooms all day.

Models for partial reopening

- When determining the best model to adopt, schools should consider:
 - Demands placed on staffing – it is likely that staff absence will be higher than normal as a result of guidance on isolation.
 - Demands placed on building space – this includes availability of large and small spaces.
 - Adequate staffing for pupils who are vulnerable and 1:1 support for medical, behavioural and learning difficulties.
 - The modifications required to the model to reflect the school's local and unique context.
- All the models **presented assume as their starting points that schools will prioritise and meet the needs of vulnerable children and the children of critical workers before planning for other cohorts to attend.**
- The primary school models are based on a 2FE school.
- The secondary school models are based on a 4FE school.

This guidance is supplementary to the Toolkit and should be read in conjunction with it.

Primary school models

With effect from 1st June, these models will be in operation until other year groups are able to attend the school.

Schools may wish to consider phasing introduction of the models.

Schools with nursery	Schools without nursery
Week 1 - Nursery, Early Years	Week 1 - Early Years, Y1
Week 2 - Nursery, Early Years, Y1	Week 2 - Early Years, Y1, Y6
Week 3 - Nursery, Early Years, Y1, Y6	

Model 1

Vulnerable Children	Children of Critical Workers	Nursery	Reception	Year 1	Year 6
X	X	X	X	X	X

Model 2 (if limited staffing or estate capacity)*

Vulnerable Children	Children of Critical Workers	Nursery	Reception	Year 1
X	X	X	X	X

*Schools that implement model 2 may wish to consider a couple of transition days for Year 6 pupils. In order to facilitate this contact, it may be necessary to close the school to the year groups that are normally in school on those days (e.g. reception and/or year 1).

Currently, the government does NOT recommend rotas. In the event that other year groups (2, 3, 4 and 5) are invited, the following models may be helpful.

Model 3

Week commencing	R	Y1	Y2	Y3	Y4	Y5	Y6	Notes
22 June	Mon-Fri	Mon-Fri	Mon	Tues	Wed	Thurs	Fri	Open to other year groups if government guidance permits it
29 June	Mon-Fri	Mon-Fri	Mon	Tues	Wed	Thurs	Fri	
6 July	Mon-Fri	Mon-Fri	Mon	Tues	Wed	Thurs	Fri	
13 July	Mon-Fri	Mon-Fri	Mon	Tues	Wed	Thurs	Fri	

Model 4

Week commencing	R	Y1	Y2	Y3	Y4	Y5	Y6	Notes
22 June	Mon-Fri	Mon-Fri	Mon	Tues	Wed	Mon - Thurs	Fri	Open to other year groups if government guidance permits it
29 June	Mon-Fri	Mon-Fri	Mon	Tues	Wed	Mon - Thurs	Fri	
6 July	Mon-Fri	Mon-Fri	Mon	Tues	Wed	Mon - Thurs	Fri	
13 July	Mon-Fri	Mon-Fri	Mon	Tues	Wed	Mon - Thurs	Fri	

Model 5

Week commencing	R	Y1	Y2	Y3	Y4	Y5	Y6	Notes
22 June	Mon	Tues	Wed	Thurs	Fri	Mon - Thurs	Fri	Open to other year groups if government guidance permits it
29 June	Mon	Tues	Wed	Thurs	Fri	Mon - Thurs	Fri	
6 July	Mon	Tues	Wed	Thurs	Fri	Mon - Thurs	Fri	
13 July	Mon	Tues	Wed	Thurs	Fri	Mon - Thurs	Fri	

Model 6

Week commencing	R	Y1	Y2	Y3	Y4	Y5	Y6	Notes
22 June	Mon & Tues	Tues & Wed	Wed & Thurs	Thurs & Fri	Fri & Mon	Mon - Thurs	Fri	Open to other year groups if government guidance permits it
29 June	Mon & Tues	Tues & Wed	Wed & Thurs	Thurs & Fri	Fri & Mon	Mon - Thurs	Fri	
6 July	Mon & Tues	Tues & Wed	Wed & Thurs	Thurs & Fri	Fri & Mon	Mon - Thurs	Fri	
13 July	Mon & Tues	Tues & Wed	Wed & Thurs	Thurs & Fri	Fri & Mon	Mon - Thurs	Fri	

Model 7

Week commencing	R Group A	R Group B	Y1	Y2	Y3	Y4	Y5	Y6	Notes
22 June		X	X			X	Mon - Thurs	Fri	Open to other year groups if government guidance permits it
29 June	X			X	X		Mon - Thurs	Fri	
6 July		X	X			X	Mon - Thurs	Fri	
13 July	X			X	X		Mon - Thurs	Fri	

Secondary school models

While the government does not expect year 10 and year 12 pupils to return to school or college on a full-time basis at this stage, they are asking secondary schools to offer some face to face support to these pupils from 1 June. The following models may be helpful.

MODEL 1	MODEL 2	Model 3	Model 4	Model 5	Model 6
<ul style="list-style-type: none"> No face to face contact during final half-term. All pupils continue with remote learning. Targeted pupils (who struggle to access online learning) asked to attend school in groups to access online lessons. <p><i>[The model could be adapted for Year 12].</i></p> <p><i>If one of the targeted pupils attending school tests positive, all targeted pupils should isolate at home.</i></p>	<ul style="list-style-type: none"> Face to face consultation meeting for all pupils with teachers once before the summer holidays (over 1 or 2 days). All year 10 pupils to continue with remote learning. Suspend the online lessons for a few mornings once or twice before summer holidays to allow pupils to come into school in groups and meet most or all of their teachers. Groups A and B would come in on Mon and Tue, Groups C and D would come in on Wed and Thurs etc. Teachers would be in every day during this time because they would deliver the same input to each group on each day. Targeted pupils (who struggle to access online learning) asked to attend school in groups to access online lessons. <p><i>[The model could be adapted for Year 12].</i></p> <p><i>If one of the targeted pupils attending school tests positive,</i></p>	<ul style="list-style-type: none"> Change online lessons timetable so that English and Maths lessons take place on two mornings (e.g. Mon and Tue). Other subjects to be delivered on the other days. All year 10 pupils would receive English and Maths lessons on Mon and Tue. Targeted groups (e.g. borderline) come into school for English AND Maths lessons – others would have their English and Maths lessons online from home. Pupils in school would have to be taught in special sets for English AND Maths (e.g. Gold and Platinum groups). In order to reduce class sizes, Gold group may need splitting into Gold A and Gold B. All other subjects would be delivered via online lessons on Wed-Fri. For the pupils who are not coming in, offer face to face consultation meeting with all teachers before the summer holidays (over 2 days). <p><i>[The model could be adapted for Year 12].</i></p> <p><i>If one of the Gold A or B pupils attending school tests positive, all pupils in that group should isolate at home.</i></p>	<ul style="list-style-type: none"> Invite targeted (e.g. borderline) English OR Maths pupils into school to do their online lessons timetable from school and their English OR Maths lesson with their teacher (on days that they have English OR Maths lessons). Pupils would be taught their English OR Maths in small groups and the groups would not mix. If in school for English OR Maths, the pupils would do their online lessons for other subjects from school. Remaining pupils stay at home and continue with their online lessons all week. For the pupils who are not coming in, offer face to face consultation meeting with all teachers before the summer holidays (over 2 days). <p><i>[The model could be adapted for Year 12].</i></p> <p><i>If one of the English or Maths pupils attending school tests positive, all pupils within their subgroup would isolate at home.</i></p>	<ul style="list-style-type: none"> Identify targeted pupils (around 30% of cohort) who are not benefitting from online lessons. These 30% of pupils would be asked to come into school for face-to-face lessons. Normal setting is still (mostly) possible. The online lesson timetable would be delivered in school by teachers (if they have any of the targeted 30% of pupils in their class). The Group at home would access this learning from home simultaneously. If teachers do not have any of the targeted 30% of pupils (i.e. Set 1 Ma teacher), they would not come to school and would deliver their online lessons from home. For the other 70% of pupils who are not coming in, offer face to face consultation meeting with all teachers once before the summer holidays (over 2 days). <p><i>If one of the pupils from the 30% attending school tests positive, all pupils should isolate at home.</i></p>	<ul style="list-style-type: none"> Invite a group of pupils to catch up lessons in a subject/course (e.g. VQ). Operate a Nurture Group etc. For the pupils who are not coming in, offer face to face consultation meeting with all teachers before the summer holidays (over 2 days). <p><i>[The model could be adapted for Year 12].</i></p> <p><i>If one pupil attending school tests positive, all pupils within the group should isolate at home.</i></p>

Organisational models for the phased reopening of schools – updated 27.05.2020

	<i>all targeted pupils should isolate at home.</i>				
--	--	--	--	--	--

Currently, the government guidance does not permit more than a quarter of Year 10 and Year 12 pupils on site at any one time. In the event that it is possible for additional year 10 and 12 pupils to return to lessons, the following alternative approaches may be helpful.

Model	Year 12	Year 10	Year 9	Year 8	Year 7
M7	<ul style="list-style-type: none"> All pupils attend if they have lessons. Timetable adjusted so only one or two specific blocks taught on any given day. Lessons taught until lunch time. Pupils to go home at lunch time. 	<ul style="list-style-type: none"> Year 10 is split in to 3 groups – Group A, Group B and Group C. Each of the three groups attend on a three-week timetable. Group A come in week 1, Group B come in week 2 and Group C come in week 3. During the 2 weeks at home, pupils would complete independent work and online lessons for each subject. Explore simultaneous delivery so that pupils at home can access the learning provided in school. <p><i>[In the event of a confirmed COVID-19 case, the full group will be required to self-isolate].</i></p>			<ul style="list-style-type: none"> Years 7, 8 and 9 to continue learning at home.
M8	<ul style="list-style-type: none"> All pupils attend if they have lessons. Timetable adjusted so only one or two specific blocks taught on any given day. Lessons taught until lunch time. Pupils to go home at lunch time. 	<ul style="list-style-type: none"> Year 10 pupils are split in to two halves – Group A and Group B. Group A and B attend on alternate weeks. During the week at home, pupils would complete independent work and online lessons for each subject (equivalent to the number of hours taught for that subject). Explore simultaneous delivery so that pupils at home can access the learning provided in school. <p><i>[In the event of a confirmed COVID-19 case, the full group will be required to self-isolate].</i></p>			<ul style="list-style-type: none"> Years 7, 8 and 9 to continue learning at home.
M9	<ul style="list-style-type: none"> All pupils attend if they have lessons. Timetable adjusted so only one or two specific blocks taught on any given day. Lessons taught until lunch time. Pupils to go home at lunch time. 	<ul style="list-style-type: none"> All pupils attend full day, full week. Split Year 10 in to two halves, Group A and Group B – each with their own special timetable (see template school plan). <p><i>[In the event of a confirmed COVID-19 case, the full group will be required to self-isolate].</i></p>			<ul style="list-style-type: none"> Years 7, 8 and 9 to continue learning at home.