MANAGING REOPENING: CASE STUDIES FROM TRUSTS AND LOCAL AUTHORITIES

A toolkit to support leaders as they reopen schools
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

<table>
<thead>
<tr>
<th>How will you embed adherence to good hygiene routines, including rigorous handwashing, in the school culture?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Robust Inset day training on Health and Safety, new procedures and guidance in September.</td>
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<tr>
<td>● Supervised handwashing and use of hand gel on a regular basis and at key transitions during the school day, whilst building in engaging elements to encourage pupils</td>
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<tr>
<td>● Teaching approach - explaining why handwashing is so important (PSHE/recovery curriculum/return to school in September)</td>
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<tr>
<td>● Hand sanitiser stations located all around premises, including in the main reception with signage to direct anybody entering the building to use it</td>
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<tr>
<td>● Cleaning rotas to be reviewed to ensure frequent touch areas are cleaned throughout the day; surfaces, doors, door handles etc and more cleaning is taking place.</td>
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<tr>
<td>● Students to clean desks where there is transition in secondary schools</td>
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<tr>
<td>● Estate and Building staff to log checklists following spot checks to support the additional cleaning process, and ensure that this is being done to the correct standard.</td>
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AET - Example Poster
AET - Example of COVID 19 Response Plan Staff & Students Presentation

How will you ensure that your schools understand and follow the guidance from DfE/PHE?

| ● Robust Safe Return to School Plans and risk mitigation checklists with visits from the Exec to each Academy and a further visit from the Health and Safety team nearer September to ensure readiness for opening |
| ● Consultation with staff about how to mitigate risk and implement new requirements |
| ● Google Meet with all the staff team to stress test the Risk Assessment, regular Q&A sessions. Safeguarded time for the Risk Assessment to be read |
| ● Quality Assurance from Academy and Trust Leaders to ensure accurate interpretation of guidance |
| ● Two additional INSET days provided in the Autumn Term to ensure readiness of settings |
| ● Ensure new routines are ‘drilled’ with staff to ensure rapid application of required process - i.e. accurate implement of flow chart following multiple positive test returns |
| ● If the advice is for an academy to close due to a local lockdown, they will immediately revert to our virtual teaching offer that is in place. |

AET - Safe Return to School Plan and checklists
AET - Safe Return to School Plans - Questions to consider for section 1 - SAFETY
AET - How are we making sure our schools are safe

The AET Safe Return Pledge

What is your approach to the formation of bubbles in primary and secondary schools?

**Primary**

| ● Formation of Year Group bubbles to enable viable access to outside areas with increased pupil numbers. This will ensure shared access to parallel Early Years classes into outside provision and enable breaktimes to work logistically across the primary setting. |
| ● This will also ensure that specialist teaching, such as phonics, music, French, etc. can still continue. |

**Secondary**

| ● Bubbles for each year group |
- Staff will operate across these bubbles to facilitate the delivery of the school timetable
- At the end of the day students will leave the site immediately and all exits will be open to support social distancing, with staff monitoring this
- Where possible, parents will be informed that they are not allowed to wait for students outside the front of school and a designated waiting area will be created.

**Special**
- Depends on the type of provision - individualised

**What are your strategies to minimise congestion through managing pupils’ arrival / departure / movement around the school?**
- Floor markings, one way system in corridors (where possible), staggered starts / departure times and specified entrance and exits points for specific year/family groups
- Older, more independent children to use smaller entrances if they are walking.
- Strategic timetabling throughout the day
- Academies to provide all stakeholders with guidance on avoiding public transport where possible and walking to school in a socially distanced manner as well as guidance on how to safely use public transport where there is no other option
- During breaktime students will stay in their bubbles and go immediately to their allocated venues
- One way systems (where possible) in place across the school to minimise the risk during movement time
- Split lunches (where possible) or year groups to eat in different bubble areas
- Students will be allowed outside but they will have to go immediately to their outside year group bubble space
- Exercise spaces to open but no ball games allowed.
- All stakeholders will be actively encouraged to spread out when moving around the building. Posters will be displayed to remind all to do this
- At lesson change over time there will be an active staff presence on all corridors with staff keeping socially distanced where possible
- Students do not line up and go straight into classrooms
- At the end of the day students will leave the site immediately and all exits will be open to support social distancing
- Staff will ensure that students go home immediately rather than waiting for friends / siblings

**How will your schools minimise the sharing of resources and spaces?**
Where possible:
- Bubbles segregated to their own areas
- Lunch brought to them within their area
- Designated washroom facilities
- Designated walkways following staggered movement times
- Designated spaces for children to use outside during play time and lunch times
- Resources spread out equally across bubbles before term starts
- Independent stationery packs to be provided
- Single desks set up for 1/2 pupils facing the front of the classroom
- Any non-essential furniture to be removed to create more space - desks to be spaced out as much as possible
- Where equipment needs to be shared across groups such as saws, compasses, Bunsen burners the teacher will ensure that these are cleaned both before and after the lesson
- The admin team will provide this cleaning service and all requests for equipment cleaning will go to one central point
Books will continue to be marked by staff inline with academy policy however staff and students will be reminded of the importance of good sanitation and handwashing.

How will you encourage and support your communities to follow NHS Test and Trace processes?
- Reminders and communications via email and text to explain how the app is downloaded and used
- Communicate expectations with families through a variety of channels, including video, to ensure all are aware of requirements. Provide all with updated Parent Pledges about the safe return of pupils to school
- Engagement of senior leaders in local forums to ensure local awareness of challenges with NHS processes and community requirements are communicated in a two-directional manner
- All stakeholders will be reminded of the importance of this prior to returning to the academy in September and periodically every 2 weeks via email.

If you are able to share a model structure for the school day, showing how staggered timings etc will work in practice, that would be most helpful
Each school (particularly secondaries) will have different models, depending on their size, the site layout and flexibility of staff availability for timetable adaptations.

AET - Example of Covid 19 Timetable adaptations for September reopening

School operations

What steps are you taking to reassure parents and encourage high attendance in September?
- Reassurance via regular communications to explain what we are doing to ensure all hazards are mitigated and school is a safe, low risk environment
- Regular contact with families and students by telephone
- Home visits where students are not engaging or are not contactable via telephone
- Video orientation videos
- Ensure the Autumn Term's learning is understood through communications, so all families recognise the importance of closing the gap following school closure
- Additional Virtual transition meetings for SEND pupils with parents and relevant agencies
- Remaining up to date with guidance and planning/risk assessments shared accordingly.

How are you supporting employees who are anxious about returning to school – especially clinically vulnerable, clinically extremely vulnerable?
- All staff who are able return to school, do so before the summer break for orientation and 1-2-1 meetings with their line managers to assess any issues that need consideration before their return in the Autumn term
- Those that are clinically extremely vulnerable will have a similar process during the Autumn INSET days
- All staff online briefing to ensure connectivity with the academy team
- Mentoring and coaching where appropriate
- Induction back into school resharing updated risk assessments and policy
- Individual risk assessments for staff, where appropriate to mitigate risk.

What is your approach to providing places for ITT trainees in the autumn term?
- We will continue to offer final placement ITT trainees.

How are you ensuring that employer health and safety and equalities duties are met?
- Using AET advice and guidance mechanisms (e.g. Vivup, Mind@work, AET Health and Wellbeing service)
Robust plans and risk assessments that are approved by both the Chair of Governors and the Trust with additional guidance and risk mitigation available for vulnerable staff.

Curriculum, behaviour, pastoral support

What adaptations will you make to the curriculum at each key stage for September 2020? Will you adjust the balance of subjects/ reduce teaching any subjects in the autumn term?

- Provision for pupils’ mental health and wellbeing - Every Child Check in’s have taken place
- PSHE will be statutory for Key stages 1 - 5
- Undertake baseline assessments within the first three weeks of the autumn term
- Wherever possible, we have a small number of teachers moving up into new Year Groups to support the pupil acquisition and teacher planning of missed skills
- AET is providing numerous detailed, ‘off the shelf’ recovery packages for those Academies that require them
- We plan to maintain a broad curriculum throughout the Autumn Term
- Well being curriculum is being created to ensure the PSHE content is relevant and supports pupils to quickly reacquire the skills for learning in a physical school setting
- Using the Mastery Flow Model as widely as possible in order to extend and support children to reach the capacity of their learning

Will you adjust the timetable (in secondary schools) to reduce the need for pupil/staff movement?

- Doubling up of lessons to reduce movement around the building
- Split lunches and breaks where possible.

How will you manage the use of specialist teaching areas by multiple bubbles?

- Specialist Teachers will maintain a greater distance to pupils in multiple bubbles to enable them to continue to support Music and Languages as well as the phonics teachers across KS1 and Year 3. Further adaptations have been required to the Music curriculum to ensure guidance is met
- Drop-ins / visits to classrooms will continue to take place, in the interests of supporting and developing staff, but these will be completed by the observer standing at the door to the classroom
- In ICT and music rooms students will spray the paper towel and then use this to wipe the computer keyboard and desk. The teacher will ensure that workstations are wiped down thoroughly and safely. Students will also be actively encouraged to only touch the keyboard
- In PE students will wipe down their bench with antibacterial spray and a roll of paper towels. At the start of each lesson the teacher will ensure that students clean their area.

How will you adapt teaching in PE and music given the stipulation to avoid singing and contact sports and make use of outdoor spaces where possible?

**PE**

- Contact sport and sport fixtures will not take place (currently)
- Outdoor spaces will be used as much as possible as well as a flexible approach to the timetable so that all children can access their PE Curriculum
- Risk assessments for each sport that is on the curriculum to be taught. This risk assessment will set out to minimise the risk and will need to be signed off by the Headteacher

**Music**

- Music specialist teacher to adjust the curriculum in the immediate return to ensure that music is taught to mitigate additional risk
Music risk assessment for signing, and playing musical instruments. This will set out to minimise the risk and will need to be signed off by the Headteacher. The school choir practise will be suspended (in the short term).

**AET - Example Music Risk assessment**

What is your approach to establishing good behaviour when school recommences for all pupils?

- Behaviour Policy adjustments, rebuild relationships, ensure virtual assemblies reinforce expectations and staff training to ensure consistency
- Assessments measure for emotional health
- Staffing models to ensure strong relationships with children are developed quickly
- Year group bubble areas will be allocated in behaviour support rooms to ensure that bubbles don’t mix. Screens will also be used for separation
- Addendum to policy made to include non-compliance with Covid19 rules - zero tolerance approach leading to FTE
- Detentions to take place in year group bubbles, with separate bubble queues.

What is your approach to providing high level pastoral care to pupils who may be suffering with mental health issues or difficult personal circumstances?

- Provision of mobile phones to pastoral support staff to keep in regular contact with pupils and parents over the summer holiday period
- Mental Health First Aiders
- Nurture provision with skilled staff
- Enhanced PSHE curriculum to include mindfulness
- Pastoral TAs to support with intervention - mental health first aider to provide mentoring
- Bereavement resources and intervention
- Family team to engage with parents to support
- Robust behaviour policy
- Identification of vulnerable and susceptible students - external support put in place where necessary
- CPD on staff training days about looking for signs of anxiety

**Assessment and accountability**

How are you adapting your approach to assessment to take account of the variability in pupils’ learning during lockdown?

- Using centralised and known assessments to quickly baseline pupils in core subjects to ascertain gaps
- Ensure training continues to develop teacher questioning, which can provide effective formative assessment
- Value work completed during the lockdown and don’t assume no learning has taken place.
- Carefully monitor the progress of all groups, ensuring new formed groups (i.e. low engagement during lockdown) are discussed in depth during more frequent Pupil Progress Meetings
- Staff to be provided with information regarding student engagement during virtual online lessons to inform planning and potential gaps in knowledge
- In order to ensure students have an accurate and challenging target grade, Year 7 students will be required to sit SATs papers during the first part of the Autumn term.

What is your strategy with regard to catch up provision?

- Additional packages formed through AET Curriculum Team and key leaders across the trust to support a 6 week recovery curriculum to quickly identify and narrow achievement gaps.
- Summer provision
- Using online homework and learning to support gaps
- Small group tuition
- Rigorous baseline assessments in all core academic areas to take place during the initial half term in order to identify gaps in learning.
- Staff will be provided with information regarding student engagement during virtual online lessons to inform planning and potential gaps in knowledge.

**How will you ensure that pupils with SEND make good progress?**
- Updated assessments on return to school with targeted intervention to support gaps using a variety of rigorous, using the principles of effective baseline
- Use of EEF toolkit to ensure high quality intervention is being used
- 6 weekly follow up to measure and track progress
- Quality first teaching and training for staff
- Using online targeted group / 1:1 sessions

**Contingency planning to provide continuity of education in the case of a local outbreak**

<table>
<thead>
<tr>
<th>How are you equipping your teachers to deliver remote learning effectively?</th>
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</thead>
<tbody>
<tr>
<td>- Provided remote learning training and support via our network of #innovAETors</td>
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<tr>
<td>- Streamed and recorded sessions to support staff with using remote reaching technology</td>
</tr>
<tr>
<td>- Guides / intranet with useful resources and access to certifications in online teaching tools</td>
</tr>
<tr>
<td>- Highly commended Online Learning Provision to date, which will be maintained and refined to develop homework provision as a legacy effect of the lockdown.</td>
</tr>
<tr>
<td>- In addition, ‘Curriculum in a box’ has been devised by AET, which consists of 10 days worth of stand alone year group specific online content. This can immediately be implemented in case of future lockdowns</td>
</tr>
<tr>
<td>- High quality CPD offer</td>
</tr>
<tr>
<td>- Regular Teaching and Learning bulletins which identify where the strongest practise can be observed.</td>
</tr>
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</table>

**AET - Twelve top tips to safeguard yourself when providing remote learning**

**AET - Virtual Learning Academy**

**What is your strategy to enable teaching and learning to migrate swiftly from school to home in the event of a local lockdown?**
- Offer from AET to support transition with curriculum and 10 day discrete offer to support any year group forced into lockdown
- Continued provision offered through range of e-resources from the Trust and Academy
- School learning platform offering guidance and expectations for home learning in the event of a lockdown
- Continued communications strategies between school and parents built during previous lockdown.

**AET - Primary transition - BeReady**
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

As a central team we review the DfE guidance and then set out network principles according to a 'must, should and could' approach which outlines the ways schools can minimise transmission. The ‘could’ considerations cannot be applied to all contexts for operational or structural reasons.

The formation of bubbles depends on the size, structure and site considerations for each of our schools – as such there is flexibility on the size of bubbles but we have recommended that bubbles are not larger than year groups at either primary or secondary and are ideally class sized at primary.

Schools have been encouraged to use different entrances for different bubbles and to stagger arrival times according to bubbles. Schools are zoned for bubble use as far as possible to limit interaction between bubbles. Some of our schools will also be providing lunches directly to the bubble classroom to reduce movement across the school site, with others having staggered lunch and break provision across zones.

We have recommended that schools mark-up equipment for use by specific bubbles if necessary and know where equipment is being shared (this is particularly important in subjects such as science and technology, where equipment might need cleaning between use).

We have created flow diagrams with contact information for the local health protection agencies so that schools are able to contact the relevant authority in the event of a positive test in their school. Schools are communicating regularly with parents and carers so that they are aware of when children should not come to school. The same is also communicated to staff.

School operations

Schools have been writing to parents since the government announcement confirming the reopening of schools from September. Schools are contacting those students whose engagement in remote learning has been less consistent than others to encourage attendance from September. Schools will continue to engage with parents over the summer holiday to ensure that the likelihood of students failing to return in September is low. Schools are also encouraged to anticipate a requirement for additional pastoral support at the start of the academic year and consider staff timetables with this in mind.

Our schools have been making and sharing videos showing how the new routines (e.g. arrival, lunchtime and transitions) are managed in the school. These have been helpful in reassuring parents around the protective measures being employed; they also encourage students to return to school.

Our ITT programme will restart in the autumn term.

Each of our schools is completing a risk assessment on the return to school. These have to be returned by the end of August ahead of consultation with staff and unions. This will all be done before the start of the academic year.
Curriculum, behaviour, pastoral support

Schools should not make unnecessary changes to the curriculum. All schools are being encouraged to maintain a broad and balanced curriculum. In line with the government guidance, any modifications would need to be reversed by the summer term.

Most schools are making at least minimum adjustments to their timetables in order to minimise the risk of transmission across pupils. Some schools are ‘zoning’ into year groups and allocating a year group teaching team, others are moving from setting to mixed ability grouping at key stage 3 to reduce the number of pupils mixing. Schools are encouraged to alter start/end dates and break/lunch times to reduce the risk of different groups of pupils mixing.

Schools are encouraged to timetable with cleaning requirements in mind. For example, you could schedule all students in a single year group bubble to have use of a single science lab in one day and ensure that this is thoroughly cleaned overnight. Other (larger) schools are able to allocate specialist rooms to specific bubbles (e.g. IT suites).

Schools have been asked to review all policies across teaching and learning, attendance, behaviour and inclusion and mark-up the changes that need to be made in order to meet the requirements. All schools will then ensure that training is provided at the start of the autumn term – before pupils return – with the changes.

Assessment and accountability

Ark Schools follow a network wide assessment strategy across all key stages. Minimal changes have been required to this model, which is already well supported with regular formative diagnostic assessments to identify gaps in learning quickly. We will be increasing our provision of diagnostic assessments to support a network wide academic intervention programme designed to close gaps in learning and accelerate the progress of those who are behind.

Contingency planning to provide continuity of education in the case of a local outbreak

All of our staff have been delivering remote learning over the course of the last 14 weeks and therefore re-establishing this in the event of a local, partial or full lockdown is relatively straightforward.

The network is producing common curriculum resources that schools can use in the event of future lockdowns – in primary we are sharing a selection of two-week work packs that can be distributed to pupils in the event that they need to self-isolate, or that a bubble is sent home at short notice. In secondary, curriculum workbooks are being provided in all Ebacc subjects so that pupils can continue their learning remotely, in the absence of technology.

Ark Schools is also embarking on an ambitious digital strategy which aims to ensure that all pupils in the network have greater access to a device at home to support their independent learning – both during COVID and in normal times.
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

Good hygiene routines
- Display of DEMAT Defender posters around the schools.
- Additional handwashing facilities provided in schools.
- Handwashing routines developed by schools as part of daily routine.
- Pupils taken through training to embed routines in their daily life (pupil poster).

Understanding of DfE guidance
- Headteacher training sessions with colleagues from the Central Education and Health and Safety (H & S) teams.
- Site managers’ training.
- Chair of Governor training sessions to support Governor challenge and review of procedures.
- DfE infection control guidance translated into flowcharts for schools’ use.
- Risk assessment clearly sets out the requirements that schools must follow regarding DfE/PHE guidance. All risk assessments are reviewed and approved by the Central Education Team before moving to CEO and Trustee sign off.
- Reporting mechanism has been put into place between schools and the Central H&S team to feedback any Track & Trace instructions received by the school or to inform the Centre of positive tests within the school.
- Adherence to Track & Trace has been communicated to all parents and staff members as a requirement. This messaging will be continued.

Bubble choice
- Schools have the flexibility to use the bubble formation of their choice given the wide range of primary school sizes that we work across (1/10 form entry (FE) to 4FE). The majority have chosen year group bubbles, given they are 2FE or smaller, to allow greater flexibility in delivering catch up /keep up sessions. Choice and rationale for the decision made is quality assured by the Central Education Team through the risk assessment.

Arrival/exit/movement
- Staggered start and end times.
- Queuing systems set out outside the schools to ensure parents adhere to distancing.
- Pupils walk in single file when in school.
- Lunches staggered by bubble, mixture of packed lunch and hot meals to reduce congestion in the dining halls.
- Corridors marked with either one way system or central line indicating which side for pupils to walk.
- Playground and fields divided into zones for each bubble.
- Where possible equipment/resources are divided into bubble allocations, where that is not possible cleaning procedures are in place and cleaners have been trained in line with Government guidance.
## School operations

### Attendance
- Our attendance expectations have been communicated to parents across all schools.
- This repeated messaging will continue.
- Those pupils identified as an attendance concern whether that be through increased vulnerability, lack of engagement during lockdown, or historical poor attendance will be prioritised for early intervention and parental engagement support through the Central Inclusion team.
- Attendance improvement procedures will resume in September.

### Anxious employees
- HR team have been preparing HR FAQs for Headteachers to clarify actions for them to take with these employees.
- Employee Advisory Service has been set up and details communicated to all staff.
- Headteachers have provided school walk throughs for these colleagues when the school is empty.
- Individual risk assessments have/will be carried out.
- All staff are reminded to be considerate of others who are more vulnerable.
- Adult mental health identification training has taken pace during lockdown. Every school has at least 3 trained adult and child mental health champions.
- Staff engagement sessions with CEO, and members of school and Central leadership have taken place for all colleagues.

### H&S and equalities
- Risk assessment has been adapted from the STAR toolkit.
- Staff consultation is happening in very school.
- JCC involvement is happening through the Central team.
- Individual risk assessments are taking place for those colleagues who have been identified or self-identify as being more vulnerable.
- H&S procedures signed off by Trust Board.
- DEMAT buildings guidance issued to schools.

## Curriculum, behaviour, pastoral support

- Schools have been asked to audit their core subject curricula to ensure that they are clearly and coherently sequenced from year to year.
- Schools have been advised to revisit the sequencing of curriculum with all teaching staff so that they have a good understanding of what is being taught at each stage, what is crucial for children to be able to do/know in their year group and to ensure that the teaching of all content is consistent (e.g. in approach/language used etc.)
- The central team have provided an exemplar sequence for English and have directed schools to the new NCETM sequencing in mathematics.
- We will focus, in the first term, on the key elements of fluency and automaticity required for success in English and mathematics. While we do not intend to significantly narrow the curriculum in order to do this, we believe that certain subjects (e.g. the humanities) are more suited to support teaching and application of the core subjects.

### Advice issued to schools on curriculum: [link]
• The ability to read, write and use mathematics with fluency is vital for success both in primary school and beyond. We know, however, that breadth and depth in the wider curriculum is not only crucial for supporting these core abilities but also for developing our children into well-rounded participants in their societies.
• The guidance identifies core areas on which to focus for all stages from nursery through to KS2. If we are to ensure that foundational skills are learnt to automaticity we will also have to give over time to ensure staff subject knowledge is secure and that they are aware of what children will have learned previously and where they are going. Most schools will want to, at the very least, review this with staff to ensure clarity for all teachers.
• Key questions for Headteachers to ask their SLT:
  - Is there a clear teaching sequence understood by all teaching staff?
  - Do teachers know what has been taught before? Do they know exactly what they are building upon?
  - Do they know what the expectation of their teaching is i.e. is it clear exactly what children must be able to know and do within each academic year? Is this broken down?
  - How will this this be assessed?
  - How will subject leaders know what is happening in their subjects?
  - Is there a shared language (e.g. calculation policy) for the whole school so that all teachers have shared understanding of the concepts they are teaching and children are not being taught contradictions or misconceptions?
• All efforts will be made for PE to take place outside and when inside, there must be appropriate space. PE topics such as gymnastics and dance will take place in the first term in order to reduce the risk of airborne spread of the virus.
• Woodwind or brass instruments will not be used with a preference to teach percussion instruments or other instruments that can be easily wiped clean between uses.
• All schools have been guided to review their behaviour policies and procedures and to share these with ALL staff at the INSET training days in September. They have been given example documents (appendix 2) to support them in providing clarity around expectations for behaviour. They have been strongly directed to spend time teaching pupils what is expected of them (and why) to ensure the best possible climate for learning. Resources on strategies for excellent classroom management have and will continue to be provided by the central team and schools are free to access these should they wish to.

Assessment and accountability

• Within the first few weeks of the new term, it will be important to get a clear measure of pupils’ knowledge in English and maths. This can then inform planning for whole class teaching and the ‘catch up and keep up’ work outlined above.
• Broad and onerous testing of entire subjects (such as through a full reading paper or maths SATs paper) is not advisable and covers too many areas of each subject, some of which haven’t been learned in any depth, if at all.
• Also, general test papers do not contain enough questions on the key indicators of pupil standards that we want to measure, such as reading fluency and number skills.
• Instead, targeted, precise and consistent measurement in reading, writing and maths should provide teachers with the information they need, without asking too much of our pupils.

We have therefore selected the following areas and approaches for testing:
**EYFS**
Registration to be an ‘early adopter’ for the EY baseline.

### Reading

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<tr>
<th>Who?</th>
<th>What?</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Year 2 and Year 3 (as of September)</td>
<td>Phonics screening test</td>
<td>Please use the 2019 paper</td>
</tr>
<tr>
<td>Years 1-6</td>
<td>Reading fluency test</td>
<td>The Education Team will provide guidance and materials on this ready for September (this will include phonics for new Year 1 pupils)</td>
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### Writing

<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Year 1 and Year 2</td>
<td>‘Cold write’ exercise, limited to 20 minutes</td>
<td>Focus only on the key learning indicators on sentence structure, grammar and spelling and handwriting as outlined in Appendix 2. The Education Team will provide tasks (with ‘how to’ guidance) ready for September</td>
</tr>
<tr>
<td>Years 3-6</td>
<td>‘Cold write’ exercise, limited to 30 minutes</td>
<td>Focus only on the key learning indicators on sentence structure, grammar and spelling and handwriting as outlined in Appendix 2. The Education Team will provide tasks (with ‘how to’ guidance) ready for September</td>
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### Maths

<table>
<thead>
<tr>
<th>Who?</th>
<th>What?</th>
<th>Notes/suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Number bonds</td>
<td>Number bonds to and within 10</td>
</tr>
<tr>
<td>Year 2</td>
<td>Number bonds</td>
<td>Number bonds to and within 20</td>
</tr>
<tr>
<td>Year 3</td>
<td>Number bonds (times tables)</td>
<td>Number bonds to and within 100</td>
</tr>
<tr>
<td>Year 4</td>
<td>Number bonds, addition, subtraction, times tables</td>
<td>-</td>
</tr>
<tr>
<td>Year 5</td>
<td>All four operations, times tables</td>
<td>-</td>
</tr>
<tr>
<td>Year 6</td>
<td>All four operations, times tables</td>
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### Advice on interventions:
- Schools have been advised to use high quality teaching and formative assessment as well as sound structure and teacher knowledge of the curriculum in order to catch up on any lost learning. A formative assessment pack is going to be created centrally for schools to use in staff training.
- Catch up interventions are going to become more prominent as we notice that some of the learning children were building on prior to closure may not have been retained. Inevitably this will be more noticeable for some than others. We cannot afford for children to fall behind in the core elements of learning. Reading (decoding, automaticity, prosody and fluency) and mathematics (automaticity, fluency, problem solving) must be regularly and precisely assessed and intervention given for those who are behind their peers. Following initial assessments, catch up interventions should be planned for. Due to their crucial nature, it is imperative that these interventions are delivered by the most highly qualified/experienced person available, if not the class teacher. Models involve having a TA deliver assembly content or reading the class text while the teacher delivers regular, short, focussed intervention.
- Keep up: Likewise, it is often imperative that gaps in knowledge and understanding do not form when moving through content. This can happen where some children may take
longer than others to grasp a concept and they may need extra explanation and/or practice. It is best if this can happen as close to the learning episode as possible and, where possible, that intervention is given by the teacher or the most highly trained colleague available. Intervention should be based on teachers’ assessment of children and not on the assumption that some children have less ability.

SEND
• We have been very clear that while we must be very alert to the significant difficulties some pupils may be facing as a result of this pandemic, we must not assume this to be the case for all children or allow this to be over-emphasised. Schools have received a significant body of guidance as to how to cater for children who may be struggling.
• Review systems in place for vulnerable pupils under the remit of the appropriate leader. Who is responsible for what element of their provision? If they are different people; how is this co-ordinated?
• Liaise with SENDCO, so pupils are included in the provision mapping process. Adopt an Assess, Plan, Do, and Review (APDR) process to monitor the impact on outcomes of additional provision, which uses the additional funding. Communication with parents will be important when planning, undertaking and reviewing all processes. For many pupils, their parents/carers have taken on the extended role of teacher, therapist, support worker and much more for nearly half a year.
• Consider the pupils who have been ‘shielding’ and how their return to school is managed. These pupils may well be a ‘new’ group of identified vulnerable pupils for leaders to consider.
• Ensure Code of Practice is adhered to. Refer to SENDCO checklist, Appendix 5 for guidance of the appropriate steps to follow.
• Ensure vulnerable pupils’ emotional well-being is considered and evaluated by completing an appropriate analysis/assessment, such as a strength and difficulties questionnaire (SDQ) or Boxall profile to support a baseline for pupils for whom you have concerns.
• Create a package of ‘fun activities’ to support learners with transitioning back to school – refer to the Central Team transition pack.
• Re-establish links with parents and carers to offer to support families, who are anxious about their child returning; providing appropriate resources for them to share with their child’s LSA support and a socially distanced meeting to discuss the provision that will be in place for September.
• Ensure class teachers, supported by SENDCO or pastoral lead, organise vulnerable group transition meetings that use the reviewed APDR to create a ‘mini-portrait’ for key children including those with SEND, CLA, EAL and other vulnerabilities, which includes 2 or 3 bullet points identifying their main barriers to learning and 4-5 key strategies which the new class teacher must have in place.
• SENDCO checklist (appendix 5 of linked document)

Contingency planning to provide continuity of education in the case of a local outbreak
• Schools will make their plans based on their own curricula and teaching capacity. We have recommended that they align with government resources as closely as possible so that, in the event of children being unable to attend school, teachers will have easy access to resources and planning in order to provide continuity of teaching and learning whilst minimising additional teacher workload. Suggestions have been given to schools as to
how they might deliver lessons and feedback to children remotely such as utilising OAK national curriculum maps.

- **Appendix 3** in linked documents shows a remote learning plan all schools must submit to Central education team.
- It has been made clear, however, that DfE resources are non-statutory and there is no requirement to engage with or use them. However, as we expect these to be aligned with other government provided resources, they may be useful to schools, particularly where they feel there is still work to be done on their own curricular resourcing/training and/or in order to comply with expectations for remote learning provision should this become necessary in schools.
- All schools use either 365 Education or Google classroom to provide immediate remote learning opportunities with each school having the flexibility to apply the solution in their own manner after QA by the central education team.
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

**Good hygiene routines**
Furness Education Trust has produced a ‘re-opening document’ that is continually under review as the national guidance changes to reflect the COVID-19 response. Each member of staff and student family has access to the guidance and is expected to have read it. It is attached for reference but currently does not reflect the most recent changes for September 2020.

**Formation of bubbles in primary and secondary schools**
The primary phase schools have less than 240 students each and are therefore treating each school as a bubble. Where practically possible attempts will be made to enable social distancing particularly at break and lunchtimes.

The secondary school has approximately 1100 students and the school building is a single 3 storey block arranged in a horseshoe shape. Each year group will be treated as a distinct bubble and confined to a department region in the school e.g. Year 7 will remain in the science department. Year groups will be loosely streamed on attainment profile and classes will remain in the same classroom and teachers will come to them for lessons.

**Minimising congestion**
Year groups will use different entrances to arrive and leave the school building. All children either walk to school or get a lift from parents. There will be minimal student movement during the day in the building but corridors are clearly marked with direction arrows and lanes to enable all people walk on the left depending on the direction the are facing.

**Minimising sharing of resources and spaces**
As described above for lessons apart from PE where students will use the sporting facilities which are spacious but will attend school in their PE kit on the day they have PE so not having to use the changing rooms (this is under review as in the north we often have inclement weather and students do get wet during PE). There will be no staff communal space and the library will be closed.

The structure of the school day will remain largely the same with a 6 period day. Our single lunch will now be a split lunch to enable three distinct spaces, the restaurant (seating 260 students), the courtyard (seating 240 students) and the main hall (seating 180 students) to be used for different year group bubbles. Year 7 (264 students) and Year 8 (248 students) will have lunch first and then Year 9 (235 students), Year 10 (188 students) and Year 11 (160 students) will go second.

**Supporting NHS Test and Trace processes**
It will form part of the risk assessment and we intend to have testing kits in school for use and distribution. Regular communication.
School operations

**Encouraging high attendance in September**
Regular communication and sharing of risk assessments etc.

**Supporting employees who are anxious about return to school**
Full health and safety inductions have been given to all staff by the CEO/headteacher. Any employees that cannot work from school will be given other duties to perform from home to support their colleagues.

**Provision for ITT trainees in the autumn term**
We run School’s Direct and will be providing places for ITT trainees.

**Ensuring that employer health and safety and equalities duties are met**
Full risk assessments completed with the support of the BAE systems Health and Safety Team and Kym Allan Associates.

Curriculum, behaviour, pastoral support

**Adaptations to the curriculum for September 2020**
All students will receive a full curriculum that will have been adjusted at a subject level due to curriculum contingency planning. The intention is to keep as many things routinely the same and make adjustments where it becomes apparent they are required. A significant emphasis will be placed on identifying students who need more pastoral care.

In the primary phase following a period of formative assessment the curriculum balance will be adjusted if required.

**Managing the use of specialist teaching areas by multiple bubbles**
The technology, art, music and drama department are not used as part to the bubble zoning for year groups and therefore in principle all students could access the technology and music teaching in specialist rooms. We haven’t decided if that is possible for the whole school but possibly just for Key Stage 4.

**Establishing good behaviour when school recommences for all pupils**
Our Behaviour Policy and consequence structure will not practically work in the same way. However, we will use the same principles of high expectations and are adjusting our inclusion spaces to be use if required.

**Provision of pastoral care for pupils who may be suffering with mental health issues or difficult personal circumstances**
We serve a disadvantaged community and already have highly trained and experienced staff. We have introduced new services with a mental health trailblazer project with Banardos and Morecambe Bay Healthcare Trust during lockdown and have increased capacity. We expect the most problematic time to come in November to December when the furloughing ends and we find how many new families have parents out of work. Currently we operate at 45% pupil premium.
Assessment and accountability

**Assessment of pupils’ learning during lockdown**
Each year group will start afresh and content or skills not covered or practised will have been interleaved into the adjusted subject curricula. All summative assessments will remain the same and are not scheduled until the end of November. We can use these to make comparative judgements as to the impact of lockdown.

**Catch up provision**
To provide additional teaching where required at the end of the school day and with half term clinics. We provide these as normal.

Contingency planning to provide continuity of education in the case of a local outbreak

**Equipping teachers to deliver remote learning effectively**
All teachers have been trained using Microsoft Teams and have been delivering live lessons at some point during the lock down. Each school had already developed over the past 3 years robust collaboratively planned schemes of work for all subjects (including the foundation subjects in primary). Subject leaders and department teams have reviewed the current schemes of work to see which topics and lessons lend themselves well to remote teaching and have made notes of how some lessons need to be adapted.

**Enabling teaching and learning to migrate swiftly from school to home**
Within the primary phase all schools were able to ensure that all students had an appropriate device to receive live teaching through Microsoft Teams.

At the secondary school we have been exploring arrangements to enable parents to buy a suitable device payable monthly over 3 years. The devices are being sourced by the school and then working with an IT financing organisation to organise the payment structure alongside a 3 year warranty and insurance. We think we can keep the cost down to £12 per month and we will further support parents/carers where this is not possible.
Minimising the risk of transmission of coronavirus in school

How will you embed adherence to good hygiene routines, including rigorous handwashing, in the school culture?
- Installation of new sinks at entrances and close to dining areas—this flags up importance to all
- All staff and students and visitors must wash hands on arrival (we also have sanitiser)
- Primary students have handwashing lessons
- School day is staggered to allow for monitoring of handwashing on arrival and exit
- Hand washing times built into day, before lunch etc.
- All toilets and handwashing facilities have paper towels and hand-driers have been disabled
- All classrooms have sanitiser/boxes of tissue/lidded bins/disinfectant spray and signage to remind all of catch it kill it bin it. A sense of responsibility to each other as well as self will be important
- “protect yourself to protect your bubble”
- Good quality posters and signage throughout school have been purchased in bulk for economies of scale as have all cleaning materials and PPE.
- Students will have ongoing reminders about the importance of good hygiene and we will explain the science in an age appropriate way as that will help with understanding

How will you ensure that your schools understand and follow the guidance from DfE/PHE?
- Guidance circulated as soon as released.
- Letters ready to go same day to parents to ensure they know we are getting ready.
- Guidance summarised and clarified and produced quickly and distributed, hotline to Directors for immediate advice and guidance.
- Guidance used to write detailed opening plans and risk assessments and these are all checked for adherence to guidance by Directors. 1-1s to go through plans, CCOVID19 readiness for September audit completed by all schools and directors visit to check and challenge.

What is your approach to the formation of bubbles in primary and secondary schools?
- Primary are having class bubbles wherever possible, where small phonics/S&L/Intervention required these classes are set up in classrooms where 2m social distancing can be maintained
- Problems are with maintaining this in wraparound care which would mean additional costs and use of outside equipment by EYFS/Nursery. Curriculum focus maybe narrowed in first half term to allow for a recovery curriculum and settling in, but majority of subjects will still be covered.

In Secondary year group bubbles in all and majority have class size bubbles for majority of the time, a few cannot do this where space and/or classroom size is an issue.
- Options can be accommodated in some through organisation of grouping in bubbles throughout week. Some have core in class bubbles and options in socially distanced classrooms, where they have space. We have taken the line that secondaries use best endeavours to make bubbles as small as possible. In a majority of cases curriculum limitations are minor and always in best interests of the students, taking risk of COVID into account. So for example practical subjects like DT, Art Music may run in half termly carousel to avoid more teachers in bubbles.

What are your strategies to minimise congestion through managing pupils’ arrival/departure/movement around the school?
- School days are staggered, some more than others, with avoidance of rush hour this is a challenge and we have done our best, aware that the knock on effect of too much stagger complicates childcare for parents. But we do need to ensure we don’t have 1000 students arriving and leaving at the same time. Leaders will be out on duty before and after school to move students on and encourage they go straight home, stronger government advice on the importance of children not gathering after school would be useful for us and parents. If children gather after hours it will defeat
the object of bubbles. Not enough instruction from Government about expectations after hours and weekends.

Lunches and breaks - sectioning off areas in the school including outside space allocated for each year group and within that space class bubble areas. Supervision will be a challenge and a daily drain on leader’s time. But generally, students want to do the right thing. Managing students who do not follow the rules may be an issue for some and we will be proactive in managing this.

Although we have had provided a lot of training on the effects of lock down and return to school on students and will have as much empathy and understanding as possible, a line on expectations will need to be drawn and enforced for the safety of all. The trust will monitor exclusions and attendance closely and will be visiting schools where data shows there may be concerns.

How will your schools minimise the sharing of resources and spaces?
All children primary and secondary have own desk and own pack of equipment, there will be minimal sharing of resources and where they is there will be cleaning in between use across bubbles. Any surfaces that are used by more than one bubble will be cleaned appropriately in between, this includes toilets, toilets are being bubbled per year group where this is possible, some schools are ordering porta- loos to make this possible. Most academies have 2 additional day time cleaners recruited, which will mean where sharing needs to happen for learning we will deal with.

How will you encourage and support your communities to follow NHS Test and Trace processes?
There is one senior leader (in addition to the Principals) who has specific responsibility for this area and will give advice and guidance. We have a leaflet for parents which is clear on expectations, our attendance teams are receiving specific training on instructions for parents/students on the need for testing. We are assuming a positive test will be reported to us so any non-reporting will mean negative. We will go through the science with the children in school. There is much nonsense about conspiracy theory and 5G which needs to be debunked.

If you are able to share a model structure for the school day, showing how staggered timings etc will work in practice, that would be most helpful
Will see if we can get one

School operations

What steps are you taking to reassure parents and encourage high attendance in September?
All schools have attendance teams, they will be specifically trained in the new challenges, our approach will be an expectation for return to normal and some leeway at the start of Autumn term for support to return where there is anxiety. We are keeping good communications with parents and getting very good feedback on this, so we will continue to explain simply how we will keep everyone safe and that will help children return confidently and ready to learn. We will have a staggered start to the year so everything can be explained carefully.

How are you supporting employees who are anxious about return to school – especially clinically vulnerable, clinically extremely vulnerable?
All staff have the right to an Individual conversation to complete a full risk assessment together with their line manager. Vast majority of staff have already been in school at some points during lockdown on rota or for training or when needed. Many staff are in full time for last 2 weeks of term, so we can make sure everything is in place and this has proven to be reassuring
What is your approach to providing places for ITT trainees in the autumn term?
We are still having ITE students, they attend one school only for Autumn term.
As with NQT training, students training day will now be on-line to avoid risk, Schools, where possible giving NQTs a smaller timetable for the Autumn term to make up for the curtailed teaching practise this year.

How are you ensuring that employer health and safety and equalities duties are met?
We are advising schools on what needs to be done and where we can giving a Federation draft for adaptation, which has been well received
We have a special Staff Website and all documents associated with COVID19 actions and advice are uploaded from all schools, this includes all RAs and our Equality Duty assessments so we can check everything is done in line with statutory duties and staff can have easy access.
We have a draft Audit compliance check list and Directors will be in schools at end of summer to check all is as schools say it is and offer advice for the multitude of little issues that arise.

Curriculum, behaviour, pastoral support

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<tr>
<th>What adaptations will you make to the curriculum at each key stage for September 2020? Will you adjust the balance of subjects/ reduce teaching any subjects in the autumn term?</th>
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<tbody>
<tr>
<td>This varies across schools from NO CHANGES at all to some changes for the Autumn term where the risks to staff and students outweigh the needs of the curriculum</td>
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<tr>
<th>Will you adjust the timetable (in secondary schools) to reduce the need for pupil/staff movement?</th>
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<tr>
<td>Yes total re-write of timetables</td>
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<th>How will you manage the use of specialist teaching areas by multiple bubbles?</th>
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<tr>
<td>For Art/DT/Food. Longer time in rooms timetabled per class and cleaning in between. A couple of schools are even having a full week in say DT (Part of drop down TT for options in week before half term)</td>
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<th>How will you adapt teaching in PE and music given the stipulation to avoid singing and contact sports and make use of outdoor spaces where possible?</th>
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<tr>
<td>We are following professional sports guidance, there is plenty of scope for PE lessons, they will all be outside so we know this may be disrupted by weather, but we will do what we can. Music can still be offered, in some schools students do have their own instruments which make it easy, others will have to do more work on listening and theory to allow for cleaning of keyboards between lessons.</td>
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<th>What is your approach to establishing good behaviour when school recommences for all pupils?</th>
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<td>We will follow the school behaviour policy which will have a few more clearly communicated rules in place, students will have these explained to them on induction with clear explanations about why. There will be lots of praise for following the new rules as it will be challenging initially to learn the new expectations.</td>
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<th>What is your approach to providing high level pastoral care to pupils who may be suffering with mental health issues or difficult personal circumstances?</th>
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<tr>
<td>All 4000 staff have had the TISUK training. This informs staff of the likely behaviour they may see and to interpret these as anxiety and stress not defiance and disobedience, this we hope will ensure our staff show empathy and understanding and avoid confrontation and escalation.</td>
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Every Academy has a senior lead for mental health and 6 leaders form each school have taken a further course on managing school strategies for ensuring good mental health for all is a priority.

This approach will deal universally with potential mental health issues. Additionally the service to children and families over the lockdown has quadrupled and as a result our staff have been in very close contact with those who have been struggling and in many cases they have been attending school this term for support. So we have had the opportunity to get experts in place where required.

Additionally 6 teachers from each school have studied (over lockdown) mindfulness strategies which they will then deliver to all students over a 10 week specialist course, this will train students specifically to recognise and deal with their own anxiety, stress now and for the future. We believe this approach will have a huge positive impact on the mental health of all students as it offers very early intervention and will hopefully stop small issues leading to big problems.

Assessment and accountability

How are you adapting your approach to assessment to take account of the variability in pupils’ learning during lockdown?

We will be carrying out the NGRT reading tests for all children in secondary /progress tests for year 7 English and Maths (some are doing for 8 & 9 as well) / Pass tests for majority of lower school to check readiness for learning.
Year 11 will have partial mocks at Christmas and year 10 will have started their GCSE courses so will do low stakes testing through lessons for at least Autumn term.

The answer is really not clear yet as we have had really good on-line learning and until students return we just don’t know how big the gaps are going to be. But we have been clear that low stakes testing as we move through the Autumn schemes of work will be important to identify gaps in learning that we must then spiral back to.

Due to bubbling classes will be more mixed in ability and there will in some cases be a team of year group teachers, so this will be an interesting case study, a new approach to delivering provision for schools to learn from.

What is your strategy with regard to catch up provision?
There are Federation subject assessments that can be used carefully with students across all year groups, during some recovery lessons in first few weeks, to check success of engagement in lockdown and identify generic gaps.

Year 7 and 8 catch-up for Maths and English which has been in place for years will likely be more significant to ensure all students can access the secondary curriculum and read in line with their age. Schools have put additional staffing in place for this.
In year 9, 10 and 12 teachers will be using Federation resources and their own resources to assess students as they settle back into learning, so there will be checking of prior knowledge as we move onto the next sequence of lessons and expect there to be more recap, and gap filling than normal.

If catchup is required for identified groups of students we will do this in the normal way.
Year 11 and 13 will be key groups and we are offering a funded Summer school. With between 10 and 20 teachers per school volunteering to do catch up with students in their particular subject but also mentor students catching up in other subjects. These are students who have found engagement a challenge in lockdown, mostly disadvantaged but not always, some are children of key workers who have had a rough time. Some have been through adverse experiences and not been able to engage.

**How will you ensure that pupils with SEND make good progress?**

We recently undertook a review to check the provision for SEND has been like in the last few weeks, we therefore know what is working well and what has not. In general a proportion of SEND students have made really good progress in lockdown, because they have enjoyed home learning or been in school in a small group. Another proportion have been very hard to reach, in line with guidance, our schools have been focusing on getting these students back in over the last few weeks to give them a head start for September. Meetings with students and parents will also give teachers and support staff good information on support that will be required.

**Contingency planning to provide continuity of education in the case of a local outbreak**

**How are you equipping your teachers to deliver remote learning effectively?**

Teachers are currently having lesson observations online, a coaching model with feedback on effectiveness and we are seeing rapid improvements through this frequent but informal approach. There has been a lot of training and online skills have been developed. There is a very wide range of methods for delivery of remote learning and we have found different methods work with different students.

**What is your strategy to enable teaching and learning to migrate swiftly from school to home in the event of a local lockdown?**

Students at home self-isolating will be able to log into lessons going on in school, so they can follow their own full timetable.

If teachers have to work remotely due to self-isolation, where possible they will deliver their lesson to their class in school.

We will keep the teaching in bubbles designated going in the same sequence whether remotely or in school.
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

Hygiene routines need to be embedded in how we operate. We have provided additional hand sanitisers, touch point cleaning and class packs. We are also installing mobile hand wash/hand sanitiser stations in academies so that frequent hand washing becomes the norm. This will be backed up with signage, reminders and modelling from adults.

The guidance is circulated to all academies, but key points are built into our trust-wide principles. We also give regular updates as advice and guidance changes and provide telephone advice. Messages are also sent to all staff and families with reminders around reporting symptoms, seeking testing and isolation.

The solution for bubbles is specific to each academy. When operational plans are developed they are risk assessed. Most primary academies will operate with year group bubbles and secondary academies are zoning areas by year group. Some will have staggered break times and some will have zoned areas. Schools have minimised the use of resources by providing individual stationery packs for pupils and removing some equipment. Additional cleaning has ensured that shared resources are cleaned between use. This will require updated protocols once more pupils return in September. We are currently consulting with our cleaning contractor and academies to make sure any additional cleaning that is required is in place. The biggest challenge in secondary schools will be access to practical rooms and also how mealtimes are managed.

Staggered start times will be problematic in some academies as some pupils are reliant on public transport, so this will be an academy specific approach which will work for that school community. Approaches include limited staggered start with year groups being brought in from separate areas, not having tutor time in some year groups and so on.

School operations

Communication with parents and carers has been maintained throughout the period of closure and continues to be a priority in all of our school. Plans for reopening, how we are working to keep children safe on their return and the expectation for full attendance have been shared in a variety of ways including school websites, individual phonecalls, social media and, by the CEO, via mainstream media.

The Inspiration Trust believes that the best place for pupils to be educated is at school and are communicating this message clearly to all.

Attendance leads in our schools have been undertaking proactive work with their communities to engage with families that have not been attending to prepare them for the return of school in September. This has included:
● Writing to families and making attendance expectations clear
● Phoning families/undertaking virtual meetings with parents/carers of pupils that have had historic poor attendance and ensuring that the reasons for this are discussed to pre-empt this for the coming year.
● Working closely with colleagues at feeder schools to identify pupils with attendance concerns to ensure that effective support can be put in place.

In addition, plans have been put in place to ensure that robust systems and procedures are used across our academies if pupils fail to return to school in September. The stepped approach that will be adopted by all our schools will utilise all of the tools that are available to schools up to and including legal processes. To aid this process guidance for attendance leads has been produced centrally to ensure consistency and rigour in the way that attendance is monitored and addressed across the trust.

We have kept in touch with employees through our HR teams and through the Principals. We agreed a trust wide approach to expectations around attendance and we supported anxious employees through our employee assistance programme. We also send clear information about the measures we have in place to keep all employees safe.

We follow the guidance relating to clinically vulnerable and clinically extremely vulnerable. Clinically extremely vulnerable staff are still advised to shield and we will support them until this advice changes. Some clinically vulnerable staff have returned to work but this is only where we can be assured that social distancing can be maintained or where the employee has asked to return to work. We carry out risk assessments on any clinically vulnerable employee who opts to return. We also have risk assessments for employees who are not in these groups but feel vulnerable but are not classed as clinically vulnerable or extremely clinically vulnerable, e.g. BAME employees.

In terms of ITT, we are aiming to place trainees in their placement schools as planned and already have the necessary arrangements in place, with contingency arrangements ready if needed. We were able to successfully offer a positive training experience to trainees during the COVID 19 lockdown and are prepared to move online if necessary.

We ensure that we meet our employer health, safety and equality duties by
- making sure that we are consistent in our approach
- rigorous risk assessments which are reviewed by Trustees
- Careful review of PHE/NHS/DfE and other workplace guidelines. We aim to at least match if not better the minimum safe requirements
- Discussing plans with H&S representatives and recognised trade unions.
- The trust has a dedicated Health and Safety manager as part of the Estates team.
Curriculum, behaviour, pastoral support

We plan to retain a broad curriculum at all key stages, although additional time for English and maths will be in place in primary particularly where needed. We have however made some changes in order to allow us to offer a fully blended offer where all pupils at all key stages can access a ‘mirror’ curriculum online remotely if needed. We have adapted the curriculum to allow for ‘catch up’ of content covered during ‘lockdown’.

Some schools will have to adjust their timetable to reduce the need for pupil and staff movement and this does vary school by school. Most timetable changes have been made to accommodate staggered starts or arrangements for staggered lunches and break times. Some schools are also employing timetables where teachers move between classrooms rather than pupils.

Specialists will need to teach across ‘bubbles’ to ensure access to high quality teaching, particularly at secondary, although we will try to limit this as much as possible. Where this is the case we will increase the use of other preventative strategies such as distancing and hygiene procedures.

We will aim to deliver PE outside as much as possible and have adapted teaching to reduce contact with equipment. We have also put protocols in place for use of changing rooms. Many of our schools are allowing pupils to arrive in school in their kit on their PE days to reduce the need for changing. Swimming lessons in primaries will not take place in the Autumn term until clear protocols are in place and pools have the go ahead to open.

We’re keen to reintroduce music and particularly singing - we have very active choirs in our schools. But we’re still working on plans to do this safely.

Our behavior systems will be unchanged and our pupils are used to high behaviour expectations and structured systems, however we will ensure additional support is in place to support pupils’ pastoral and wellbeing needs as we recognise this need may increase. Leaders are already being trained and supported with this. Bereavement support and counselling is an area we have already identified where we will increase support levels. We are engaging with external agencies and charities to meet this need.

We had already invested in pastoral care in our schools as part of a trust wide inclusion strategy. Additional CPD, resource and staffing will be in place. One specific example is that we are training several school leaders in inclusive leadership strategies through a programme led by the charity, ‘The Difference’. The programme covers key areas such as implementing trauma informed practice. This additional resource and capacity will now be needed more than ever. In addition our trust Director of Inclusion will oversee our continued work with families and also our safeguarding strategies.
Assessment and accountability

Baseline data will be drawn from assessments in September, to supplement formative assessment that has taken place during ‘lockdown’. A year long assessment strategy, linked to our curriculum strategy will allow us to measure the impact of teaching and curriculum throughout the year. This strategy combines summative and formative assessment and will inform our ‘catch up’ initiatives.

Our ‘catch up’ provision started during ‘lockdown’ with 1:1 tutoring and individual support for pupils who were not progressing with remote learning. We will do all that we can to prevent disadvantaged and vulnerable pupils from falling behind. This includes: Summer schools, Saturday school, tutoring, mentoring and extended school days. Our communication and partnership with parents will also be key.

Our data around remote learning participations already shows that the majority of SEND pupils have been accessing remote learning well, with our support. But our schools will be ensuring every possible intervention or support strategy is in place where it is needed for our SEND pupils. We will be providing a trust wide blended learning curriculum, to ensure high quality remote learning. This will free up teachers to support their most vulnerable pupils including those with SEND. We will also be offering high quality whole trust CPD around SEND.

In addition to this - our adapted monitoring, assessment and quality assurance frameworks will allow us to identify where pupils are not making progress and intervene.

Contingency planning to provide continuity of education in the case of a local outbreak

We will be providing a trust wide blended learning curriculum, to ensure high quality remote learning. The online learning package will be in place all year - mirroring the ‘taught curriculum’ in schools. Pupils will be able to move smoothly between the two offers. This will be led and supported by our central education team. We’ve also improved our IT infrastructure and have provided extensive CPD for teachers around remote learning covering topics from ‘use of Google classroom’ to the ‘best pedagogy for remote learning.’
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

- We will continue to operate timetabled handwashing sessions throughout the day – upon entry to school, after break, before and after lunch and at the end of the day and additionally as required. All staff are issued with radios to ensure smooth transitions of classes to shared facilities to avoid congestion with a maximum of 3 pupils per year group accessing the facilities. Hand sanitiser is provided in each classroom for pupils to use before break and when moving to another room. Senior staff members are responsible for ensuring adherence of these routines within their zones.

- We will increase our professional development days to carry out further training for staff before the Autumn term and hold regular staff meetings and briefings to ensure guidance is cascaded to staff team and that the staff team are consulted on and are clear about how to meet the guidance. Weekly staff newsletters will highlight changes and amendments. Parent and pupil friendly transition videos will help the community to prepare for a safe return. We will offer 1:1 walk and talk meetings for more anxious families to show them the site and procedures in place to provide reassurance. We will continue to use Class Dojo and Parent Mail to provide families with up to date information and guidance.

- Children will work in whole class bubbles, which will extend to include year group bubbles for outdoor play, assemblies and small group interventions. Children and adults will sanitise hands before moving out of and returning to classroom bubbles. Adults moving between bubbles will be kept to a minimum and will follow strict hygiene measures to minimise risk.

- Arrival and Collection times will be staggered to minimise congestion. Clear signs and pathways will indicate how to enter and exit the site safely. Senior Leaders will be present during transition days to support and monitor transitions around the site. Parents will be encouraged to call the office with enquiries and pass on messages via Class Dojo. Pupils will transition using external doors to visit the toilets and handwashing facilities. Where possible all transitions will use external doors to minimise number of pupils in the corridor areas.

- All pupils will have their own set of stationary resources in a named, clear zip wallet which they will keep with their exercise books in a tray on their desk. Other resources will be shared in class bubbles e.g. reading books, maths manipulatives. Other equipment will be cleaned between each use and only staff will be able to collect resources from shared areas. Each year group will have their own play equipment to be used during break and lunchtimes. All equipment is able to be sterilised at the end of each day.

- We will make families aware that Covid-19 home testing kits are available from school and all absence will be followed up by our administration team to determine the reason and identify next steps as appropriate. We will give parents regular updates and information through our home - school communication with regards to NHS Test and
Trace processes. If a pupil is confirmed with Covid-19 we will follow procedures and guidance and contact the Local Health Protection team for advice.

- We will be offering two staggered start and end times without reducing the school day and scheduling carefully timetabled breaks for each year group. We will offer hot lunches to children in the EYFS every day. Lunches for pupils in Years 1, 3, 5 and Years 2, 4, 6 will be rotated, so that one week children would be offered a cold lunch or jacket potato option, eaten within classrooms, and the alternative week they will have a hot meal option eaten in the hall.

**School operations**

- We currently have 89% of our school community attending as a result of comprehensive communication and systems to reassure and support families. We have offered all pupils the opportunity to return to school to spend time with the class teacher and offered transition days. This has enabled pupils and families to prepare for September. We continue to support families who remain anxious about returning through wellbeing phone calls, distanced doorstep home visits and accessing OM and Family Support Practitioner support.

- Currently, 99% of our staff team have returned to work onsite and 95% of our teaching and learning support staff are working with children in classrooms. Staff who have anxiety due to supporting family members who are clinically vulnerable have been offered duties remotely where possible or distanced from children. Staff have rigorously followed guidance in place and we are confident, through ongoing communication with Senior Leaders, that 100% of teaching and support staff will be in classrooms in September 2020.

- We have 2 ITT trainees joining the team from Autumn 2020, who will be fully inducted during our extended PD days in our policies and procedures and will be updated regularly in accordance with government guidance. They will be assigned to class bubbles with experienced teachers who will mentor them and this is overseen by the headteacher.

- Our premises manager and Trust Health and Safety Executive team, along with the headteacher and Primary Director will continue regular meetings to brief, review and assess the policies and procedures and ensure these are being effectively carried out. All changes in policy or guidance will be adhered to, to reflect the modifications or adaptations necessary due to Covid-19.

**Curriculum, behaviour, pastoral support**

- We plan to offer a broad and ambitious curriculum for all and will make necessary adjustments to ensure subjects are taught following guidance e.g. music and PE. We will increase our provision of PSHE to reflect the needs of our community. We will support pupil’s transitioning across key stages and ensure that when introducing new information, a review of prior knowledge is undertaken to identify gaps in learning. Our curriculum is built on spaced retrieval practice model, enabling opportunity review and return to learning to embed it effectively. This offers opportunities for pupils to catch up and recover lost learning due to school closure or absence.
• We expect most learning to be facilitated within classrooms, with resources being taken to classrooms and cleaned before and after use. When using shared spaces e.g. hall, equipment will be used by the class and then removed and cleaned before being used by other pupils.

• As much as possible, all PE will be delivered outside in class group bubbles and facilitated by the class teacher or a qualified sports coach. Guidance will be given to staff re: suitable sports provision and skills based learning to avoid contact sports. Music provision will be offered to meet new guidelines ensuring that alternatives to high risk activities such as singing are provided e.g. percussion, stringed musical provision and remote opportunities where possible.

• We recognise that our pupils respond well to routine and structure and positive reinforcement and praise. We will continue to provide opportunities to celebrate success and encourage positive choices, through showcasing our achievements in assemblies, certificates and badges etc. Our curriculum is built upon cooperative learning principles which encourage oracy and high levels of pupil engagement. Relational leadership remains the heart of our approach and is something we expect all staff to adhere to. Our behaviour policy will be adapted to meet guidelines including providing walk and talk restorative sessions for pupils who have shown poor behaviour choices.

• To support pupil’s pastoral needs, we have 4 trained Thrive Practitioners with a further 2 staff members undergoing training from September. These practitioners work alongside children who have high pastoral needs through 1:1 or small group sessions to support their emotional wellbeing. Our Thrive practitioners provide regular CPD for staff to ensure a Thrive approach supporting all pupils is offered across the school. We have a Family Support Practitioner onsite 2 days a week who supports families and pupils as identified. We will continue to offer bespoke support to families as appropriate, led by our headteacher and Assistant Head responsible for inclusion and safeguarding.

**Assessment and accountability**

• We will be undertaking some diagnostic assessments and interviews early in the Autumn term to enable staff to identify gaps in learning and plan effectively. Children will be provided with learning therapies which carefully meet the learning gaps. These will be delivered in whole class, small group or 1:1 sessions as needed.

• We will be offering a range of catch up opportunities to meet the needs of our learners. We expect catch up sessions to be delivered by teachers within our team beyond our core curriculum time. They will be offered before and after school with breakfast or tea. We will carefully balance to ensure that pupils are not overloaded with multiple interventions and are not missing core curriculum time.

• We have provided comprehensive transition arrangements for our SEND pupils, including additional meetings, stay and play sessions and providing transition materials during the Summer term. Teacher to teacher handovers, with SENCO support, have enabled pupils with SEND to be carefully considered and well provisioned for in September. All reviews have been conducted remotely and all pupils have a one-page plan detailing their current provision and next steps. Staff working with SEND pupils have regular training and CPD updates.
Contingency planning to provide continuity of education in the case of a local outbreak

- All staff have been supported to learn new skills to enable them to access and provision online learning through Class Dojo. We have adopted a clear and consistent approach to remote learning across the school to enable families to plan and support their children around work, or siblings.

- We have changed our Maths teaching resources to ensure that learning in school can be accessed and facilitated at home easily. In the event of a local lockdown, all staff will continue to offer daily teaching sessions across Maths, English and, in the event of another school closure, a core offer of the wider curriculum and PSHE.

- All families have been supported to access our Class Dojo platform with 100% of families connected and able to see updates and learning posts from their class teacher and the headteacher. During lockdown, we had over 30,000 learning portfolio uploads and this is an established tool in connecting with our pupils and families. Families who may find accessing this platform more difficult due to technology, will continue to be offered bespoke support such as home learning packs delivered or access to a school computer. Vulnerable pupils will continue to be additionally supported through twice weekly wellbeing phone calls and if possible offered provision in school alongside keyworker children.
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

<table>
<thead>
<tr>
<th>Embedding adherence to good hygiene routines, including rigorous handwashing, in the school culture.</th>
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<tr>
<td>• Clear signage in all toilet facilities; adult and children alike.</td>
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<tr>
<td>• Use of tutor time to reiterate and discuss public hygiene messages.</td>
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**Ensuring that schools understand and follow the guidance from DfE/PHE.**

| • DfE guidance will be shared with staff in full in July for staff to comment and discuss. |
| • All staff will be contacted in writing with a full explanation of the school’s approach to hygiene and minimising transmission. |
| • Managers will be personally briefed on the school’s approach in order that they are fully able to share model and implement the guidance and address immediately and directly any concerns that their colleagues have. **Formation of bubbles in secondary schools** |
| • ‘Bubbles’ will be created in Key Stage 3 around teaching groups. |
| • Classes will be organised in prior attainment sets however for 2020-2021 there will be no capacity for individual departments to fine set within their own areas. |
| • Bubbles are not possible at Key Stage 4 or Key Stage 5. |
| • Students in vertical tutor groups will be seated in year group areas in each tutor room. |

**Strategies to minimise congestion through managing pupils’ arrival/departure/movement around the school**

| • The school day will not be able to be changed due to the number of students using public transport. |
| • Arrival is staggered and an increased number of social/arrival areas will be made available to students on arrival at school with numbers being closely monitored by the SLT. |
| • One-way systems and up/down only staircases have been identified and yellow guidance tape indicating foot traffic routes and permissive access will be used. |
| • On departure SLT will manage the movement of students off floors to evenly distribute the movement of students to all exits, including exits not previously available. |

**Minimising the sharing of resources and spaces**

| • DfE guidance states that classroom-based resources such as books and tools can be used now by students. |
| • Items which can be cleansed after use such as technology and science equipment will be cleaned by the student at the end of their use of it with cleansing wipes provided in every classroom. |
| • Use of text books can be minimised by encouraging colleagues to produce single use resources. |

**Encouraging and supporting school communities to follow NHS Test and Trace processes?**

| • Any child who presents with symptoms of Covid-19 will be sent home as per the DfE guidance. |
• All parents will be telephoned daily by the school until the results of a test have been received.
• In the event of a positive test the NHS track and trace process will be communicated.
• The school will inform staff and the families of all students that the child would have come into direct contact with at a time when they might be contagious.

School operations

Actions to reassure parents and encourage high attendance in September
• The school will write to all parents before the end of term and again in August. In both communications parents will be reminded that DfE guidance 2.7.20 states that ‘all pupils must attend school’.
• Normal attendance management procedures will be reinstated from September. Student Support staff will regularly contact parents of students with lower than acceptable attendance directly.
• Where this relates to apprehension and concern over Covid-19 then ‘return to school meetings’ will take place to attempt to reassure families on the actions that have been taken to mitigate risk.
• The school will not bring about formal procedures against families of children with low attendance before October 2020. This will not apply to those children whose attendance was persistently low before March 2020.

Actions to support employees who are anxious about return to school
• Employees who are anxious about returning to school are being receiving ‘phased return visits’ throughout the summer term
• Where these visits are not possible before the summer break such as for those colleagues who are considered extremely vulnerable arrangements will be made during August, taking in results days and other times when the school is empty depending on the level of concern of the colleague.
• School counselling, chaplaincy and psycho-therapy services will be made available to staff throughout the Autumn term.

Provision of places for ITT trainees in the autumn term
• Trainee teachers will be welcomed into the school in line with the requirements of the training providers.

Ensuring that employer health and safety and equalities duties are met
• A section on dealing with Covid-19 will be added to the weekly Headteacher/ Premises Manager Health and Safety checklist meeting.
• These will be monitored by Governors through reporting to the Resources Committee half termly.

Curriculum, behaviour, pastoral support

Adaptations to the curriculum for key stages 3 and 4 for autumn 2020
• At Key Stage 3 and 5 no adaptations to the curriculum will be made other than to a small number of students where appropriate. It is not envisaged that this will a greater number than in any other year.
• At Key Stage 4 investigation core PE lessons are to be removed and additional Maths and English lessons will be taught. (The feasibility of this is currently being investigated.)

Timetable adjustments to reduce the need for pupil/staff movement
• The school operates a three 100 minutes lesson day so movement across the site through the day is minimal.
• Students will rarely be required to walk in the opposite direction to each other. When this is the case clear directional signage and one-way systems are in place.

Managing the use of specialist teaching areas by multiple bubbles
• Additional cleaning hours will mean that classrooms and other teaching spaces can be cleaned during breaks between lessons.
• Each classroom/teaching space has its own cleaning station at the entrance to the room. This cleaning stations contains disposable gloves, anti-viral spray, hand sanitiser and cleaning towels.

Adaptation of teaching in PE and music curricula given the DfE stipulations to avoid singing and contact sports and make use of outdoor spaces where possible
• The curriculum will be adapted accordingly. Where assessment requires students to sing or undertake contact sport such as for examination courses then risk assessments will be completed for each activity. The school is monitoring closely current Ofqual consultation on changes to the curriculum and assessment models at KS4 and 5.

Establishing good behaviour
• Existing behaviour policies and expectations will be strictly enforced at all times.

Pastoral for pupils who may be suffering with mental health issues or difficult personal circumstance
• Current outstanding systems will be supported by the addition of psycho-therapy support that was previously only available to sixth form students.

Assessment and accountability

Assessment of pupils’ learning
• Adjustments to the assessment calendar have been made to produce an assessment of all pupils in all subjects by the end of October.
• This will be analysed by leaders ahead of Academic Review meetings for all pupils in all years on 8 October 2020.
• At these meetings individual plans will be created and those students with the greatest need for ‘catch up’ will be identified.

Catch-up provision
• Strategies for catch up provision are strong in Key Stages 4 and 5. Additional resources will be deployed should they become available in line with commitments from government.

Support for pupils with SEND
• Additional trust resources to monitor SEND student performance will enable current excellent practice.
• Greater use of Access provision at Key Stage 4 will enable targeted curriculum support for students in greatest danger of under-performance.

Contingency planning to provide continuity of education in the case of a local outbreak

Supporting teachers to deliver remote learning effectively
• As an Edtech demonstrator school we are providing bespoke training to all members of staff on remote learning.
• School CPD website has online training in all forms of virtual learning.

Enabling the swift migration of teaching and learning from school to home
• Every teacher to be assessed by leaders on their performance during lockdown graded and categorised in line with current Trust procedures.
• Those staff considered to be the weakest performers will have bespoke training as part of the school’s points based CPD strategy.
• Remote learning targets to be directed into staff performance management procedures in October 2020 when considered appropriate.
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

**Risk Assessments**

The local authority is working closely with all schools and settings regarding safe extended opening. Prior to June reopening, it developed a risk assessment, agreed with the dioceses and unions, for all maintained schools. This was also adopted by a number of stand-alone academies and trusts within the borough. The risk assessment is being revisited for the autumn term in line with DfE guidance for the full reopening of schools. It is envisaged all risk assessments for LA maintained schools (including voluntary aided and voluntary controlled) will be agreed by 1st Aug 2020.

The individual staff risk assessment developed by Human Resources has been reviewed for September wider opening of schools.

Each LA maintained school has received an amount of full PPE to use as advised by Public Health England. This was given to schools free of charge and is sufficient to last until October half term.

**Testing and tracing**

Working alongside Public Health North West and Blackburn-with-Darwen’s track and trace group the LA developed a resource pack for schools and settings. It has given additional capacity to the test and trace system for schools and settings, by giving leaders a point of contact to record possible and confirmed cases in the borough. This enhances the wider test and trace system.

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**School operations**

**Transport**

All schools who commission the LA to provide home to school transport have requested their original transport arrangements with supervisory measures from school. There are some amendments to finishing times, change of end of day times, possible delays at the end of the day to account for staggered finishes. The LA recognises that schools cannot police large numbers of vehicles arriving and departing from their sites. Supervision, multiple journeys of the same route, all at additional cost do not constitute a practical, sustainable approach.

The LA has sought advice from Public Health, its legal team and insurance providers and is awaiting more guidance regarding the approach to transport. There will be a full risk assessment written by the LA for schools who commission the service.
Curriculum, behaviour, pastoral support

Safeguarding and protection

The LA has produced detailed guidance for schools on the implementation of safeguarding duty. The principle of prioritising vulnerable pupils and protecting them from harm has remained constant, with clear records maintained of all contacts made with pupils during lockdown. Excellent working relationships between the SEND team, virtual school and wider services provide a safety net. The LA has developed robust systems for capturing and sharing information.

Critical support for schools from independent reviewing officers, inclusion support officers, family support workers, educational psychologists, CAMHS trailblazer team, school nurses and careers support has been carefully coordinated, with substantial advice being provided online. The LA SEND team maintains weekly contact with school SENDCOs. This infrastructure will help to ensure that safeguarding continues to be holistic when schools fully reopen.

Early Help

Identifying and supporting vulnerable children is key to recovery plans in Blackburn-with-Darwen schools. There was an upsurge in the number of requests from schools and settings for CAF training during the lockdown period. The CAF link workers reworked training materials and utilised MS Teams to deliver a virtual CAF training session that has been very positively received. A high number of young carers has been identified during lockdown. Some of these referrals have been generated as a result of the closer working of family support and schools and the Team Around the School approach. These young people will be monitored closely by schools on reopening.

Children in our care (CIOC)

The local authority’s CIOC team has analysed the reasons for changing patterns of children identified as presenting concern during lockdown. The impact of furloughing and self-isolation on parenting have been considered, as has the impressive resilience shown by children and foster carers. Good intelligence about families and communities is helping the LA align its services for the autumn term. The rise in attendance of children in our care from 5% to 27% during lockdown indicates that the LA’s work in building the confidence of its families is having a positive impact.

The LA developed a payment/voucher/resource pack offer to support foster carers/parents with home learning. A paper was written to share with NWADCS and this approach has now been replicated by other LAs.

Supporting Children and young people with SEND

SEND assessment and review meetings being undertaken remotely wherever possible to avoid protracted delays in meeting needs.

Special schools are offering visits for families – outside the normal school day and some are offering virtual tours. Schools are recording on the risk assessment and agreeing with families the ‘reasonable endeavours’ taken to support children with EHCPs. EY SEND support and portage support are similarly continuing online.

The educational psychology team has worked closely with data protection officer to adapt the privacy notice and consider legislation around video observations/assessments, so that educational psychologists can complete analysis of video footage shared by parents. This will be on a purely voluntary basis and will be kept by the educational psychology team for a short period
of time for analysis to be completed. Written advice will be produced based on this, again with
the aim of ensuring that unnecessary delays to provision can be avoided.

The SEND team has produced a detailed handbook of advice for staff supporting children with
specific needs, including autism, who may find return to school daunting.

Assessment and accountability

**Planning for a full school return**
The LA has commissioned NLEs to support primary, secondary and special / alternative provision
leaders in developing a school recovery plan for September, the focus being catch-up and
curriculum.

The LA school improvement strategy board (SSIG) has established task and finish groups that are
working on specific initiatives focused on key transition points to support full reopening.

**Early years transition** work has focused on identifying all children joining Reception Year in 2020
and collating information about their needs, profiles and vulnerabilities. Curriculum development
work is also being undertaken with a focus on outdoor play, early language and reading and
continuous provision. Action plans have been put in place for children with special educational
needs. Virtual tours, teacher biographies, safe visits are being used as appropriate with TAF/CIN
meetings being used as a tool to support transition to school

**Key Stage 2 – 3 transition** is being addressed by the development of a common data transfer form
completed by primary colleagues identifying vulnerable learners, safeguarding concerns
end of Key Stage 2 attainment in reading, writing and maths, to support secondary colleagues in
placing children in the most appropriate ability group in Year7. Transition plans are being
developed by secondary schools to assist all children but especially the most vulnerable. *Moving
on to High School* resources have been created along with guidance as to how vulnerable pupils
will best be supported.

**Key Stage 4-5 transition** is being supported through the compilation of a transition booklet *Life
After Year 11* which contains information on all of the main post 16 providers both in borough and
out. It includes a section on apprenticeships including training providers. The document is young-
person friendly and has been distributed to the Year 11 cohort via schools. Support and guidance
are being provided to help young people find the right progression route and support the
application process where necessary.
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

Minimising the risk of transmission of Coronavirus has been ensured through the availability of materials to support these routines and the embedding of handwashing in schools’ culture. Materials are procured locally and made available to all schools so that there is no difficulty with supply. Additionally, we have facilitated regular sessions with an infection control specialist and the Director of Public Health who have reinforced this in the daily thinking and planning of our school leaders. We have also made sure that there is a supply of signage for school sites that reinforce these messages for staff and pupils. Signage is available through our corporate print services to guarantee supply.

We have ensured that risks are minimised by facilitating contact with our Health and Safety teams, regularly sharing guidance with schools and ensuring that they have direct contact with infection control specialists and the Director of Public Health. We have also provided schools with the opportunity to attend group Q and A sessions with these specialists and followed this up with a list of frequently asked questions and the responses to those questions. Schools with an SLA for Health and Safety have had their risk assessments checked by specialists and their sites have been visited and will be visited when pupils return to check adherence to the guidance.

There is a mixed approach to the formation of bubbles in primary and secondary schools. In the Primary phase, schools have been able to form bubbles of between 10 and 15 pupils, with a teacher and TA / or HLTA. They have used available space to establish as many of these bubbles as possible. In the Secondary phase, schools have used the option to bring back Y10 pupils initially for small group face to face contact while socially distancing and have maintained bubbles for pupils who are vulnerable or who have parents who are critical workers.

Primary schools will extend these bubbles from September, but will increase their size. Secondary schools will largely use whole year group bubbles and “zone” within schools to keep these bubbles separate. Pupils will use different exits and entrances and will enter and leave the buildings through different entrances and exits where possible.

A Covid Health Board has been established that keeps relevant professionals up to date with the current information on the NHS Test and Trace processes and gives schools direct points of contact with two named people who act as the primary contacts for NHS Test and Trace. The Head of School Standards, Safeguarding and Inclusion acts as the primary point of contact and Headteachers can email concerns for action and advice across for prompt action. Schools have also been kept up to date through the weekly Q and A sessions with Public Health.

School operations

Schools have been asked what the level of demand is for school transport. This information has been triangulated with Blackpool Transport and the level of provision has been aligned with the town-wide need. Extra services will be provided if required as transport will be running at a maximum of 50%. Correspondence has been sent to schools to share with parents that emphasises the need to walk or cycle to school rather than using public transport.
We are circulating guidance to schools to share with families about safe journeys to school. We are also publicising information on the Council website about safe travel on public transport as well as advertising around the town and on our buses and trams.

Information has been provided for schools to share with parents about the expectation that attendance is mandatory from September and that every possible precaution has been put in place to ensure that school sites are as safe as possible for the return of pupils. We have reiterated the expectations of the school attendance code and we have provided leaflets from Public Health England that explain to parents why a return to school is now appropriate.

We have shared the pan-Lancashire agreed protocol for issuing Penalty Notices with Headteachers and Academy CEOs so that they are aware of how to use these and which specific circumstances apply, so that they can be used if absolutely necessary. However, we are focusing upon the ability of family-focused professionals to work with families, engaging them in education again and supporting them to resolve the issues that are preventing children attending school. This will be done by the Pupil Welfare Service, the charity School to Home Support and through school pastoral staff.

The essential information in relation to these duties is shared with employers through regular contact with the Council Health and Safety teams and through contact with our HR team. Their risk assessments and return to school plans are checked and guidance is given where these do not meet the requirements of the legislation. Regular contact is kept with the Unions so that these messages are also heard and actioned.

**Curriculum, behaviour, pastoral support**

Schools have largely decided that they will maintain a broad and balanced curriculum where possible in the Secondary Sector, although this is restricted slightly by the availability of specialist staff and specialist teaching areas, due to the constraints of the “bubble” systems. Primary schools will be focusing upon Numeracy and Literacy initially, but will also deliver these elements through the wider curriculum offer as well.

Our Special Schools and Pupil Referral Unit have taken individual, bespoke approaches to re-engaging their pupils and ensuring that they are as safe as possible when they do return. There has been a phased approach to reintegration and engagement and there has been a face to face or virtual offer available for all children throughout the entirety of the closure. Each pupil will have a bespoke plan for return to school, with the most clinically vulnerable pupils have a multi-agency plan for their return.

Pupils who have previously been poor attenders at school have been identified, as have those who have found it difficult to follow the rule set out by schools and / or have been placed in Alternative Provision. Their families have support provided by the Pupil Welfare Service and, if they consent, through Targeted Intervention Services and the charity School to Home Support.

Places have been made available at our Hospital School provision, with increased access to specialist mental health support. Places have also been made available in the LA PRU and in independent AP if schools require it. Bespoke timetables have been arranged which gradually encourage full attendance, which combine face to face learning with online learning.
We have supported schools to consider the pastoral care that they will provide for pupils and have established an inclusion group that will progress particular issues as and when they arise. The inclusion group will plan for eventualities, considering factors such as managed moves, fixed term exclusions and internal inclusion provisions and how they will be managed if pupils have to move between schools and cross “bubbles”.

Assessment and accountability

Our emerging strategy relating to “catch-up” provision has been to encourage partnerships with local Universities to establish a programme of mentoring and tutoring where this is required by schools. We have also encouraged the use of existing school staff to provide small group “catch-up” sessions for pupils, outside of staff directed time, paid at an agreed rate across the town. This is seen to be the best way to improve the outcomes of pupils as quickly as possible as the staff know pupils better than external staff.

Pupils with SEND will have bespoke catch-up sessions based upon their individual needs and their multi-agency plans.

Our town-wide Opportunity Area programme and funding has allowed us to guarantee town-wide assessments through GL assessments to establish base-lines and to closely monitor progress across the year.

Contingency planning to provide continuity of education in the case of a local outbreak

Schools have been working hard to ensure that they have functioning systems that can easily pick up remote learning if there is a localised lockdown. All our allocated DFE laptops have been distributed to families and we are also progressing the access to BT WiFi hotspots if they require it, as well as distributing the 4G “dongles” to families. Schools that were unable to facilitate online learning were able to access the free support from the DFE and establish a Google or Microsoft platform. We have shared information with school leaders about how to safely and effectively use Microsoft Teams and Google Classroom as well as using available online resources such as Oak National Academy. Schools can also utilise printed resources where absolutely necessary which we can use existing distribution networks to distribute resources and Free School Meals if required.
Planning for the full reopening of schools to all pupils in September 2020

Minimising the risk of transmission of coronavirus in school

Schools have been provided with a risk assessment template to consider how to mitigate risks on a whole school basis, pupil basis and staff basis. We have provided all schools with a template to risk assess the needs of BAME staff whom we know are more likely to be at higher risk of the impact of Covid-19. The risk assessment template can be used with non-BAME staff and we have advised all schools accordingly.

All information, support and advice we have provided has gone to all schools, regardless of their designation. This has helped to provide a “Bradford Centric” approach which has been strongly welcomed by schools and MATs alike.

School operations

The Council is looking at investment that may be needed to support social distancing for those children that are transported to and from schools due to their SEND. These arrangements will be in place for September 2020. We are working with the WYPTE to discuss the wider issues regarding school buses to transport young people to and from school who are unable to use other methods, such as walking, bicycles or a family vehicle, to travel to and from school.

The Council will be writing to parents/carers to reassure them that schools are safe and have been provided with advice and support from the LA on how to bring all children back to school safely. We will also be providing a view from our Director of Public Health on the situation to help instil confidence in the main focus of worry in Bradford, which is linked to community transmissions and children bringing the virus home to multi-generational households.

All schools have been provided with advice on how to support staff to feel safe at school, including the use of the aforementioned risk assessments. In addition, the LA has had weekly meetings with Trade Unions to discuss issues regarding the opening of schools so that there is confidence in the relationship between schools as the employer and the staff when planning for full re-opening.

Curriculum, behaviour, pastoral support

The Council has recently approved funding for an Educational Therapeutic Team to be put in place to support schools to have access to advice from specialist educational professionals to support them to address any potential issues regarding the engagement of children and young people back into school. The LA recognises that many children will find the physical engagement with their peers and the return to school a challenge. It is important, therefore, that all schools have access to specialist advice from educational staff who are trained and knowledgeable in appropriate therapeutic approaches.
Assessment and accountability

The LA has provided all special schools with a senior officer as a point of contact during the Pandemic. Meetings with all special school heads have happened on a weekly basis, supported by the Senior Officer. This Officer will continue to be their point of contact when schools return in September.

Children with SEND have been supported by schools. Where schools have struggled to meet children’s’ needs, the LA specialist teaching and support service has been deployed to support them. This Service will continue in September to provide support and advice to schools on meeting the needs of C&YP with SEND.

Contingency planning to provide continuity of education in the case of a local outbreak

We have provided advice to schools on how to manage outbreaks and this has included the provision of remote learning opportunities. A number of schools across the District have already had experiences of outbreaks and therefore we anticipate that this learning will be able to be carried across into the new Academic year.

Schools have all been provided with a Strategic Contact during the pandemic and this has enabled schools to have ready access to a senior member of staff in the Education & Learning Service who has been able to provide them with advice and support as and when needed. This system has operated as a full team with the Senior Managers from the Service operating from a central office base, as well as a virtual team of middle managers. Feedback from schools has been very strongly supportive of this approach and model as schools have been able to contact Officers for advice between 8am-7pm and on weekends which has enabled a proactive and swift response to address issues that have arisen.