



Covid 19 Risk Assessment to support remote learning and children in school (vulnerable and critical workers)

Date completed: 6 January 2021 Updated: 26/01/21

Reviewed by Local Governance Committee: XXXX

Reviewed by Trustees: XXXX

Government guidance source:

- **Guidance for full opening – schools. Published 2 July 2020.** <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- **DfE Remote Learning for Good Practice – published 1 October 2020** <https://www.gov.uk/government/publications/remote-education-good-practice>

Government statements from guidance:

- 'It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term'
- 'Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.'
- 'If schools follow the guidance set out here, they can be confident they are managing risk effectively'

This risk assessment has been designed by Spaxton Primary School and is based on the 5 areas identified in the guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
1. Public health advice						
1.1	Children, parents and staff's emotional health and wellbeing is at risk as a result of Covid 19 Contact during Emergency evacuation	Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below	<ul style="list-style-type: none"> New risk assessment to be put on the school website and to be reviewed on a monthly basis by Head of School and Chair of Governors and half termly by Local Governance Committee 		RR	
1.2	Contact with someone suffering from coronavirus	Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school	<ul style="list-style-type: none"> Parents to be reminded of standard national advice regarding symptoms to look out for and to follow the https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection guidance. If child's test is positive, they must remain in isolation for 10 days and the rest of the household in isolation for 10 days. Return if no other symptoms are evident. 		RR	

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			<ul style="list-style-type: none"> The staff will be informed in the case that a child or staff member goes home with COVID19 symptoms Staff will be informed promptly and urgently if there is a potential outbreak PHE will be phoned immediately to seek advice/guidance. 			
1.3	Spreading coronavirus through touch	Clean hands thoroughly more often than usual	<ul style="list-style-type: none"> Routines built into daily timetables Staff to be reminded about strategies for training children in handwashing clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing ensure that help is available for children and young people who have trouble cleaning their hands independently consider how to encourage young children to learn and practise these habits through games, songs and repetition 		RR	
1.4		Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<ul style="list-style-type: none"> Daily reminders to children at start of day – 20 second routines and thorough drying 		RR	

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			<ul style="list-style-type: none"> • Children are encouraged not to touch their mouth, eyes and nose • Public Health England posters to be displayed in prominent places • Noting that some children and young people will need additional support to follow these measures (for example, routes marked with meaningful symbols, and social stories to support them in understanding how to follow rules) • Closed bins to be emptied at intervals during the day 			
1.5		Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach	<ul style="list-style-type: none"> • Current daily cleaning routines to continue • Children to wipe down learning surfaces • Classrooms chairs and tables to be cleaned during break and lunchtimes by class room staff • Toilets, sinks, door handles, light switches and communal areas to be cleaned at lunch time. • Clean surfaces that children and young people are touching, such as toys, books, desks, chairs, doors, 		RR	

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			<p>sinks, toilets, light switches, bannisters, more regularly than normal</p> <ul style="list-style-type: none"> • Books, toys, dressing up items in Rec/Year 1 on a 3 day rotation to allow items to be quarantined. • Ensure that bins for tissues are emptied throughout the day • Phones to be wiped before handing over between adults • Deep clean during each holiday period • All classrooms provided with a closed bin • PPE to be provided for all cleaners • Regular monitoring of stocks of PPE and cleaning resources • Thorough check completed before children return and daily monitoring log to be completed with clear responsibilities for completion • Issue staff with sanitisers, gloves, bacterial spray and/or wipes • Place sanitisers and bacterial spray around the 			

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			<p>school ensuring they are assessable to all staff</p> <ul style="list-style-type: none"> • Use of IPADS/Chromebooks – use of wipes and anti-bacterial spray and hand washing • Isolation area (The Space) to be identified – with ventilation and allowing for social distancing 			
1.6	Spreading infection due to excessive contact and mixing between pupils and staff in lessons	Minimise contact between individuals and maintain social distancing wherever possible. Consider the following:				
1.6.1	Avoiding transmission during the arrival and departure of students	- how to group children	<ul style="list-style-type: none"> • Children of critical workers and vulnerable to be taught in 1 mixed bubble – maximum size 20. • Kingfisher and Starling classrooms to be used to allow greater distancing. • Doors in classrooms can be used now as entrances and exits. 		RR	
1.6.2		- measures in the classroom	<ul style="list-style-type: none"> • Children are not required to socially distance in class, but will be seated two to a desk facing forwards except in Starling class. • Teachers must stay 2m where possible from 			

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			<p>children and other adults and teach from the front</p> <ul style="list-style-type: none"> • The classrooms will be adapted and furniture removed in order to increase the distance between staff and pupils and between staff • Children must limit what is brought in to a minimum – snacks, labelled water bottles, hat, coat and bag. Stationery will be provided in school • Children must not leave seats without permission • Adult close contact with children to be minimised. Logged if over 15 minutes to assist NHS Track and Trace should the need arise • Declutter classrooms of unnecessary items and any soft items that cannot be cleaned • Remove unnecessary items from classrooms and where there is space to store it elsewhere • Remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts) 			

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			<ul style="list-style-type: none"> Prevent the sharing of stationery and other equipment where possible. Shared materials and surfaces should be cleaned and disinfected more frequently Each child to have own or allocated resources – kept on individual table – pencils and crayons etc. 			
1.6.3		<ul style="list-style-type: none"> measures elsewhere including use of outdoor space 	<ul style="list-style-type: none"> Staff room to be used by a maximum of 2 colleagues with windows open Office/staff/HOS communicate via walkie-talkies Furniture in offices to be removed where necessary to ensure safe practice can be followed Good standards of hygiene to be maintained when using communal equipment e.g. kettles Where possible, all spaces should be well ventilated using natural ventilation (opening windows) or ventilation units Ensuring that toilets do not become crowded by limiting the number of 		RR	

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			<p>children who use the toilet facilities at one time</p> <ul style="list-style-type: none"> • Only one child to use sink at any one time • Only one person in photocopier area at any one time • Water fountain not in use • Screen in place at reception with receptionist restricting access to the school and avoiding direct contact 			
1.6.4		<ul style="list-style-type: none"> • measures for arriving and leaving school 	<ul style="list-style-type: none"> • One-way system to continue through main path areas. Parents and children should respect the one-way system • Parents should not congregate outside the school and respect social distancing • Staff cars parked by 8.30 in school car park • 1 parent only to escort child to and from school site • Parents do not enter the building. • Parents and children greeted by the allocated teacher and TA in class. • Parents and staff on duty to wear masks during 		RR	

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			<p>collection and drop off times.</p> <ul style="list-style-type: none"> • Due to restrictions, only parents/carers or nominated childcare bubble to drop off/collect. 			
1.6.5		<ul style="list-style-type: none"> • Measure for dealing with a child who is feeling unwell 	<ul style="list-style-type: none"> • Increase visible signage and reminders across the school site • Any child who has a temperature, continuous cough, loss of smell or taste will be sent home and must self-isolate for 10 days or until a negative test result (siblings also) • If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people. • If they need to go to the toilet while waiting to be 		RR	

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			<p>collected, they should use a separate toilet if possible. The toilet should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <ul style="list-style-type: none"> • PPE should be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). • Separate toilet for isolation area to be identified and cleaned after use 			
1.6.6		<ul style="list-style-type: none"> • other considerations 	<ul style="list-style-type: none"> • PPE equipment available for use if social distancing cannot be achieved • Clear advice given to parents if child or family member experiences symptoms • All staff to have parent contact details • Allocated cleaner to be on hand • Visitors limited to essential services contractors <ul style="list-style-type: none"> • Visitors and contractors should 		RR	

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			<ul style="list-style-type: none"> visit out of school hours if possible. All visitors sign in and ID requested All visitors to use hand sanitisers before entry and briefed on social distancing guidelines Meetings to take place online where necessary. Pupils and staff must not come to school if they have symptoms and must be sent home to self-isolate 			
1.7		Where necessary, wear appropriate personal protective equipment (PPE)	<ul style="list-style-type: none"> School is stocked with PPE equipment including a thermometer for first aid use For full use for children who are unwell and waiting to go home and for close personal contact with pupils who are not able to control behaviour such as spitting, cough or sneezing or whose behaviour needs to be physically managed For intimate care 		RR	
1.8	Risk of Infections spreading	Engage with the NHS Test and Trace process	<ul style="list-style-type: none"> Log kept of incidents such as: <ol style="list-style-type: none"> Staffing spending longer than 15 minutes within 1 metre of a child 		RR	

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			<ul style="list-style-type: none"> 2. Accidental face to face conversation 3. Skin to skin contact 4. If someone is coughed or sneezed on <ul style="list-style-type: none"> • Where a child or staff member is taken ill with COVID-19 symptoms a test should be booked. This can be booked immediately by Julie North at Haygrove school • Testing kits to be given to parents for children and to staff should they get symptoms 			
		Engage with the Government staff testing roll out.	<ul style="list-style-type: none"> • All staff able to opt in to the LFD testing • Test kits to be given to all staff opting in • Staff to follow all guidance and read the individual risk assessment. • HOS to respond to any positive results promptly. 	<ul style="list-style-type: none"> • All staff to read the separate risk assessment for staff testing. 	RR and LC	
1.9	Spreading infection due to excessive contact and mixing between pupils and staff around and outside of the school	Manage confirmed cases of coronavirus (COVID-19) amongst the school community	<ul style="list-style-type: none"> • Follow guidance of local health team • HOS to keep parents informed promptly of developments • Staff follow remote learning policy if required. 		RR	

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1.10		Contain any outbreak by following local health protection team advice	<ul style="list-style-type: none"> See 1.6 Follow guidance of local health team 		RR	
2. School Operations						
2.1	Transfer of virus through transport	Transport: <ul style="list-style-type: none"> Dedicated school transport considerations Wider school transport considerations 	<ul style="list-style-type: none"> Encourage parents and children to walk or cycle to their education setting where possible 		RR	
2.2	Risk of poor attendance due to continued parental/student anxiety	Attendance: <ul style="list-style-type: none"> communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 	<ul style="list-style-type: none"> Regular engagement reminders. School to follow up poor engagement with remote learning School to communicate all safety measures and routines to reassure and decrease anxiety New guidance in KCSIE (2020) communicates clearly about denying a child an education can trigger safeguarding procedures 		RR	
2.3	Children, parents and staff's emotional health and wellbeing is at risk as a result of Covid 19	<ul style="list-style-type: none"> identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged 	<ul style="list-style-type: none"> Teachers and TAs to have daily contact with pupils via class dojo and live zoom calls. ELSA to call children who she has been working with during the autumn term and any others who are flagged up. 		RR	

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		with school regularly during the pandemic				
2.4		<ul style="list-style-type: none"> use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional support to secure pupils' regular attendance 	<ul style="list-style-type: none"> Extra hours allocated to pastoral support 	<ul style="list-style-type: none"> Awaiting details of how to access funding, timescales etc. 	RR	
2.5		<ul style="list-style-type: none"> work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 	<ul style="list-style-type: none"> Close liaison with PFSA and social workers for vulnerable children 		RR	
2.6	Risk to vulnerable staff attending school	<p>School Workforce:</p> <ul style="list-style-type: none"> Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. 	<ul style="list-style-type: none"> Individual risk assessment for three colleagues who are 'clinically vulnerable'. Members of staff not in close contact with pupils in school. Continue to follow HR advice. 		RR	

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2.7	Staff's emotional health and wellbeing is at risk as a result of Covid 19	Supporting staff: <ul style="list-style-type: none"> Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process. 	<ul style="list-style-type: none"> Teachers to receive cover at lunchtimes to enable them to take a lunch break. RS wellbeing champion for the staff. Local Governors to monitor the Risk Assessment Plan Staff reminded of sources of external support for wellbeing – Care first Staff meetings will take place via zoom on a Monday afternoon at 3.30pm. All staff welcome to join. The focus of meetings will be <ul style="list-style-type: none"> Collective wellbeing including regular reviews of school H&S routines Sharing information about children Remote learning developments 		RR	
2.8	Insufficient staff to cover key times of the day i.e., pre/post school, break and lunchtimes	Staff deployment: <ul style="list-style-type: none"> Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals 	<ul style="list-style-type: none"> Increased focus on cleaning and hygiene and pastoral support reflected in new working routines for support staff Half termly review of effectiveness of staff roles and responsibilities 		RR	

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			<ul style="list-style-type: none"> Staff involved in the planning and implementation of this plan 			
2.9	Virus entering the premises	<p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity 	<ul style="list-style-type: none"> Support staff to have weekly reading sessions with pupils via zoom. Support staff to attend daily class zoom meetings. Support staff to approve and feedback on work uploaded to ClassDojo. 		RR	
2.10	Transmission by visitors to the school	<p>Recruitment</p> <ul style="list-style-type: none"> Recruitment should continue as usual 			RR	
2.11	Transmission by visitors to the school	<p>Supply teachers and other temporary or peripatetic teachers</p> <ul style="list-style-type: none"> Schools can continue to engage supply teachers and other supply staff during this period 	<ul style="list-style-type: none"> Procoaching to deliver PE to bubble in school in 2 separate groups. Lessons should take place outside when weather permits. Tom Ridout to deliver Forest School to bubble in school in 2 separate groups. Lessons should take place outside when weather permits. 		RR	

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			<ul style="list-style-type: none"> HOS must ensure that all peripatetic teachers are aware of schools precautionary measures. They must maintain as much distance as possible from other staff Specialists, therapists and other support staff or children with SEND should provide interventions as usual Forward facing side by side for all activities 			
2.12	Transmission by visitors to the school	Expectation and deployment of ITT trainees <ul style="list-style-type: none"> We strongly encourage schools to consider hosting ITT trainees 	<ul style="list-style-type: none"> ITT student teachers to follow school risk assessment. 		RR	
2.13	Not enough staff to facilitate learning	Staff taking leave <ul style="list-style-type: none"> As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend 	<ul style="list-style-type: none"> All staff should seek HR advice before booking a new trip abroad to a country which is still imposing quarantine conditions and/or is still subject to UK quarantine restrictions on return HOS to provide guidance about the implications of travelling abroad in the latter part of the summer break according with HR advice 		RR	

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		working arrangements to enable them to work from home				
2.14	Contact with someone suffering from coronavirus	Other support <ul style="list-style-type: none"> Volunteers may be used to support the work of the school, as would usually be the case 	<ul style="list-style-type: none"> Need to self-isolate if contacted by track and trace (see HR guidance) 		RR	
2.15	Transmission by visitors to the school	Safeguarding <ul style="list-style-type: none"> Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	<ul style="list-style-type: none"> Safeguarding policy updated. Teachers and TAs to have regular contact with any children they deem at risk. Children invited to attend school where necessary. Trust support for new headteacher in delivering the role of Designated Safeguarding Lead – time to be allocated for meetings Risk assessments created/updated for vulnerable children Inform LA of DSL arrangements School nurses to be contacted where necessary for safeguarding and supporting wellbeing Children and families to receive guidance regarding online learning 	<ul style="list-style-type: none"> Fortnightly safeguarding meetings set up with Haygrove DSL Trust to provide training for online learning safety (BBC website Own It, Safe to Net) 	RR (GW/LG – Haygrove)	

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2.16	Spreading infection due to excessive contact and mixing between pupils and staff around and outside of the school	Catering <ul style="list-style-type: none"> We expect that kitchens will be fully open from the start of the autumn term School kitchens can continue to operate, but must comply with the Guidance for Food Businesses - https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19 	<ul style="list-style-type: none"> All children to bring packed lunches to school, eaten in classroom. 		RR	
2.17	Spreading infection due to the school environment	Estates <ul style="list-style-type: none"> We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. 			RR	
2.18	Spreading infection due to excessive contact and mixing between students	Educational visits <ul style="list-style-type: none"> We continue to advise against domestic (UK) overnight and overseas educational visits at this 	<ul style="list-style-type: none"> No residential/no visits 		RR	

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		<p>stage see coronavirus: travel guidance for educational settings.</p> <ul style="list-style-type: none"> In the autumn term, schools can resume non-overnight domestic educational visits As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits. 				
2.19	Spreading infection due to excessive contact and mixing between students and staff	<p>School uniform</p> <ul style="list-style-type: none"> It is for the governing body of a school to make decisions regarding school uniform. We would, however, encourage all schools to return to their usual uniform policies in the autumn term. Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures 	<ul style="list-style-type: none"> School uniform is to be worn, following the uniform code which is on the school website. Extra layer to be allowed if needed due to cooler classrooms because windows and doors are open. 		RR	
2.20	Spreading infection due to excessive contact	<p>Extra-curricular provision</p> <ul style="list-style-type: none"> Schools should consider resuming any breakfast and after-school 	<ul style="list-style-type: none"> N/A 		RR	

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	and mixing between students	<p>provision, where possible, from the start of the autumn term</p> <ul style="list-style-type: none"> Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. 				
3. Curriculum, behaviour and pastoral support						
3.1		<p>The key principles that underpin advice on curriculum planning are:</p> <ul style="list-style-type: none"> education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. 				
3.2		Teach an ambitious and broad curriculum in all subjects from the start of the	<ul style="list-style-type: none"> Remote learning to continue with new 		RR	

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		autumn term, but make use of existing flexibilities to create time to cover the most important missed content	<p>learning. Chn to be taught maths, English (Phonics in Starling), Topic, PE each day.</p> <ul style="list-style-type: none"> Wellbeing to be prioritised 			
3.3		Aim to return to the school's normal curriculum in all subjects by summer term 2021.	<ul style="list-style-type: none"> No narrowing of the curriculum 		RR	
3.4		Plan on the basis of the educational needs of pupils	<ul style="list-style-type: none"> No narrowing except for exceptional cases 		RR	
3.5		Develop remote education so that it is integrated into school curriculum planning	<ul style="list-style-type: none"> Class Dojo to be used to communicate learning programmes, progress and achievement Remote learning policy written and share with all stakeholders. 		RR	
3.6		For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.	<ul style="list-style-type: none"> N/A 		RR	
3.7	Spreading infection due to excessive contact	<p>Physical activity in schools</p> <ul style="list-style-type: none"> Schools have the flexibility to decide how physical education, sport and 	<ul style="list-style-type: none"> Procoaching to deliver pm sessions – Tue/Wed. Social distancing to be 		RR	

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	and mixing between pupils and staff in lessons	<p>physical activity will be provided whilst following the measures in their system of controls.</p> <ul style="list-style-type: none"> Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures 	<p>maintained. PE may be cancelled if it is raining</p> <ul style="list-style-type: none"> Remote learners to be directed to appropriate PE based activities 			
3.8		<p>Catch-up support</p> <ul style="list-style-type: none"> Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools - https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs. 	<ul style="list-style-type: none"> Catch up support to be accessed to fund staffing and resources for extra intervention and individual tutoring where appropriate 		RR	
3.9		Pupil wellbeing and support				

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
		<ul style="list-style-type: none"> The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see https://www.gov.uk/guidance/supporting-pupils-wellbeing for further details. The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway - https://www.sendgateway.org.uk/training-events.html. DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on <u>teaching about mental wellbeing</u>, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom 				
3.10		<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus (COVID-19) support pupils with approaches to improving their physical and mental wellbeing 	<ul style="list-style-type: none"> Daily check in by teachers/TAs via zoom ELSA to call children in need of additional pastoral support. 		RR	
3.11		<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<ul style="list-style-type: none"> Extra hours to be allocated for supporting emotional, health and wellbeing – funding through ‘catch up’ funding Children identified for potential support Resources shared for dealing with children’s anxieties. 		RR	

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
3.12		Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school	<ul style="list-style-type: none"> N/A 		RR	
3.13	Student behaviour puts people at risk	<p>Behaviour expectations</p> <ul style="list-style-type: none"> Schools should consider updating their behaviour policies with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour. Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. 	<ul style="list-style-type: none"> Behaviour expectations to be made clear for those accessing remote learning from home and when in Reward respectful, kind and protective behaviour School to maintain a calm and disciplined environment Children to be briefed regarding the protective measures – including sanctions and rewards Parents informed of behaviour expectations Individual risk assessments created where necessary 		RR	
4. Assessment and accountability						
4.1		<p>Primary assessment</p> <p>Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> the phonics screening check key stage 1 tests and teacher assessment the Year 4 multiplication tables check key stage 2 tests and teacher assessment statutory trialling 				

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		Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020				
5. Contingency planning to provide continuity of education in the case of a local outbreak						
5.1		Contingency plans for outbreaks Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education				
5.2		Remote education support In developing these contingency plans, we expect schools to: <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult 	<ul style="list-style-type: none"> • Explore use of Oak National Academy resources • ClassDojo used to communicate remote learning to all parents and children. • Remote learning to consist of maths, English (Phonics for Starling), topic, PE and daily reading. • Children who do not have access to technology at home to be given temporary use of school devices • Devices to be provided to children who are not able to access technology for remote learning • Parents survey for views on how the school can improve its remote provision • Individual planning for SEND children 		RR	

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
		support, and so schools should work with families to deliver a broad and ambitious curriculum.				
5.3		<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work • enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, 	<ul style="list-style-type: none"> • Remote learning to be based on new school day with sessions identified for core learning • Class Dojo to be used to enable children’s work to be sent to the teacher, assessed and feedback to be given • Children’s progress to be logged and learning tasks adjusted to address gaps in learning • Clear expectations conveyed to parents regarding expectations for quality and presentation of work, timescales for handing in work, redrafting and corrections • Live/video lessons to maintain learning momentum and teacher expectations 		RR	

	Risk	Risk/Guidance Requirements	Controls/procedures in place	Actions remaining	Person leading	Status
		<p>revising material or simplifying explanations to ensure pupils' understanding</p> <ul style="list-style-type: none"> plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 				
5.4		<p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>	<ul style="list-style-type: none"> Clear expectations conveyed to parents and also bespoke support for parents and children All children expected to engage – follow up if attendance for live sessions and uploading of work is not evident 		RR	