**Gerrans School**

**Covid 19 Risk Assessment to support return of all year groups in September 2020**

**Date completed: July 8th 2020**

**Reviewed by Trustee Board 15th July 2020**

**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>

**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 Hiltingbury Junior School and shared by Cornwall LA, 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

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|  | 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 |

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| **Risk / Guidance Requirements** | **Controls/ procedures in place** | **Actions remaining** | **Status** |
| 1. **Public health advice** | | | |
| 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 | All pupils will be asked on entry to school how they are feeling. If a child at this stage is feeling unwell, the parent will be asked to take them home again.  Ensuring that pupils, staff and other adults do not come into the school if they have [coronavirus (COVID-19) symptoms](https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works#people-who-develop-symptoms-of-coronavirus), or have tested positive in the last 7 days, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.  If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘[stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’, which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms.  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 and needs of the child, 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 bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.  PPE must 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). More information on PPE use can be found in the [safe working in education, childcare and children’s social care settings, including the use of personal protective equipment (PPE)](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe) guidance. | Communication and regular reminders to all staff throughout the autumn term at weekly business meetings.  Communicated with parents in welcome back letter. | Green |
| Clean hands thoroughly more often than usual | Hand washing routines to continue on entry to school, change of location , before eating etc. on leaving building. Hand sanitisers also available. | Remind children in September of routines. Introduce routines to those children re-joining class in Sept.  Include in welcome back letter so parents can re inforce at home.  Check stocks of hand soap and hand sanitiser. | Green |
| Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach | Children reminded of this  Parents will be asked to provide tissues for pupils. | Included in welcome back letter. | Green |
| Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach | Existing cleaning stations within each room to remain and routines of regular cleaning to be continued. | Include in welcome back letter.  Ensure cleaning stock replenished when runs low . | Green |
| Minimise contact between individuals and maintain social distancing wherever possible. Consider the following:   * how to group children * measures in the classroom * measures elsewhere * measures for arriving and leaving school * other considerations | Staggered start and leaving times.  Nursery 8.45-11.45  KS1 9-3  KS2 9.15-3.15  Parents asked to observe social distancing and wait on designated lines.  Lunchtimes staggered with KS1 sitting and KS2 sitting. Nursery will go home for lunch.  Pupils will not sit face to face but in horseshoe arrangements. Classrooms will be organised in advance to accommodate whole class and group leaning in this way.  There will be 3 learning bubbles within school; Nursery, KS1 and KS2. Where possible these bubbles will be kept apart. Staff will however move between bubbles.  Visitors to school by appointment only.  Late arrivals will be required to enter the building via their designated entrances not through the front door. Wellbeing check and handwashing routine carried out,  There will be no social gatherings of school community  There will be no whole school assemblies  There will be a virtual Harvest Festival  There will be no Halloween Party  There will no whole school before school playtime | Communicate with all staff, parents and pupils.  Review weekly at staff business meetings.  Review DfE guidance by November to see if Nativity / Whole school Christmas Dinner/ Party is possible if not make creative arrangements to celebrate and enjoy these events within the guidance. | Green |
| Where necessary, wear appropriate personal protective equipment (PPE) | PPE in staffroom accessible for all staff to access if needed for first aid or emergency intimate care.  Face coverings are not expected to be worn by staff or pupils. | Maintain stock | Green |
| Engage with the NHS Test and Trace process | School will ensure that staff members and parents/carers understand that they will need to be ready and willing to:   * [book a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit * provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace * [self-isolate](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)   Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.  If a test has taken place the school will ask parents and staff to inform them immediately of the results of a test:   * if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. * if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days. | Communicate to all staff through staff meeting and sharing of DfE gudience.  Communicate to all families through welcome back letter | green |
| Manage confirmed cases of coronavirus (COVID-19) amongst the school community | The school will take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.  The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.  The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:   * direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) * proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual * travelling in a small vehicle, like a car, with an infected person   The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#five) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.  A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.  Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). They should get a test, and:   * if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. * if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)   Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.  Further guidance is available on [testing and tracing for coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/). | Communicate to all staff through staff meeting and reading of risk assessment  Communicate to all parents through welcome back letter.  Adapt and send out template letter if situation requires.  Follow NHS guidance as in control measure column  Flow chart sent to all families and on school website | Green |
| Contain any outbreak by following local health protection team advice | If the school have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.  In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.  In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person’s class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice. | Communicate with parents and staff | Green |
| 1. **School Operations** | | | |
| **Transport**:   * Dedicated school transport considerations * Wider school transport considerations | School transport is used to convey one household to and from school.  No other forms of dedicated or public transport is used.  Volunteer cars will not be used to transport children at present. | Review when it is safe to return to transporting children to off -site events in cars. | Green |
| **Attendance**:   * 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 | * The school will promote the parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age; * schools’ responsibilities to record attendance and follow up absence * the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct   Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, the school will be able to immediately offer them access to remote education. Parents are required to support pupils with this learning and return learning feedback on a weekly basis to class teacher.  Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised. | Consistent expectation across TRMAT  Consistent expectation with EWO  Attendance expectations shared with all parents in welcome back letter | Green |
| * 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 with school regularly during the pandemic | The school will discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. Schools should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is absent for a necessary religious observance etc). | Communicated with parents through welcome back letter and risk assessment | Green |
| **School Workforce:**   * 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. | Individuals who were considered to be clinically extremely vulnerable and received a letter advising them to shield are now advised that they can return to work from 1 August as long as they maintain social distancing. Advice for those who are extremely clinically vulnerable can be found in the [guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19).  School leaders will 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.  People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. Staff who are pregnant As a general principle, pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for [clinically-vulnerable people](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people). Staff who may otherwise be at increased risk from coronavirus (COVID-19) Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the [COVID-19: review of disparities in risks and outcomes report](https://www.gov.uk/government/publications/covid-19-review-of-disparities-in-risks-and-outcomes). The reasons are complex and there is ongoing research to understand and translate these findings for individuals in the future. 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.  People who live with those who have comparatively increased risk from coronavirus (COVID-19) can attend the workplace. | Staff to make headteachers aware of any vulnerability before any provision can be made.  Risk assessments reviewed and kept up to date. | Green |
| **Supporting staff**:   * 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. | The Roseland Multi Academy Trust will provide support for any staff member anxious about returning to work due to Covid 19 | The [Education Support Partnership](http://www.educationsupport.org.uk/) provides a free helpline for school staff and targeted support for mental health and wellbeing. | Green |
| **Staff deployment:**   * 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 | TAs will be deployed as usual to support teaching and learning. But social distancing be observed.  When In school Speech and Language intervention takes place the member of staff delivering will wear a transparent face shield. |  | Green |
| **Deploying support staff and accommodating visiting specialists**   * 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 | Supply teachers, peripatetic teachers, therapists and other specialists are permitted to move between schools. These teachers are advised to ensure they minimise contact and maintain as much distance as possible from other staff | All visitors sign into visitors’ book with additional column of agreeing to contact the school should they test positive for Covid 19 within 14 days of visiting Gerrans. | Green |
| **Recruitment**   * Recruitment should continue as usual | If recruitment of staff is required it will continue under usual procedures. |  | Green |
| **Supply teachers and other temporary or peripatetic teachers**   * Schools can continue to engage supply teachers and other supply staff during this period | Supply teachers, peripatetic teachers, therapists and other specialists are permitted to move between schools. These teachers are advised to ensure they minimise contact and maintain as much distance as possible from other staff  Visiting teachers/coaches etc will be kept to minimum and hygiene routines and procedures will be explained | All visitors sign into visitors’ book with additional column of agreeing to contact the school should they test positive for Covid 19 within 14 days of visiting Gerrans  Risk assessment will be shared. | Green |
| **Expectation and deployment of ITT trainees**   * We strongly encourage schools to consider hosting ITT trainees | No ITT trainees planned 20/21 |  | Green |
| **Other support**   * Volunteers may be used to support the work of the school, as would usually be the case | Usual safeguarding procedures will remain in place.  Volunteers will be required to observe social distancing and hygiene. |  | Green |
| **Safeguarding**   * 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. | Safeguarding procedures will remain stringent  My Concern will continue to be used as a recording document. | Discussed with staff at staff meeting | Green |
| **Catering**   * 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 on coronavirus (COVID-19)](https://www.gov.uk/government/publications/covid-19-guidance-for-food-businesses/guidance-for-food-businesses-on-coronavirus-covid-19) | Catering arrangements provided by Aspens will remain the same. However school dinner arrangements will be adjusted to maintain ‘bubbles’ of children.  The school cook is not expected to wear a mask to serve food to children, the children and the cook are a servery distance away from one another in a well ventilated space and not in contact for more than a few minutes.  Nursery pupils will not be offered lunch and go home at 11.45am  KS1- 12.15 Paly supervised by Mrs Grant. 12.40 lunch in dining hall.  KS2 – 12 Lunch in dining hall , tables wiped, play supervised by Mrs Nicholls. | Review constantly.  Ensure school ethos of lunch time is not lost under Covid 19 arrangements. | Green |
| **Estates**   * 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](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm). | Windows and doors to be kept open as much as possible to allow good ventilation.  Children will be kept outside for playtimes/PE as much as possible.  Social distancing footprints to be added to KS2 playground in year group lines. | Welcome back letter will state that all children will need appropriate outside clothing for playtimes and PE | Green |
| **Educational visits**   * We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see [coronavirus: travel guidance for educational settings](https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings). * 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](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits) when considering visits. | KS2 camp postponed until March 21. | Review Guidelines regarding spring term | Green |
| **School uniform**   * 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 | Pupils are expected to wear full school uniform including school shoes not trainers.  Full PE kit is also required. | Parents reminded via letter and in person if necessary. | Green |
| **Extra-curricular provision**   * Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term * 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](https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/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. | Gerrans School currently has no Breakfast Club or After School child care due to lack on financial viability.  Extra-Curricular clubs will be reviewed in September | Extra-Curricular clubs will be reviewed in September | Green |
| 1. **Curriculum, behaviour and pastoral support** | | | |
| The key principles that underpin advice on curriculum planning are:   * 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. | | | |
| Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content | Gerrans has strived hard to continue to provide a broad and balanced curriculum over the Summer term, whether remotely through Google Classroom or Face to Face from June 1st.  During the Autumn term all pupils will follow the curriculum plan as intended. Opportunities for reinforcing routine and learning behaviours will be taken. Teachers’ expectations will remain high. | Curriculum will be planned using progression skills for all curriculum subjects. | Green |
| Aim to return to the school’s normal curriculum in all subjects by summer term 2021. | Aims to enhance schools’ normal curriculum in all subjects by summer term 2021. | Keep up to date with DfE guidelines regarding the use of visits and visitors to enhance curriculum | Green |
| Plan on the basis of the educational needs of pupils | All teaching will be matched to individuals’ learning. | Teaching, learning and assessment will continue to remain a main focus of the school alongside safeguarding . | Green |
| Develop remote education so that it is integrated into school curriculum planning | If pupils need to self-isolate remote learning will be provided via Google Classroom | Ensure new Y3 are added to KS2 Google classroom and new R are added to KS1 | Green |
| 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. | Curriculum plans designed and reviewed during Autumn term 19 will be adhered to as much as possible within the restraints of Covid 19 | Use of resources such as field trips, visitors etc will be reviewed and risk assessed in order to maintain inspiring curriculum. | Green |
| **Physical activity in schools**   * Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. * Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. * 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 | Children will remain in their KS1 and KS2 bubbles for PE  The school is still intending to use specialist coaches for enhancing PE provision and risk assessments and hygiene will be observed. Cornish Pirates coaching booked for Autumn Term ,.  Contact sport will be avoided.  Paddling will continue in Autumn Term for y5/6 they will walk to Percuil with TH and JE  FG employed Monday afternoon to assist in KS1  JC and GN to run transitional experiences with Y3/4  Swimming for Y3/4 will be postponed until Spring Term | Covid 19 Risk Assessment for Paddling | Green |
| **Pupil wellbeing and support**   * 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 [DfE - Supporting pupil and student mental wellbeing](https://www.eventbrite.co.uk/e/dfe-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380) 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](https://www.sendgateway.org.uk/training-events.html) of the SEND Gateway. * 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 [teaching about mental wellbeing](https://www.gov.uk/guidance/teaching-about-mental-wellbeing), 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 | | | |
| Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:   * support the rebuilding of friendships and social engagement * address and equip pupils to respond to issues linked to coronavirus (COVID-19) * support pupils with approaches to improving their physical and mental wellbeing | This is naturally part of the school ethos.  Teachers will be mindful that some children have not had the usual transition experiences during the summer term and build in opportunities for this within timetabled day in the first half of term. This is an advantage of a whole Key stage forming a ‘bubble’ . | Staff will be asked to monitor the culture and ethos of the school during the autumn term to ensure it continues to thrive without the facility of whole school gatherings or even lunch times. | Green |
| 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. | School will continue to purchase PSA support and use appropriately as individual needs require.  Staff will continue to share and communicate concerns of pupil wellbeing and address accordingly in liaison with parent/carers.  Parental consultations will not be able to happen face to face during Autumn Term. Instead the termly written report will be sent home to all parents indicating not only academic standards but commenting on the child’s wellbeing within class. Parents will have the opportunity for a telephone consultation with class teacher. |  | Green |
| **Behaviour expectations**   * 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. | Behavioural policy updated in June to reflect respecting guidelines to ensure everyone’s safety during Covid 19. |  | green |
| 1. **Assessment and accountability** | | | |
| **Primary assessment**  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:   * 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   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 | | | |
| 1. **Contingency planning to provide continuity of education in the case of a local outbreak** | | | |
| **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 | | | |
| **Remote education support**  In developing these contingency plans, we expect schools to:   * 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 support, and so schools should work with families to deliver a broad and ambitious curriculum. | Curriculum will continue through Google Classroom with email access to class teachers. This will follow the same routine which has been in place for those pupil distance learning since March. | Ensure new Y3 are added to KS2 Google classroom and new R are added to KS1 | green |
| When teaching pupils remotely, we expect schools to:   * set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects * 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, revising material or simplifying explanations to ensure pupils’ understanding * plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers | Curriculum will continue through Google Classroom with email access to class teachers. This will follow the same routine which has been in place for those pupil distance learning since March. |  | green |
| 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. | Curriculum will continue through Google Classroom with email access to class teachers. This will follow the same routine which has been in place for those pupil distance learning since March. |  | green |