

## School opening guidance revised on guidance of 7<sup>th</sup> August

The [full guidance on the opening of schools](#) has brought greater clarity about the level of preparation required to open our schools and settings. In order to support you we hope that the following checklist might prove helpful.

As the guidance states: ‘There cannot be a ‘one-size-fits-all’ approach where the system of controls describes every scenario. School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering a broad and balanced curriculum with the measures needed to manage risk. The system of controls provides a set of principles to help them do this and, if schools follow this advice and maximise use of control measures, they will effectively minimise risks.’

It is not exhaustive and should be read in conjunction with the guidance document for full clarification of procedures.

We are supportive of the guidance’s stance that you are the best people to make decisions on behalf of your school communities and that this should be in close partnership with parents, staff and unions.

Theme	Actions to be taken	Notes	RAG
Welcoming children back to school	Planning for a full return in September. <i>Risk is seen as being low relative to the impact on children if they do not return.</i>	There is not anticipated to be any further funding from government to support full reopening and spend should be carefully monitored against your budget	Green
Public Health Advice	<ul style="list-style-type: none"> <li>▪ It is a legal requirement that schools revisit their risk assessments. Monitoring should be put in place to check that it is effective and working to plan</li> </ul>	<i>School employers should have active arrangements in place to monitor that the controls are:</i> <ul style="list-style-type: none"> <li>● effective</li> <li>● working as planned</li> </ul>	

Systems of controls		<ul style="list-style-type: none"> <li>• updated appropriately considering any issues identified and changes in public health advice</li> </ul>	
	<p><b>Prevention:</b></p> <ol style="list-style-type: none"> <li>1. <b>Minimise contact with those unwell or have someone in their household who is unwell</b></li> <li>2. <b>Clean hands more often than usual</b></li> <li>3. <b>'Catch it, bin it, kill it' message in place</b></li> <li>4. <b><u>Enhanced cleaning in place</u> (updated guidance)</b></li> <li>5. <b>Minimise contact between individuals and maintain social distancing wherever possible</b></li> <li>6. <b>Wear PPE in line with guidance</b></li> </ol>	<p>NB note social distancing is by 'bubbles' which should be limited to classes and/or year groups as far as possible to minimise the need for larger scale closure in the event of confirmed infections</p> <ul style="list-style-type: none"> <li>• Check handwashing/ sanitiser availability (supervision of sanitiser for young children)</li> <li>• Clarifying routines</li> <li>• Reducing contacts between groups, sitting children with forward facing desks where appropriate.</li> </ul> <p>NB 1-4 must be in place at all times. 5 must be considered . 6 applies in specific circumstances. Face coverings are required on public transport and in shops and hospitals for children over 11.</p> <p>If anyone in the school becomes unwell with a new and persistent 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 <a href="#">'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'</a>, which sets out that they should self-isolate for at</p>	

		<p>least 10 days and should <u>arrange to have a test</u> to see if they have coronavirus (COVID-19).</p> <p>Other members of their household (including any siblings) should self-isolate for <b><u>14 days</u></b> from when the symptomatic person first had symptoms.</p> <p><b>If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the <u>10 day</u> isolation period from the day they develop symptoms.</b></p> <p>For children old enough, they should also be supported to maintain distance and not touch staff where possible</p> <p>Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review.</p>	
	<p><b>Response:</b></p> <ol style="list-style-type: none"> <li>1. <b>Engage with track and trace</b></li> <li>2. <b>Manage confirmed cases amongst the community</b></li> <li>3. <b>Contain any outbreak following local health protection team advice</b></li> </ol>	<p>All three points must be followed when/if relevant</p> <p>PPE must be worn when dealing with a case</p> <p>All those unwell must stay at home and only leave the house to be tested.</p>	

		<p>Home testing kits will be provided to send home with adults and students if this is thought to improve likelihood of testing</p> <p>Tests can be booked here:  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested">https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested</a></p>	
	<p><b>Consider groupings carefully:</b></p> <ul style="list-style-type: none"> <li>▪ KS4/5 groups are likely to need to be the size of year groups</li> <li>▪ Reception to KS3 - aim for class group sized bubbles – agreed to have Year Group Bubbles outside and 2m apart when in halls etc.</li> </ul>	<p><b>How to group children:</b></p> <ul style="list-style-type: none"> <li>● Maintain consistent bubbles (KS4/5 are likely to be the size of a year group, primary and KS3, likely to be class size)</li> <li>● Limit sharing or rooms whenever possible</li> <li>● Where children cannot social distance, smaller class sizes can help</li> <li>● Children to sit side by side facing the front</li> <li>● Movement to be kept to a minimum</li> <li>● Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.</li>   <li>● For children old enough, they should also be supported to maintain distance</li> </ul>	

		<p>and not touch staff and their peers where possible.</p> <ul style="list-style-type: none"> <li>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</li> <li>Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised</li> </ul>	
	<p><b>Arrival/departure:</b></p> <ul style="list-style-type: none"> <li>Consider staggered starts/endings (may involve condensing free periods/breaks but not reducing teaching time)</li> <li>Have systems for removing/storing face coverings</li> <li>Supply/peripatetic teachers can move within bubbles &amp; care support for children from therapists and clinicians continue</li> <li>Keep records of all visitors</li> </ul>	<p>Dual rolled children – both schools should work together on systems</p> <p>The DFE will be providing information about communicating in the summer.</p> <p>Pupils should be instructed not to touch the front of their face coverings when removing them and placed in a covered bin or placed in a plastic bag if reusable</p> <p>Hands should be washed immediately on arrival</p> <p>Advice for students with SEND is in <a href="#">Annex B</a>.</p>	
	<p><b>Other considerations:</b></p> <ul style="list-style-type: none"> <li>Supply teachers can move between schools</li> <li>Specialists staff for SEND should provide interventions as usual.</li> <li>For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff</li> </ul>		

	<p>and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles</p>		
<p>School operations</p>	<p><b>Transport:</b></p> <ul style="list-style-type: none"> <li>▪ Face coverings for over 11s on public transport to continue</li> <li>▪ Schools to work with partners (including neighbouring schools when staggering start times)</li> <li>▪ Some public transport will be dedicated to being school transport</li> </ul>	<p>1m+ will not apply on dedicated school transport from the autumn eg school/LA minibuses. Should encourage transporting in bubbles where appropriate, organised queuing/hand sanitiser where appropriate (p18)</p>	
	<p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>▪ Expectation that all pupils will attend</li> <li>▪ Shielding exceptions - shielding was paused on 1<sup>st</sup> August. Some exceptions can be found <a href="#">here</a> . Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</li> </ul>	<p>Shielding advice for all adults will pause on August 1<sup>st</sup> subject to continued decline</p> <p>Ofsted monitoring visit will focus on availability and impact of home learning in the autumn</p>	

	<ul style="list-style-type: none"> <li>▪ Schools are expected to have online schooling immediately available if students have to shield</li> <li>▪ Communicate clear expectations with parents</li> <li>▪ Use catch up funding, where appropriate and current pastoral measures to support</li> <li>▪ Schools are encouraged to communicate clearly and regularly and clearly about risk mitigation and the expectation that children must attend unless a statutory reason applies.</li> </ul>	<p>The usual rules on school attendance will apply, including:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• schools’ responsibilities to record attendance and follow up absence</li> <li>• the availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct</li> </ul>	
	<p><b>School workforce:</b></p> <ul style="list-style-type: none"> <li>• Schools are not considered high risk settings if controls are put in place. The DFE expects that staff will attend school.</li> <li>• Most school-based roles are not ideally suited to home working and schools may expect most staff to return to work in settings. Some roles, such as some administrative roles, may be conducive to home working, and school leaders should consider what is feasible and appropriate.</li> </ul>	<p>DFE believes that if the guidance is implemented then this will mitigate much of the risk to clinically vulnerable in extremely clinically vulnerable people. Guidance can be found on the above page including for pregnant people Mental health support for teachers p23</p> <p>Pre appointment checks</p>	

	<ul style="list-style-type: none"> <li>• The DFE advises that those who are clinically extremely vulnerable can return to school in September 2020 provided their school has implemented the system of controls outlined in this document unless there is a local lockdown.</li> <li>• <a href="#">Pregnant staff</a> – some additional risks post 28 weeks. Suggests to follow guidance as it updates.</li> <li>• Some people with particular characteristics may be at comparatively increased risk from coronavirus (COVID-19), as set out in the <a href="#">COVID-19: review of disparities in risks and outcomes report</a>, which looked at different factors including age and sex, where people live, deprivation, ethnicity, people’s occupation and care home residence. These staff can return to school in September as long as the system of controls set out in this guidance are in place</li> </ul>	<p>Information about the <a href="#">extra mental health support for pupils and teachers</a> is available.</p> <p>The <a href="#">Education Support Partnership</a> provides a free helpline for school staff and targeted support for mental health and wellbeing.</p> <p>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.</p> <p>Consider carefully the additional support NQTs will need having not completed their full courses.</p> <p>There is a risk that where staff travel abroad, their return travel arrangements could be disrupted due to factors arising beyond their control in relation to coronavirus (COVID-</p>	
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		<p>19), such as the potential for reinstatement of lockdown measures in the place they are visiting.</p> <p>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 working arrangements to enable them to work from home.</p>	
	<p><b>Safeguarding:</b></p> <ul style="list-style-type: none"> <li>Revise safeguarding policies using <a href="#">KCSIE 20</a></li> <li><b>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.</b></li> </ul>	<p>Updated LA model policy to follow shortly. DSLs may need more release time when more children return.</p> <p>Once the school is in operation, it is important to ensure good ventilation and maximising this wherever possible, for example, opening windows and propping open doors, as long as they are not fire doors, where safe to do so (bearing in mind safeguarding in particular). Advice on this can be found in Health and Safety Executive guidance on <a href="#">air conditioning and ventilation during the coronavirus outbreak</a>.</p>	
	<p><b>Estates: p28</b></p> <ul style="list-style-type: none"> <li>Significant adaptations are not considered necessary</li> <li>Pre building checks are completed inc legionella</li> <li>Ensure good ventilation</li> </ul>		
	<p><b>Education visits:</b></p>		

	<ul style="list-style-type: none"> <li>Continue to advise against overnight visits. Schools can resume non overnight schools trips. This should be done within consistent groups and covid secure measures at the destination.</li> </ul>		
	<p><b>School uniform:</b></p> <ul style="list-style-type: none"> <li>The governing board can choose to relax uniform policy but the DFE encourages a return to usual uniform from September</li> </ul>		
	<p><b>Extra curricular: p29</b></p> <ul style="list-style-type: none"> <li>Consider resuming breakfast/after school clubs ‘We recognise that schools may need to respond flexibly and build this up over time.’ Aim for small consistent groups if bubbles can’t be maintained. 2 x Year Group Bubbles at Hitherfield.</li> <li>Guidance available on summer holiday childcare.</li> </ul>	Contact sports should not take place. Schools should seek assurances from their providers.	
Curriculum, behaviour and pastoral support	<p><b>Curriculum expectations: p30</b></p> <p>The key principles that underpin DFE advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>education is not optional: all pupils receive a high-quality education.</li> <li>the curriculum remains broad and ambitious</li> <li>remote education, where needed, is high quality and aligns as closely as possible with in-school</li> </ul>	<p>Up to and including KS3 - prioritise the most important components for progression rather than removing subjects</p> <p>‘Aim to return to the school’s normal curriculum in all subjects by summer term 2021.’</p>	

	<p>provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</p> <ul style="list-style-type: none"> <li>▪ Substantial modification may be needed at the start of term</li> <li>▪ Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</li> <li>▪</li> <li>▪ KS4/5 – Ofqual will consult on provision for next year. All subjects should be studied for all but exceptional reasons</li> <li>▪ Schools should try to avoid singing, wind instruments, choirs, ensembles and school assemblies</li> <li>▪ Sports equipment to be cleaned between sharing (p33-34)</li> </ul>	<p>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.</p> <p>For pupils in key stage 3, the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. For pupils in year 7, it may be necessary to address gaps in English and maths by teaching essential knowledge and skills from the key stage 2 curriculum.</p> <p>As with earlier key stages, it is likely that pupils in <b>key stage 4 and 5</b> will need extra support to catch up on any content they have missed, but the school curriculum may</p>	
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		<p>be less flexible given the requirements of qualification specifications.</p> <p>To ensure exams and assessments next summer are as fair as possible, and take into account any public health requirements and the wellbeing of students, Ofqual is currently consulting on proposals for next year, and will confirm its decisions as soon as possible to allow time for schools to prepare.</p> <p>The vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects. This will support them towards their preferred route to further study.</p> <p><b>Music (NB Lambeth Music can provide their risk assessments and risk mitigations.</b></p> <p>Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind</p>	
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		<p>and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p> <p><b>Outdoor sport</b> should be prioritised whenever possible.</p>		
	<p><b>Catch up:</b></p> <ul style="list-style-type: none"> <li>▪ One off grant funding will be paid to state schools for catch up – details to follow</li> <li>▪ EEF guidance available</li> <li>▪ National tutoring programme – for most disadvantaged.</li> </ul>	<p>Funding equates to approximately £80 per pupil</p>		<p>When details are received</p>
	<p><b>Pupil wellbeing and support:p34</b></p> <ul style="list-style-type: none"> <li>▪ Consider how to support with rebuilding friendships</li> <li>▪ Respond to Covid related issues</li> <li>▪ Approaches to physical and mental wellbeing</li> <li>▪ How can you work with the nursing service</li> </ul>	<p>NB Trauma informed training programme (4x webinars) have been sent to schools via your SENCO. Used at Hitherfield for all staff.</p> <p>The training module on <a href="#">teaching about mental wellbeing</a>, from the DFE, aims improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils’ mental health and wellbeing at this time.</p> <p>To support this, teachers may wish to access the free <a href="#">MindEd learning platform for professionals</a>, which contains materials on peer support, stress, fear and trauma, and</p>		

		<p>bereavement. MindEd have also developed a <a href="#">coronavirus (COVID-19) staff resilience hub</a> with advice and tips for frontline staff.</p> <p>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 – school nurses as leaders of the <a href="#">healthy child programme</a></p>	
	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>▪ Update behaviour polices with new rules and communicate with parents</li> <li>▪ Permanent exclusion should always be the last resort</li> </ul>	<p>Please contact <a href="mailto:sboffin@lambeth.gov.uk">sboffin@lambeth.gov.uk</a> before permanently excluding any child</p> <p>Further details are available at <a href="#">Behaviour and discipline in schools</a></p> <p>Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling.</p>	
<p>Assessment and accountability</p>	<p><b>Inspection:</b></p> <ul style="list-style-type: none"> <li>▪ Routine inspections suspended for the autumn</li> </ul>		

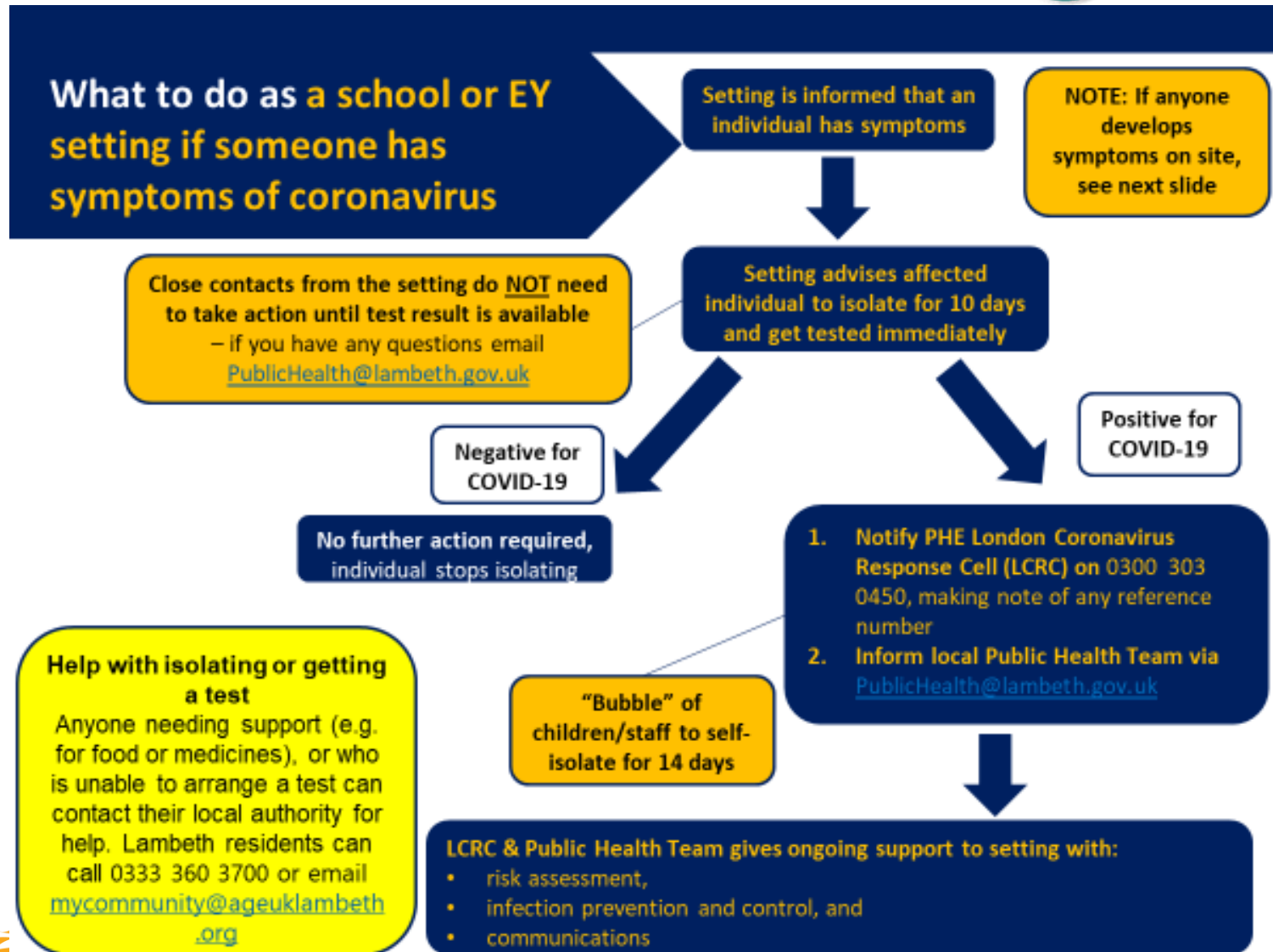
	<ul style="list-style-type: none"> <li>Visits will start in September 2020 looking at identifying barriers schools have faced/are facing</li> <li>How leaders are ensuring pupils resume learning and the curriculum (including remote)</li> <li>How routines and behaviours are embedding</li> <li>Health and wellbeing issues</li> <li>Safeguarding</li> </ul>	No grades will be published but the letter will go onto the schools website	
	<p><b>Primary Assessment:</b></p> <ul style="list-style-type: none"> <li>Primary Assessments will take place in Summer '21</li> <li>EYFS profile/ KS1 tests/ Phonics/ Timetables check/</li> </ul>	<b>NB EYFS baseline will be postponed but as a result KS1 tests will remain next year</b>	
	<p><b>Exams:</b> p37</p> <ul style="list-style-type: none"> <li>GCSEs and A' levels will take place 'with adaptations'</li> <li>Tests will be available in the autumn for all subjects</li> <li>Initial guidance available but will be supplemented</li> </ul>	<p>GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual is currently <a href="#">consulting on proposed adaptations to exams</a>.</p> <p>'DfE's guidance on <a href="#">Centre responsibility for autumn GCSE, AS and A level exam series</a> sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. We are also exploring further ways in which it might be possible to minimise additional burdens on centres whilst ensuring that</p>	N/A

	<p><b>Accountability: p37</b></p> <ul style="list-style-type: none"> <li>▪ Performance tables suspended for 2019-20</li> <li>▪ Ofsted and DFE will start conversations from 2019 data</li> </ul>	<p>exams remain accessible for students, and we will provide further information on this.'</p> <p>More information is set out at <a href="#">coronavirus (COVID-19): school and college accountability</a>.</p>	
<p>Contingency planning for outbreaks</p>	<p><b>Contingency planning for outbreaks:</b></p> <p>In developing these contingency plans, the DFE expects schools to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• give access to high quality remote education resources</li> <li>• 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</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>• 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.</li> </ul>	<p>Curriculum maps will be published in July up to Y9</p> <p>Quality assured list of resources p39</p> <p>Oak Academy has video lessons (quality should be checked)</p> <p>Government has funded access to on of two platforms Google for Education or Office 365</p> <p>Further details of resources are in section 5</p>	



	<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>• teach a planned and well-sequenced curriculum</li> <li>• provide frequent, clear explanations of new content,</li> <li>• 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</li> <li>• 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</li> <li>• plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</li> </ul>		
Risk assessments	<p><b>Risk assessments:</b></p> <ul style="list-style-type: none"> <li>▪ Legal requirement to schools should revisit and update risk assessments. Share with workforce</li> <li>▪ If possible, publish on website (HSE expectation if staffing is over 50 in size)</li> <li>▪ Regularly monitor and review</li> <li>▪ Identify risks for staff, pupils, visitors and contractors</li> </ul>	<p>School employers should have active arrangements in place to monitor that the controls are:</p> <p>Effective, working as planned, updated in line with PHE advice.</p>	

	<ul style="list-style-type: none"> <li>▪ Must consult with H&amp;S representative selected by a recognised trade union</li> <li>▪ Where issues between employees and employers cannot be resolved they can be referred to the HSE</li> <li>▪ It is a legal requirement that employers must consult with the health and safety representative selected by a recognised trade union or, if there isn't one, a representative chosen by staff. As an employer, you cannot decide who the representative will be</li> </ul>	<ul style="list-style-type: none"> <li>▪ For more information on what is required of school employers in relation to health and safety risk assessments and managing risk, see <a href="#">annex A</a>.</li> </ul>	
Changes to SEND legislation	<ul style="list-style-type: none"> <li>• All educational settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed.</li> </ul> <p><b>EHCPs will be delivered as normal from or before the 25<sup>th</sup> September.</b></p>	Whether individual risk assessments are used to help plan for the autumn term or not, schools should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their school from the start of the autumn term. SEND, who has spent some time out of education, to return to full provision	



## What to do if you have **symptoms**

