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| **Staff Role** | **Before Re- Opening** | **First Week** | | **First Month** | **First Term** | **End of First Year** |
| **Headteacher** | **Decide on the key priorities for the school**  **Revise the schools values, vision and ethos**  **Ensure that planning considers and is grounded in the school’s typical approach and response, aligned to vision, values and ethos share with staff and Governors**  **Complete daily data collections for LA and DfE**  **Clear messages to all stakeholders with regards to arrangements for re-opening**  **Communication with parents and carers should reflect the school ethos, vision and values**  **Contact Chair of Governors about re-opening**  Checks on all supporting infrastructure: premises, catering, First Aid, finance, IT, cleaning, Health and Safety updates – to ensure all is in place for returning staff and pupils  Review and plan arrangements for Breakfast and After-School Clubs, as well as Out of Hours Clubs | **Revise the schools values, vision and ethos through assembly and /or collective worship**  **Complete daily data collections for LA and DfE**  Review Business Continuity Plan for appropriateness in relation to changing circumstances  **Assess/identify the learning experiences of children during the lockdown and link these to the school ethos and vision for the future**  Keep abreast of National guidance as it is issued from the DfE | | **Ensure the school, values, vision and ethos is communicated regularly at all levels**  Review Business Continuity Plan for appropriateness in relation to changing circumstances  **Re-assess curriculum offer (see additional poster)**  Keep abreast of National guidance as it is issued from the DfE  Staff recruitment considerations  **Ensure that all school stakeholders have consistent reminders of the school’s approach towards the circumstances in an age-appropriate way where necessary** | **Review how the vision, values and ethos of the school supported school through the current pandemic and reflect this in the SEF**  **School values, vision and ethos are increasingly secure and consistent across the school**  Complete daily data collections for LA and DfE  Review Business Continuity Plan for appropriateness in relation to changing circumstances  Keep abreast of National guidance as it is issued from the DfE  Staff recruitment considerations | **Consider any reviews to the vision, values and ethos especially for new HTs and where school feels these could be improved**  Review Business Continuity Plan for appropriateness in relation to changing circumstances  Keep abreast of National guidance as it is issued from the DfE  Staff recruitment considerations |
| **Governors** | **Ensure clarity of vision, values and ethos and how these relate to circumstances/re-opening**  **Revise the schools values, vision and ethos** | **Parent Governors to get a feel for’ stakeholder voice – feed back to HT and FGB** | | **Consider developing a Governor Action Plan which is school ethos and vision-specific and relates to key priorities for governors in the forthcoming academic year, mindful of the return to school** | **Ensure that Governors are reviewing how vision, values and ethos is an underpinning factor in the school’s approach to reopening and reintegration** | **Evaluate how the school has delivered upon its vision, value and ethos throughout the course of the whole school year, celebrating particular strengths and identifying areas, which could be developed further**  **Ensure that parent, staff and pupil feedback is captured using surveys to quantify strengths and areas of development towards the school’s new or revised approach** |
| **Designated Safeguarding Lead** | **Ensure that the school has clear and agreed policy, systems and processes to respond to safeguarding concerns and particularly vulnerable children and those that have become vulnerable** | **Ensure that systems and processes are in place to contact those children who aren’t yet returning to school** | |  | **Review the schools approach and adapt as necessary with the situation changes**  **Report the school’s approach to this important priority area to leaders and governors for their oversight and support** | Complete and return Annual Safeguarding Audit and Report  Contribute to whole school evaluation |
| **Senior Leaders** | **Assess Staffing – who will be back and when**  **What about staff who also need to consider arrangements for their own children?**  **Consider the need for continued Social Distancing**  **Considerations for staff Wellbeing – signpost to support**  **Support the HT in planning for re-opening** | Education Inequality: Assess the gap for vulnerable pupils  **Review the curriculum**  **Map clearly what has been lost**  **Look for the shortest route to learning**  **Plan how teachers will assess each child Maximise and plan for the greater use of technology**  **Plan for the deeper involvement and collaboration with families** | | **Ensure that curriculum continues to meet children’s needs and promotes their wellbeing**  **SLT to ensure that the school ethos, vision and values is apparent in classes, during collective times and across the school, through regular learning walks/drop ins** | **Leaders gain increasing confidence that the children are reintegrated and school values and ethos are secure and consistent across groups and individuals**  **Support and planning for Y6 Secondary Transfer, and any deadlines missed for Y5s if appropriate**  Consider implications for Annual Reports to parents – what does the school intend to do about this  Consider reporting requirements/information e.g. Pupil Premium and SEND Impact Statements and Plans | **Contribute to whole school evaluation on how the school has delivered upon its vision, value and ethos throughout the course of the whole school year, celebrating particular strengths and identifying areas, which could be developed further** |
| **Middle Leaders Inc SENCo** | **Consider how curriculum and particular provision will reflect inconsistencies in home learning and children’s lived experiences**  **SENCo – consider different roles/expectations for Teaching Assistant support to adapt to circumstances and changes e.g. more nurture focussed initially** |  | | An update as necessary in relation to specific pupils and the position the school is in. Include; Early Help District Teams, SEND Services, Ed Psychs, Social Care, Health teams, etc  **Completion of any outstanding EHCP reviews – especially Y6** | **Completion of any outstanding EHCP reviews – especially Y6**  Consider reporting requirements/information e.g. Pupil Premium and SEND Impact Statements and Plans | **Contribute to whole school evaluation on how the school has delivered upon its vision, value and ethos throughout the course of the whole school year, celebrating particular strengths and identifying areas, which could be developed further** |
| **Class teachers** | **Review where children were at when schools closed**  **For children in school during the closures – briefly review progress/learning/behaviour during this period**  **Conversations with parents and children prior to returning to school should reflect the school vision**  **Identify areas of the curriculum/aspects of learning to concentrate on in the initial return period to deliver the schools vision, ethos and expectations**  **Identify how the school ethos and values can be reintroduced to any children who will continue to require home learning** | **Plan/lessons/activities to bring out the different learning experiences of children on their return, based on the children’s different experiences/access to resources etc. during the closure period**  **Highlight learning and experiences that revises and delivers the schools vision and ethos with individuals and groups, for example;**   * **Within circle/reflection times** * **Within assemblies** * **Within PSHE opportunities**   **Revise the schools values, vision and ethos in class with the children on a daily basis**  **Teachers identify and share positive examples of where children are demonstrating the school ethos, vision and values**  **Ensure that children who have not yet returned to school are provided with opportunities to consider the school ethos, vision and values and how this impacts on their life outside of school/in their community** | | **Teachers continue to make links to the school ethos, vision and values where appropriate and when needed.**  **Identify opportunities to encourage children to demonstrate the school ethos, vision and values enabling them to understand that these are an integral part of what supports and brings together the school community**  **Identify children who are struggling with the transition back to school life and / reintegrating into the school community**  **Planning/lessons/activities increasingly address areas where learning has ‘fallen away’** | **Teachers to gain increasing confidence that the children are reintegrated and school values and ethos are secure and more consistent across groups and individuals**  **Teachers to identify and be working to address any weaknesses in children’s learning and behaviour caused by the school closures**  **Planning/lessons/activities increasingly converge with the pre-school closure ethos and values** | **Transition arrangements will support the school ethos, vision and values**  **The ethos, vision and values will be apparent in all classes**  **Children’s attitudes and behaviour and personal development will reflect the school ethos, vision and values** |
| **Teaching Assistants** | **Working with teacher’s review where children were at when schools closed**  **Revise the schools values, vision and ethos** | **Support teachers to deliver and support lessons/activities to bring out the different learning experiences of children on their return based on the children’s different experiences/access to resources etc. during the closure period**  **Highlighting learning that revises and delivers the schools vision and ethos** | | **If supporting 1:2 or for groups, identify children who are struggling with the transition back to school life and / reintegrating into the school community** | **Working to address any weaknesses in children’s learning and behaviour caused by the school closures** |  |
| **Other roles Inc**  **Admin** | **Support HT and Senior Leaders regarding communications for re-opening**  **Ensure that suppliers/contractors are prepared for re-opening and any changes to operation/approach**  **Support the HT in planning for re-opening** | **Support HT and Senior Leaders in developing consistent communications with stakeholders, including updates to the school website/social media channels**  **Ensure clear expectations in line with school ethos and vision regarding paid aspects of school e.g. school meals or extended services**  **Continue to administrate the school’s approach to supporting FSM families who remain at home** | **Ensure that Senior Leaders plans and adapted operations are financially sustainable and affordable during the transition** | | **Ensure that Governors are aware of the school’s financial position related to the re-opening approach** |  |
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