

Safeguarding Children, staff and Parents during Coronavirus

ESPRIT Audit Tool to determine risk mitigation for extending on-site education provision to more children

A. Why should Esprit schools evaluate their ability to keep pupils, staff and parents safe whilst planning to reopen?

All educational establishments have a legal responsibility to safeguard and promote the welfare of children and young people. Education Act 2002, section 157 places a statutory duty upon governing bodies of Academies to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

B. About this audit

The purpose of the audit toolkit is to provide our educational establishments with a robust, transparent tool to determine the safest way to extend our education provision to more children until all can access.

The audit toolkit includes the following parts:-

- Part 1: Guidance for completing the audit tool
- Part 2: Extending on-site educational provision audit tool
- Part 3: Extending on-site educational provision action plan

C. How to use the safeguarding audit tool

Although the audit does not provide a comprehensive list of issues and evidence, it has been designed to help us think about what we have in place and what we may wish to put in place in the future in line with the DFE's latest medical, scientific and educational guidance.

D. RAG rating and action planning

The traffic light system relates to how the educational establishment assesses itself against achieving a particular standard.

If your establishment assesses itself as red or amber, the areas for development must be recorded on the action plan, along with the person responsible for completing the action and a timescale in which to do so. **A template action plan is provided in Part 3.**

RED	Indicates that processes are lacking and need to be developed as a matter of urgency in order to meet minimum requirements for a specific standard.
AMBER	Indicates that processes are in place but they need to be reviewed or further improved for a specific standard.
GREEN	Indicates that the establishment meets the standard fully with all processes in place and up to date, at least to the required minimum.

.....*E. Vane Galtney*.....

Part 2: Extending on-site educational provision Audit Tool for Schools in ESPRIT MAT

Name of school/college				Date of audit	
Person completing the audit		Job title		Signature	
Person completing the audit		Job title		Signature	
CHAIR OF TRUSTEES					
Name		Date		Signature	

E. Vane Galtney

PREMISES	WHAT DO WE KNOW	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))	
1) Use latest DfE guidance					
i.	ARRIVAL AT SCHOOL PARENTS	<p>Need to Social Distancing 2 meters (6ft) apart. (Some parents do not observe this)</p> <p>https://www.gov.uk/government/publications/guidance-to-employers-and-businesses-about-covid-19/guidance-for-employers-and-businesses-on-coronavirus-covid-19?utm_source=govdelivery&utm_medium=email&utm_campaign=coronavirus-hse&utm_term=sd-england&utm_content=top-17-apr-20</p> <p>Playgrounds not large enough to hold large gatherings of parents/pupils whilst safe social distancing.</p> <p>Gates can be opened to limit external touch points.</p> <p>Parking inadequate for whole school attendance.</p>			<p>Limit to 1 adult/parent per pupil on arrival</p> <p>Preferably no younger or older siblings</p> <p>Staggered arrival of groups of parents/pupils</p> <p>Markings on playground and signage to inform social distancing.</p> <p>Limit number of pupils on site to reduce number of parents/adults on the playground at any one time</p>
ii.	ARRIVAL AT SCHOOL PUPILS	<p>Need to Social Distance 2 meters (6ft) apart</p> <p>Hand washing on arrival is essential and regularly throughout the day</p> <p>Clean clothes everyday</p> <p>Limited impact on pupils from Covid 19</p> <p>Some pupils may be late arriving</p> <p>Possible limited number of staff due to illness</p> <p>Soap and warm water for a least 20 seconds following government guidelines</p> <p>Pupils/parents congregate outside the school and on playground</p>			<p>Stagger arrival of groups of parents/pupils</p> <p>Greeted by member of staff and supervised hand washing on arrival and throughout the day.</p> <p>Pupils directed to classroom ready for days' activities</p> <p>Refusal of late arrivals?</p>
iii.	ARRIVAL AT SCHOOL STAFF	<p>Staff parking issues at Grove Academy.</p> <p>Need to Social Distancing 2 meters (6ft) apart.</p> <p>Pedestrian gates at Grove and Hamilton are fob access controlled.</p> <p>Main access doors are fob access controlled.</p> <p>Inventry sign in system in use.</p>			<p>Staff to observe social distancing rules - no car sharing</p> <p>Limit number of staff at school at any one time</p> <p>Staggered start times</p> <p>Open pedestrian gates non fob access to limit touch points</p> <p>Ensure staff only use fobs to sign in where possible limiting touching inventory screen.</p>

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1) Use latest DfE guidance				
iv.	CLASSROOMS	Need to Social Distancing 2 meters (6ft) apart Limited space in classrooms Desks/chairs close together Central classroom resources (Pencil/Books etc) Opening and closing of classroom doors Soap available in all classrooms Use of classroom taps and sinks Tissues available in every classroom Possible limited number of staff due to illness		Pupils and staff to observe social distancing rules Reduce class sizes down to 4 or 5 pupils Ensure each pupil has own resources Adequate PPE available for staff members Adequate cleaning products available to clean sinks, taps, door handles and other touch points. Classroom doors to be left open
v.	TOILETS	Need to Social Distancing 2 meters (6ft) apart Touch points, door handles/locks, soap dispensers and paper towel dispensers in toilets Close proximity of toilets Pupils congregate in toilets Pupils forget to flush toilets Pupils don't wash hands correctly Pupils forget to wash hands Pupils may use toilet areas inappropriately Soap, hot water and paper towels available		Pupils should be supervised when attending the toilet maybe even on a one to one basis Staggered toilet breaks Hand washing signs Soap and paper towels regularly checked Pupils wash hands regularly Touch points regularly cleaned Adequate supply of cleaning products Adequate PPE for staff

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1) Use latest DfE guidance				
vi.	STAFF TOILETS	Need to Social Distancing 2 meters (6ft) apart Touch points, door handles/locks, soap dispensers and paper towel dispensers in toilets Close proximity of toilets Soap, hot water and paper towels available		Ensure social distancing is observed Staff to wash hands regularly Touch point cleaning regularly carried out Supplies of all toiletries maintained
vii.	OFFICE SPACE	Need to Social Distancing 2 meters (6ft) apart Office desks in fixed positions Close proximity of office desks/limited space Limited protection from privacy glass Offices can be very busy especially at the beginning and end of the school day Lots of touch points, door handles, telephones, computer equipment. Possible limited number of staff due to illness		Ensure social distancing is observed Restrict staff members in office to enable social distancing Close office to face to face enquiries from visitors Ensure all touch points are cleaned regularly. Adequate supply of cleaning products
viii.	PLAYGROUNDS/ PLAY PROVISION	Need to Social Distancing 2 meters (6ft) apart Pupils forget to maintain social distancing Pupils line up at the end of breaks Fixed outdoor play equipment Reduced playground/outdoor space at Grove due to scaffolding/building works Possible limited number of staff due to illness		Stagger Playtimes or even close playgrounds No outdoor play Not use fixed play equipment
ix.	CORRIDOR MOVEMENT	Need to Social Distancing 2 meters (6ft) apart Pupils forget to maintain social distancing Corridors too narrow and small for whole school population		Mark out 2 meter on floor Staff to remind pupils of social distancing at all times Reduce pupil/staff numbers

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PREMISES	WHAT DO WE KNOW	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
1) Use latest DfE guidance				
x.	LUNCH TIME PROVISION	<p>Need to Social Distancing 2 meters (6ft) apart Small Kitchen Spaces/difficult to socially distance Limited seating space for pupils Hand washing facilities available Lunch time staff available to supervise pupils Adequate cleaning products available Possible limited number of staff due to illness</p>		<p>Lunch time supervisors to wash hands regularly Maintain social distancing Not provide hot lunches pupils bring own lunch to school Eat in classrooms Reduce number of children in dining hall Stagger lunch times Reduce movement during lunch times Ensure all surface areas are cleaned regularly</p>
xi.	DISMISSAL ARRANGEMENTS	<p>Need to Social Distance 2 meters (6ft) apart. (Some parents do not observe this) Playgrounds not large enough to hold large gatherings of parents/pupils whilst safe social distancing. Gates can be opened to limit external touch points. Parking inadequate for whole school attendance. Late collection of pupils</p>		<p>Limit to 1 adult/parent per pupil on arrival Preferably no younger or older siblings Staggered arrival of groups of parents/pupils Markings on playground and signage to inform social distancing. Limit number of pupils on site to reduce number of parents/adults on the playground at any one time</p>
xii.	CONTRACTORS	<p>Need to Social Distance 2 meters (6ft) apart Access to school sites throughout school day</p>		<p>Limit access to before and after school Ensure social distancing takes place Wash hand when gaining access to school site Contractors to confirm no contact with Covid 19</p>

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STAFFING		RAG rating								Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
2) CAPACITY OF STAFF – Consider each staff team Latest Union advice/ Latest Scientific advice/ Latest medical advice										
Analysis of all available staff and their substantive hours		ELT/SLT	SAFE GUARDING	TEACHERS	SUPPORT STAFF	PREMISES STAFF	LUNCH STAFF	OFFICE STAFF	BASC	
i.	STAFF AVAILABLE TO WORK									
ii.	STAFF WHO ARE OWED HOLIDAYS (DUE TO EASTER/ BH WORKING)									
iii.	STAFF AFFECTED BY LOSS AND/OR TRAUMA									
iv.	STAFF WHO HAVE NOT HAD A BREAK SINCE CRISIS STARTED									
v.	TRAINING NEEDS – SAFEGUARDING LEVEL 1									
vi.	TRAINING NEEDS – FIRST AID									
vii.	CAN STAFF SOCIALLY DISTANCE DURING SCHOOL DAY/TIME?									
viii.	CAN STAFF SOCIALLY DISTANCE FROM OTHER STAFF DURING THEIR DAY									
ix.	CAN STAFF SOCIALLY DISTANCE FROM THEIR PUPILS DURING THEIR DAY									
x.	DOES STAFF GROUP HAVE APPROPRIATE PPE									
xi.	LIVING WITH VULNERABLE FAMILY MEMBERS									
xii.	DETAILS OF MOST VULNERABLE INDIVIDUALS									
xiii.	HAVE STAFF BEEN TESTED									

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STAFFING		RAG rating								Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
2) CAPACITY OF STAFF – Consider each staff team Latest Union advice/ Latest Scientific advice/ Latest medical advice										
xiv.	HAVE STAFF HAD VIRUS AND GUARANTEED IMMUNE									
xv.	DO STAFF HAVE ACCESS TO RELIABLE/ TIMELY SAFETY ADVICE?									
xvi.	IS TRANSMISSION ADVICE CLEAR?									

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CHILDREN	WHAT DO WE NEED TO KNOW?	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))	
3) HEALTH AND VULNERABILITIES OF PUPILS					
i.	<p>Medical needs and underlying health needs of each individual child is considered in line with the latest COVID19 government guidance.</p>	<p>The Academy will only extend the list of children (those other than key workers or vulnerable children) accessing onsite provision if they are considered safe to return to school, in line with the latest COVID19 government guidance.</p> <p>The Academy will derive a list of children based on the government guidance below.</p> <p>Guidance on shielding and protecting people who are clinically extremely vulnerable to COVID19 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</p> <p>Guidance on the social distancing for everyone in the UK https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults</p> <p>Supporting vulnerable children and young people during the coronavirus outbreak document https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people sates: <i>The government encourages vulnerable children and young people to attend educational settings unless they have underlying health conditions that put them at severe risk.</i></p>	<ul style="list-style-type: none"> • Diabetes • Cancer treatment • Previous treatment for cancer • Heart conditions • Medication <ul style="list-style-type: none"> • <i>Will the attendance of children not attending be monitored? What code will they be given on the register? Will they need to appear on a register?</i> • <i>Who will be responsible for the education of the children not attending? Will this still be school staff? Will this be the NC?</i> • <i>Who will be responsible for the welfare of the children not attending?</i> • <i>Will the children attending school be expected to follow the NC?</i> 		<p>Vulnerabilities of each individual child is assessed.</p> <p>Children are categorised according to health needs.</p> <p>A list of children unable to attend the Academy due to current COVID19 government guidance to be derived.</p> <p>Communication with parents.</p>

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3) HEALTH AND VULNERABILITIES OF PUPILS					
ii.	<p>ALL children in school have their basic needs meet in line with keeping children safe in education documentation.</p>	<p>The Academy will only extend the list of children (those other than key workers or vulnerable children) attending if:</p> <ul style="list-style-type: none"> • The child is deemed to be well enough to be in school • their basic needs can be meet whilst in school. • A child can be safely isolated if they become unwell whilst parents / carers are contacted • Lockdown and fire eviction processes can still be followed whilst social distancing measures are adhered to. • Staff can follow and fulfil the Academies responsibilities as set out in the Keeping Children Safe in Education document. <p>Through this the Academy would have to take into consideration the following documents.</p> <p>Keeping Children safe in Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf</p> <p>COVID19: Cleaning in non-health care settings https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings states: <i>The minimum PPE to be worn for cleaning an area where a person with possible or confirmed coronavirus (COVID-19) is disposable gloves and an apron. Hands should be washed with soap and water for 20 seconds after all PPE has been removed.</i> <i>If a risk assessment of the setting indicates that a higher level of virus may be present or there is visible contamination with body fluids, then the need for additional PPE to protect the cleaner's eyes, mouth and nose might be necessary. The local Public Health England (PHE) Health Protection Team (HPT) can advise on this. Non-healthcare workers should be trained in the correct use of a surgical mask, to protect them against other people's potentially infectious respiratory droplets when within 2 metres, and the mask use and supply of masks would need to be equivalent to that in healthcare environments</i></p>	<ul style="list-style-type: none"> • Being able to use the toilet when needed. Not just on a rota system given the age of the children. • Access to the dinner hall at an appropriate time of day. Times and rotas to be adhered to. • Assistance / care with basic developmental needs e.g runny nose / coughing • Assistance / care with toileting accidents • Assistance / care with a first aid accidents • Assistance / care with social, emotional and mental health needs <ul style="list-style-type: none"> • <i>Taking temperatures of all children on arrival. How will this be managed?</i> • <i>Clean clothes each day? Do they still wear uniform or own clothes? Children may not have enough sets of uniform.</i> • <i>How do we ensure the safety of staff when dealing with accidents were close contact is needed, bodily fluids are present etc?</i> • <i>Will we still have the space for an isolation room? How will this be managed without the use of PPE equipment?</i> • <i>Will the children be expected to bring a packed lunch?</i> • <i>Will FSM vouchers still be paid to families to cover this cost?</i> • <i>Will universal FSM's start again?</i> • <i>Will we be able to maintain staffing levels required? Will all teaching / support staff have provision provided by their child's school? If not what would staff do about the childcare of their own children?</i> 		<p>More PPE equipment to be provided.</p> <p>More thermometers to be purchased.</p> <p>Isolation room to be properly equipped a place for the child to relax, relevant PPE equipment and relevant cleaning products.</p> <p>Rotas and timetables to be drawn up for the use of the hall for lunchtime provision.</p> <p>Rotas and measure out into place to allow the children to access the outdoor environment safely adhering to social distancing measure.</p> <p>Fire assembly points marked out for the 2 metre social distancing.</p>

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3) HEALTH AND VULNERABILITIES OF PUPILS				
iii. Medical needs of ALL children within school are catered for allowing the needs to be addressed whilst keeping both the child and staff safe. Working within COVID19 Government guidance is achieved.	The Academy will only extend the list of children (those other than key workers or vulnerable children) accessing onsite provision if: <ul style="list-style-type: none"> • Medical care plans can be adhered to in line with the latest government guidance. • If the relevant training staff are available to support the medical needs of children. e.g. Epi pen training 	<ul style="list-style-type: none"> • Changing of children • Applying creams onto skin • Administering medication • Staff requiring Epi Pen training <ul style="list-style-type: none"> • <i>Will we still accept children in school who are taking a course of antibiotics?</i> • <i>Do we have enough staff paediatric trained to ensure that we have cover for every session?</i> 		Medical care plans and individual child's needs assessed and planned for. Medical care plans updated and members of staff assigned to support the child. Support from health care professionals still available. Equipment needed to support the child available. Paediatric trained member of staff onsite at all times.

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3) HEALTH AND VULNERABILITIES OF PUPILS					
iv.	Any additional needs of children attending school are catered for in line with the latest COVID19 government guidance.	<p>The Academy will only extend the list of children (those other than key workers or vulnerable children) accessing onsite provision if:</p> <ul style="list-style-type: none"> • Behaviour needs of children requiring 1:1 support can be staffed • SEMH needs of individual children can be addressed and supported by staff • 1:1 provision required by children on an EHCP plan • A calm down safe space can still be provided for children who need this provision due to behaviour / SEMH needs • Behaviour communication between staff and parents / cares can still be achieved in a purposeful way that benefits the care / education of the child. <p>COVID19 SEND Risk Assessment Guidance https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</p>	<ul style="list-style-type: none"> • 1:1 high level of support required for some children to function within the school environment • Staffing levels required for 1:1 provision of some children • Behaviour plans and each child's individual needs assessed. • Calm down areas planed and staffed appropriately. • The use of MAPPA in a crisis situation. <ul style="list-style-type: none"> • <i>Could we guarantee to staffing levels to keep children and staff safe?</i> • <i>How would staff communicate effectively with parents / carers at the end of the day?</i> • <i>Would SEND advisors still support individual children and their parents any processes already started prior to the school closures to most pupils?</i> • <i>Will provision / services still be available to support any child in crisis?</i> 		<p>Behaviour plans reviewed and staffing planned carefully to meet the needs of each individual child.</p> <p>Calm down spaces planned carefully and staffing levels for these assess.</p> <p>Appropriate daily communication with parents / cares available.</p>

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CHILDREN	WHAT DO WE NEED TO KNOW?	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
3) HEALTH AND VULNERABILITIES OF PUPILS				
v.	Meetings with social care are undertaken in a safe and productive manner in line with the latest COVID19 government guidance.	<p>The Academy will only extend the list of children (those other than key workers or vulnerable children) accessing onsite provision if it is ensured that staff can follow and fulfil the Academies responsibilities as set out in the Keeping Children Safe in Education document.</p> <p>Keeping Children safe in Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf</p>	<ul style="list-style-type: none"> • EH meetings lead by school • EH meetings lead by FSW • CIN meetings • CP conferences • Core group meetings • Assessments following a referral • EWO support • <i>Will meetings for children in school still take place? How? Where?</i> • <i>Will school still have support from social services for those children in school?</i> • <i>What if children don't attend and the attendance policy i.e. a door knock needs to be carried out?</i> • <i>What will be the referral process if required for the children in school?</i> • <i>Will this service be engaging in face to face communication with families if schools are?</i> 	<p>Number of children on EH level 2, EH level 3, CIN, CP assessed and made known.</p> <p>EH meetings lead by school to continue.</p> <p>Staff to be assured and confident in the process for if a safeguarding concern was to arise for a child in school.</p> <p>Outside agencies to support families where needed.</p>
vi.	Meetings with SEND advisors are undertaken in a safe and productive manner in line with the latest COVID19 government guidance.	<p>Code of practice https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p>	<ul style="list-style-type: none"> • SEND support visits • EHCP reviews • Modelling request visit • EP support • <i>Will meetings still take place for children in school?</i> • <i>Will school still have support from SEND services?</i> • <i>Will staff still be able to refer children for modelling request / seek support where a child's behaviour is escalating?</i> • <i>Will school still be able to refer to alternative provision?</i> • <i>Will SEND services engage in face to face communication with families if school are?</i> 	<p>EHCP plans to be assess and the individual needs of the child planned for.</p> <p>Individual needs of each child on the SEND register to be assessed and planned for.</p> <p>Outside agencies to support families where needed.</p>

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PARENTS		WHAT DO WE NEED TO KNOW?	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
4) HEALTH AND NEEDS OF PARENTS					
i.	Physical and mental wellbeing	<ul style="list-style-type: none"> Which parents are included in vulnerable / shielded categories? <ol style="list-style-type: none"> How are they protecting themselves if their child attends school? Are FSM vouchers continuing to be issued? 			<ul style="list-style-type: none"> Devise revised advice to parents on school reopening – reinforce with video messages on social media
ii.	Communication with school	<ul style="list-style-type: none"> What communication methods are safest – parent - teacher? <ol style="list-style-type: none"> Use of home-school diary? Emails? Dojo? How to safely communicate with parents on drop-off / collection Interaction / contact with office? 	Links with premises above		<ul style="list-style-type: none"> Develop a simple revised communication strategy – reinforce with video messages on social media Risk assess use of reception area – see premises section, consider access only via appointments.
iii.	Poor punctuality of pupils	<ul style="list-style-type: none"> How will we protect staff and pupils if they are not collected on time or arrive late? 			Communicate expectations and review offer of a place if not punctual at start and end of day
iv.	Enforcing social distancing on premises	<ul style="list-style-type: none"> What additional staffing will be needed at drop-off / collection times? 	Links with premises above		Include in communication with parents about reopening.
v.	Travel to and from school	How will we ensure this is safe / social distancing is observed? Special attention to pupils who usually walk home alone – this will not be allowed.	Paths around Grove very narrow. Parents waiting for gates to open.		Include in communication with parents about reopening.

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EDUCATION PROVISION FOR ALL PUPILS – ON SITE AND OFF SITE	WHAT DO WE NEED TO KNOW?	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))
5) EDUCATION PROVISION FOR ALL PUPILS				

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EDUCATION PROVISION FOR ALL PUPILS – ON SITE AND OFF SITE	WHAT DO WE NEED TO KNOW?	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))	
5) EDUCATION PROVISION FOR ALL PUPILS					
i.	DISTANCE LEARNING	<p>Not all children have access to online learning – either no wi-fi or no equipment. How do we make this consistent for all? How many children are in this situation?</p> <p>Ability of parents to effectively support this learning.</p> <p>Non-screen based learning activities</p> <p>Oak Academy – government have identified as recommended online curriculum. Issues around meeting the National Curriculum outcomes but the Oak Academy working group have acknowledged this and are addressing.</p> <p>Research online curriculum resources available so that children access actual (virtual) lessons rather than just directed activities.</p> <p>White Rose Maths, in conjunction with Power Maths, have produced home learning books Links to online version will be provided to us as we are existing Pearson subscribers Planning</p>	<p>Can we supply wifi/get funded wifi to allow access for all children? How? Laptops for eligible children will be ordered by LA from 22.04.20 (we cannot order)</p> <p>Live streaming lessons by teachers and Video calls with classes</p> <p>Consider amount of work which we need to provide. A need for ongoing provision for those children based at home if not able to access electronic resources</p> <p>Do we use this as gives online lessons and consistency – we could map this out alongside our own curriculum.</p> <p>How do we supplement Purple Mash? Do we use a different platform? What is available?</p> <p>Can be delivered to home addresses of pupils £9.24 each Delivered to schools for collection @ £6.50 each (collection by parents would not be appropriate for social distancing) Does content match summer term for Power Maths? Online content from WRM can be used to supplement the work books</p> <p><i>These clear, attractive and engaging books make maths at home fun and accessible! The lessons follow a simplified Power Maths format that inspires enjoyable parent-child learning sessions:</i></p> <ul style="list-style-type: none"> <i>Discover – an activity or questions that parents can use to enthuse their child and prompt curiosity</i> <i>Share – this section explains how a child might work out the Discover question, so parents can help if necessary</i> <i>Practice – two pages of practice questions give a great opportunity for children to get confident with each topic!</i> <p>What will planning look like? Parents will need professional guidance to effectively home school – Zoom meetings???</p>		<p>Explore if and how we can provide equipment (government or academy??) – cost and safety concern – need to set these laptops up so that they can be used safely at home?</p> <p>Research safe use of video calls through Zoom etc.</p> <p>Paper packs to be created and produced for all home learning each half term?? Teachers to create these, office to print. Consider how these would be distributed.</p> <p>Possible working group to be directed to complete this.</p> <p>Working group task</p> <p>Consider financial implications Would need to complete spreadsheet to have delivered to home addresses.</p> <p>Explore content once we have access to electronic version to ensure that these can be used effectively without the online element.</p>

EDUCATION PROVISION FOR ALL PUPILS – ON SITE AND OFF SITE	WHAT DO WE NEED TO KNOW?	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))	
5) EDUCATION PROVISION FOR ALL PUPILS					
ii.	CHILD CARE/Education in school	No current guidance on what would be expected in schools as they gradually reopen in terms of childcare/education	Education would not consistently be delivered solely by teachers due to staffing numbers.		Check updates regarding any new guidance around this. Consider staffing numbers from section 2.

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EDUCATION PROVISION FOR ALL PUPILS – ON SITE AND OFF SITE	WHAT DO WE NEED TO KNOW?	Notes	RAG rating	Action (enter details of action to be taken to meet the standard and transfer to the Action Plan (Part 3))	
5) EDUCATION PROVISION FOR ALL PUPILS					
iii.	HOW DO WE SELECT WHICH PUPILS?	<p>Whichever method we choose/are directed to select the children we need to be mindful of those who will still need keyworker care – need to consider providing this provision as well as schooling (BASC could provide this?? – need to consider hours required??) Will we be providing extended hours beyond the school day?? How??</p> <p><u>Possible suggestions for prioritising which children return to school first:</u></p> <ul style="list-style-type: none"> • Select children as a cohort (may be issues with siblings and child care) • Select children of working parents • Select children we consider as vulnerable as a priority. <p><u>Staffing</u> Will education be effective if not being delivered consistently by teachers? (still better than schooling at home) Implications for teaching teams if we open up all classrooms to allow for social distancing as there would need to be teachers to manage the home learning for those children not in school.</p>	<p>Y6 – lost learning is being planned to be picked up by High Schools so suggest we continue to home school. Y5 – target to be in school to minimise impact on SATs outcomes next year. Y4 & Y3 – not priority as have more time to make up lost learning???</p> <p>Y2 – no SATs this year so pick up lost learning in Y3? Y1 – priority year group to minimise impact on SATs outcomes next year??</p> <p>R & N – more difficult to socially distance – have more time to make up lost learning. Not statutory age</p> <p>How many children across each school have working parents – Prioritise job roles of parents in line with staggered release from lockdown by government? This would mean many mixed year groups.</p> <p>How many children across the MAT would we identify as those that are unlikely to access learning as successfully at home? Those children without equipment/Wi-fi.</p> <p>Capacity for children Grove -16 rooms x 4/5 children = 64/80 pupils (could use hall/ sandwich area) Infants – 8 rooms x 4/5 children = 32 – 40 pupils ½ cohort in school at 1 time Alternate weeks? 6 week (1/2 term) block then swap to other ½ of cohort?</p>		<p>Issues with childcare and provision for siblings will need careful consideration</p> <p>Await further guidance as we may be directed as to which children we prioritise.</p> <p>Identify how many children this would include – can we accommodate safely?</p> <p>Identify how many children this would include – can we accommodate safely?</p> <p>Confirm possible capacity for each academy.</p>
iv.	Staggered opening times	Consider impact of opening times on working parents	<p>Morning sessions only until 1pm to avoid lunchtime? Lunches to be sandwiches eaten in allocated classroom? Lunchtime break for staff?</p>		Consider what opening times will be required.

E. Vane Galtney

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v.	Lunchtimes / breaktimes	Playground to remain closed? Staggered lunchtimes?		To be actioned as part of site considerations
		Social distancing on the playground would be very difficult. Staggered lunchtimes would be difficult as would lead to lunches being held over a very prolonged time.		

E. Vane Galtney

Part 3: Action Plan

Name of the school/				Date of audit	
Standard	RAG rating	Action needed	Timescale	Name and position of person responsible	

E. Vane Galtney