

**DfE Guidance for full opening in September: Wallace Fields Junior School v2**

Document messages			
<ul style="list-style-type: none"> <li>All pupils, all year groups, full time, no rotas <b>Autumn Term</b></li> <li>School level judgement about how to minimise risk</li> <li>Proportionate protective measures – follow all guidance on ‘managing risk effectively’.</li> <li>All elements of controls are essential and schools must cover them all but will implement them depending on individual school circumstances</li> </ul> <p>No extra funding for costs incurred</p>			
<p><b>Risk management and assessments</b></p> <ul style="list-style-type: none"> <li>Update and adapt the risk assessment and any wider H&amp;S policies ‘reasonable steps’.</li> <li>People ill must stay home and notify school</li> <li>Robust hand/respiratory hygiene must be in place and promoted by all</li> <li>Clear and evident enhanced cleaning arrangements</li> <li>Engage actively in NHS Test and Trace                             <ul style="list-style-type: none"> <li>Formally consider how to reduce contacts and maximise distancing (depending on school circumstances), as much as possible</li> <li>Group children together</li> <li>Avoid contact between groups</li> <li>Arrange forward facing desks</li> <li>Staff stay a safe distance from pupils and other staff as much as possible</li> </ul> </li> <li>Clear procedures for monitoring and ensuring Risk Assessment will be monitored to ensure it is effective, working and updated as required.</li> <li>Ensure involve all stakeholders including staff and parents</li> <li>Outline a system of controls/adaptations which allows delivery of broad and balanced curriculum, including for children with SEND</li> </ul>		<p>Update and plan details with staff. Reminders to parents. Update on website. Update governors.</p>	
Document messages	School implementation – issues to consider	Comments/Actions	Risk Level H/M/L
Section 1: Public Health advice to minimise coronavirus risks			
<p><b>System of controls</b> This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.</p> <p><b>Prevention:</b> 1) 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</p>	<ul style="list-style-type: none"> <li>Enough hand washing and sanitizing stations</li> <li>Supervision of hand sanitizer and support for children to wash hands</li> <li>Reminders to children of behaviour expectations</li> <li>Ensure stocks available including soap, paper towels, tissues, bin bags and sanitizer.</li> <li>Make sure there are plenty of bins in classrooms and around school (inside and outside). Additional foot operated bins provided.</li> </ul>	<p>Systems to be tested and adapted at the start of term according to their success. Review systems.</p>	M

<p>2) clean hands thoroughly more often than usual – <i>(as now, arrival, starts and ends of all activities, changing of room, before/after eating)</i></p> <p>3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</p> <p>4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach – expect increased frequency and a clear schedule</p> <p>5) minimise contact between individuals and maintain social distancing wherever possible</p> <p>6) where necessary, wear appropriate personal protective equipment (PPE) – <i>(face covering still not recommended generally in school)</i>  <i>Numbers 1 to 4 must be in place in all schools, all the time.</i>  <i>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</i>  <i>Number 6 applies in specific circumstances.</i></p> <p><b>Response to any infection</b></p> <p>7) engage with the NHS Test and Trace process – <i>(parents need to know this has to happen)</i></p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following local health protection team advice  <i>Numbers 7 to 9 must be followed in every case where they are relevant.</i></p>	<ul style="list-style-type: none"> <li>• Cleaning – needs to be more regular, particularly if rooms and areas are shared</li> <li>• Increase how often regularly touched surfaces are cleaned – corridors, handles, toilets, lunch hall tables etc. (LB/JF)</li> <li>• Groups do not need to be allocate individual toilet blocks though this is good practice for the time being.</li> <li>• Signage and reminders. Class routine to support hand cleaning.</li> </ul>	<p>The school will maintain allocated toilets for each group/bubble.</p>	
<p><b>If someone ill in school</b></p> <ul style="list-style-type: none"> <li>• Anyone with symptoms must be sent home following ‘stay at home guidance’</li> <li>• As previously, isolate behind a closed door if possible, 2m away from an adult, windows open or outside secure area if possible</li> <li>• Separate bathroom if possible – then disinfect</li> <li>• PPE worn by staff if 2m not possible while caring for child</li> <li>• Staff supporting anyone with symptoms do not need to isolate unless they have symptoms, but must wash hands properly</li> <li>• Area around waiting area must be cleaned.</li> <li>• Routine taking of temperatures is unreliable way to identify coronavirus</li> </ul>	<ul style="list-style-type: none"> <li>• Still use a separate medical space for a case/suspected case arises - including quad area if dry/warm enough.</li> <li>• Ensure PPE available in the medical room/office</li> <li>• Make sure two emergency contact numbers for all children.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure in place.</li> <li>• Review on preparation day</li> </ul>	M
<p><b>Social distancing</b></p> <ul style="list-style-type: none"> <li>• Do everything possible to minimise contacts and mixing (while delivering a broad and balanced curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage social distancing/touching, understanding the limitations and practicality of this.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure in place.</li> <li>• Review on preparation day</li> </ul>	L

<ul style="list-style-type: none"> <li>• Use groups / bubbles to maintain some distance.</li> <li>• Recognise younger children will not be able to distance – this is acceptable.</li> <li>• Balance between bubbles and social distancing depending on ability to distance, lay out of school, feasibility of separate groups while offering broad and balanced curriculum.</li> <li>• Likely groups for younger children and distancing for older children – aim for not touching others if possible</li> <li>• Key to all measures is consistent groups. Makes it easier in event of a positive case and identifying who needs to isolate. If bubbles need to increase in size you can, but be aware of the implication from test and trace if larger groups are mixing. Small groups/bubbles may restrict normal operations.</li> <li>• Given decreasing prevalence of coronavirus, to ensure broad and balanced curriculum, may need to change emphasis on bubbles and increase size of groups. Schools can consider year group sized bubbles, but limit interaction with others, sharing of rooms as much as possible.</li> <li>• For younger children and SEN children, it is acceptable they do not social distance within their group.</li> <li>• Siblings may be in different groups and this is acceptable.</li> <li>• Aim to keep staff with the same children, but staff can operate across different classes and year groups – need to maintain distance from children and 2m from other adults.</li> <li>• Whatever the size of groups, they should be kept apart from other groups.</li> <li>• It is suggested that secondary teachers teach from front of class and try to stay 2m away. In primary schools, recognise this is not always possible, but try to do it where circumstances allow. Adults should avoid face-to-face contact with children and reduce time spent 1 to 1 with a child, particularly if not maintaining a class sized bubble. If you distance where you can, even if some of the time, it will help.</li> <li>• For children with complex needs, it may not be possible to distance, but educational care and support should be provided as normal.</li> <li>• Suggest side by side seating with desks facing forward, and removing unnecessary furniture from class to make space.</li> </ul>	<ul style="list-style-type: none"> <li>• Classes to be arranged facing forward and furniture moved or removed where possible.</li> <li>• Children will sit side by side not facing each other.</li> <li>• Groups / bubbles will be kept apart using zones and covid procedures in school.</li> <li>• Staggered starts, playtimes, lunchtimes and end of day to separate groups.</li> <li>• Staff will keep 2m from pupils wherever possible and floor lines around desk and board to protect staff and remind children.</li> </ul>		
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<p><b>Other distancing</b></p> <ul style="list-style-type: none"> <li>• Avoid assemblies with more than one group/bubble at a time.</li> <li>• Reduce cross over in corridors</li> <li>• Consider staggered breaks and lunches (to include cleaning time)</li> <li>• Distance in staff shared spaces – aim to minimise use of staffrooms – though staff still need their regular break times.</li> <li>• Consider staggered starts and ends of days (can't reduce teaching time)</li> <li>• Parents/professionals can only come into school with an appointment</li> <li>• Have a process for children removing any face coverings when they arrive at school (put in plastic bag and wash hands)</li> <li>• SEND must be back so plan transitions to meet needs</li> <li>• Supply staff and peripatetic staff can move between schools – need to maintain as much distance as possible</li> <li>• Consider processes for contractors and visitors – must explain hygiene practices and keep a record of all visitors</li> </ul>	<ul style="list-style-type: none"> <li>• There will be no assemblies - if necessary or important, then the outside should be utilised instead of the hall. Only one group / bubble in the hall at one time. Cleaning of hall after any assembly.</li> <li>• SEN transitions have been arranged including packs and detailed information for new Y3 parents.</li> <li>• Transition of new Year 3 organised- packs and information sent out.</li> <li>• Visitors including contractors for the main building must sign in and follow covid procedures.</li> <li>• Contractors for the PSBP2 project have separate procedures and do not enter the main building.</li> <li>• A one-way system throughout the school reduces cross over in corridors. Children in the same bubble/group passing in the toilet/sink areas is acceptable and considered low risk. Additional signage will be required.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans and procedures to be reiterated during preparation day</li> <li>• SEND needs meetings arranged</li> <li>• Transition meetings already held for new Year 3</li> </ul>	L
<p><b>Other measures</b></p> <ul style="list-style-type: none"> <li>• Children still to have own regularly used items such as pens, but class based resources (such as books/games) can be shared within the bubble – they should be cleaned regularly (along with frequently touched surfaces)</li> <li>• Resources shared between classes/bubbles (such as sport/art equip) 'should be cleaned frequently and meticulously and always between bubbles' (or quarantined for 48hr – 72 if plastics)</li> <li>• Outdoor play equipment should be more frequently cleaned, including resources used by wraparound care</li> <li>• Still recommend pupils limit what they bring to school each day – only essentials. Bags are allowed.</li> <li>• Pupils and teachers can take books and resources home</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment for outdoors will be allocated to the bubbles/groups, should be cleaned regularly and not shared with other groups.</li> <li>• All trays and equipment within are not shared between children. Bags permitted. Cloakroom use to be clarified and explained.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure in place.</li> <li>• Review on preparation day</li> </ul>	L
<p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Understand the NHS Test and Trace system and how to contact local Public Health England team.</li> <li>• Ensure staff and parents understand they should – book a test if there are symptoms/not come to school, provide details of close contacts, self-isolate.</li> <li>• Schools will be provided with a small number of home testing kits in the autumn to use when symptoms develop in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing details and advice are available to all staff regularly in the HT update.</li> <li>• Staff who are symptomatic must book a test and report their results as soon as available.</li> <li>• Template letter utilised to notify staff and parents of test results.</li> <li>• Office to hold test kits when they arrive.</li> </ul>	<ul style="list-style-type: none"> <li>• Review symptomatic procedures at INSET and prep days for all staff</li> <li>• Office procedures in place</li> </ul>	M

<ul style="list-style-type: none"> <li>Parents/staff must inform school if someone tests negative or positive.</li> <li>Sent to test – no-one else goes home</li> <li>Test negative – person comes back to school</li> <li>Test positive – follow stay at home advice – school contacts local health protection team, they risk assess who has been in close contact and say who needs to be sent home to self-isolate for 14 days (close contacts within 1m, 1-2m for more than 15 mins, travelled in small vehicle with infected person). Keep records of who is working in each group.</li> <li>Use a template letter to send to parents and staff if there is a positive case.</li> <li>If more than two cases, health team contacted and will advise. Options include closure of groups, mobile testing units. Whole school closure should not be necessary unless advised.</li> </ul>	<ul style="list-style-type: none"> <li>Office to contact health team if two cases identified. Usual group closure procedures.</li> <li>Whole school closure considerations.</li> </ul>		
<b>Section 2: School operations</b>	<b>School implementation – issues to consider</b>	<b>Comments/Actions</b>	<b>Risk Level H/M/L</b>
<b>Transport</b> <ul style="list-style-type: none"> <li>Rules in place for dedicated school transport – sanitizer etc, organised queue, additional cleaning of the transport, distancing where possible, face coverings for those over 11yrs</li> </ul>	N/A	N/A	n/A
<ul style="list-style-type: none"> <li>Public transport – encourage parents not to use if possible – LAs will be surveying parents about travel patterns</li> </ul>	<ul style="list-style-type: none"> <li>Parents encouraged to walk to school when possible.</li> </ul>	Update to parents.	L
<b>Attendance</b> <ul style="list-style-type: none"> <li>Expected to attend, unless still specifically certified as unable to.</li> <li>Shielding advice for all adults and children ends on 1<sup>st</sup> August. Local advice to shield could be given if infection rates rise in an area.</li> <li>Absence not penalised if following clinical/public health advice.</li> <li>Some families may be anxious for children to return. School should give support to address this – think about those previously shielding or BAME families where there is higher risk, or those who have conditions like obesity/diabetes.</li> <li>Communicate the measures being put in place now to give reassurance.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear to all parents now (summer 2) so they can begin to prepare for September – letter explaining how risks are being reduced.</li> <li>This document to be available on the school website.</li> <li>Identify those who may be at risk of not returning.</li> <li>Use catch up funds to put support in place for those needing support for secure regular attendance, and work with outside professionals. PPG funding applicable here.</li> </ul>		L
<b>School workforce</b>	<ul style="list-style-type: none"> <li>This is about those shielding and how the measures can be applied in the fullest to reduce risk – e.g. no mixing</li> </ul>	<ul style="list-style-type: none"> <li>Timetables to be adapted and reviews on</li> </ul>	L

<ul style="list-style-type: none"> <li>Shielding is relaxed on 1<sup>st</sup> August, staff expected to attend school. Wider government policy is work from home if possible though this does not apply to most school staff.</li> <li>If the guidance is followed fully, risks are mitigated significantly.</li> <li>Advising those most at risk to take particular care – leaders need to discuss risks and try and accommodate additional measures if possible.</li> <li>Staff can return to work if living with someone clinically extremely vulnerable.</li> <li>Need to consider work life balance carefully, including Headteacher. Involve staff so they fully understand measures in place. Support those who are anxious about returning to work, including support for mental health.</li> <li>TAs can still be deployed to cover classes under the supervision of a teacher if needed. Also consider deployment for catch-up provision/targeted intervention (consider the MITA guidance on best use of teaching assistants).</li> <li>Ensure there is appropriate support for pupils with SEND. Do not redeploy staff at expense of SEND pupils.</li> <li>Recruitment and checks should continue as normal – but remember to follow visitor distancing/protocols (for summer they say still do this remotely)</li> <li>Supply teachers can be used (and go to other schools) – but fewer the better</li> <li>Have ITT trainees in school</li> <li>Staff have been working hard and are now preparing for autumn term. If staff take a summer break abroad, they need to build in the 14-day quarantine before school starts. Staff need to be available to work from start of autumn term.</li> <li>If travel disruption occurs and it is not possible to avoid quarantine, consider temporarily amending working arrangements to enable work from home.</li> <li>Volunteers can be in school but need to remain 2m apart if possible. Mixing across groups should be minimised.</li> <li>Revise safeguarding/child protection policy to reflect any changes. DSL should take time in first few weeks to provide support to staff and children where there are welfare concerns.</li> </ul>	<p>across classrooms, separate staffroom hubs or rooms available if they wish to keep away from other adults, priority cleaning in the day, deep clean, reduce equipment use to decrease sharing, children encouraged to socially distance from staff.</p> <ul style="list-style-type: none"> <li>Ensure staff get timetabled breaks</li> <li>Make sure staff are fully informed and involved in the risk assessment and planning. Use INSET at the beginning of term to allow preparation of classrooms to meet needs of anti-covid spread.</li> <li>School wellbeing support in place for staff (EAS)</li> <li>Consider class TAs might be better used for catch up interventions rather than class support (if not 1:1)</li> <li>One ITT trainee in school AUT and SUM terms.</li> <li>Covid signage and covid guidelines for all regular volunteers and visiting professionals.</li> </ul>	<p>preparation day and INSET day.</p> <ul style="list-style-type: none"> <li>Clubs contacted where necessary</li> <li>Employee assistance Scheme in place – reminders to staff.</li> <li>ITT college contacted and support for placement agreed.</li> <li>Signage to be implemented on preparation day.</li> </ul>	
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<p><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li>• School meals provided as usual. Kitchens should be open fully (and comply with guidance around coronavirus)</li> <li>• Ensure good ventilation around the school.</li> <li>• Any changes to the building, extra resources, bins etc., are up to the school – no additional funding provided.</li> <li>• In autumn term day visits but not residential –follow the same protective measures as in school. Outline in the risk assessment.</li> <li>• Uniform as usual – does not need to be cleaned any more than normal.</li> <li>• Wrap around care – consider restarting from September if possible and follow guidelines – reduce mixing groups. Look at small consistent groups and all possible protective measures. See the guidance on summer holiday childcare to support planning for extra-curricular provision. Contact sports should not take place.</li> <li>• School Clubs should be reduced or restricted.</li> </ul>	<ul style="list-style-type: none"> <li>• A trial of hot lunches to start with and this will be reviewed every week to ensure it is not impeding covid procedures in place.</li> <li>• A change in changing policy for upper school to facilitate changing on PE and games days</li> <li>• Club Vale to provide guidance and timings of provision for the school regarding wraparound care.</li> <li>• Uniform as usual – trainers available for playtime as usual. Shoes to be uniform again.</li> <li>• No clubs for the first half term whilst the routine settles in and contact sports are restricted.</li> <li>• Offsite visits only if feasible and covid measures can be implemented properly. Trip risk assessment to be completed and include all aspects of covid measures to ensure health and safety.</li> <li>• No on site clubs for the first half term until restrictions are lifted or</li> </ul>		M
<p><b>Section 3: Curriculum, behaviour and pastoral support</b></p>	<p><b>School implementation – issues to consider</b></p>	<p><b>Comments/Actions</b></p>	<p><b>Risk Level H/M/L</b></p>
<p><b>Curriculum and behaviour</b></p> <ul style="list-style-type: none"> <li>• Remains broad and ambitious</li> <li>• If remote learning is needed (i.e. closure of group due to covid positive result or second wave) it needs to be high quality and consistent.</li> <li>• Time to be made to cover the most important missed content – prioritise most important components for progression rather than remove subjects.</li> <li>• Emphasis on reading to support all subjects.</li> <li>• Should be teaching normal curriculum by the summer term. Substantial modification of curriculum may be needed at start of the year. Prioritise teaching time to address significant gaps.</li> <li>• Inform planning with assessment of starting points, then regular formative assessment – avoid unnecessary tracking systems.</li> <li>• Develop remote learning in case of local lockdown. Pupils educated at home must be given support they need to master the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• How can we use elements of other subjects to help catch up with reading, writing and maths?</li> <li>• Keep an eye on Active Surrey Resources</li> <li>• Strong focus on catch up of maths and English learning whilst maintaining a broad curriculum.</li> <li>• Reading expectations remain the same or higher.</li> <li>• Flexibility of staff need to accommodate new curriculum demands.</li> <li>• Remote learning in place if bubble shut down / sent home.</li> <li>• Remote learning not provided for children avoiding attendance without medical permission or proof.</li> <li>• Music teaching to be modified to meet new criteria. (NM)</li> <li>• No choirs or ensembles.</li> <li>• Outdoor learning and sport prioritised and compulsory in all year timetables.</li> <li>• Catch up money not available yet.</li> </ul>	<ul style="list-style-type: none"> <li>• New structured approach to developing and improving writing across the school</li> <li>• Application of a w/r Maths development approach.</li> <li>• Timetables developed and modified for the Aut 1 term.</li> <li>• Behaviour policy updated – review at INSET for all staff.</li> </ul>	L

<ul style="list-style-type: none"> <li>• RHE and RSHE new policy and teaching needs to be in place by summer 2021</li> <li>• Curriculum should be broad and include full range of subjects over the year.</li> <li>• Music - note additional risk of infection if singing, shouting, chanting, playing a blown instrument, shouting – applies even if distancing. Consider how to reduce risk, ensure physical distancing/singing in small groups, being outside, limit to group of 15, positioning back-to-back/side-to-side, avoid sharing instruments, ensure good ventilation.</li> <li>• No choirs or ensembles yet. Further detailed guidance on this shortly.</li> <li>• Prioritise outdoor sports if possible – cleaning equipment thoroughly between groups – still need to maximise distance for sports – no suggestion of contact yet.</li> <li>• Work with external coaches/clubs/organisations if satisfied it is safe to do so.</li> <li>• Consider active miles, making break times and lessons active and encouraging active travel.</li> <li>• Catch-up one off grant from the £650m (distributed by SCC) – strongly encouraged to spend on catch up, although HTs can direct expenditure.</li> <li>• Pupils may experience variety of emotions – anxiety, stress, low mood. These are normal responses., Some children may need additional support. Pastoral support might need to support rebuilding friendships/social engagements, address issues related to coronavirus, support children with approaches to improving physical and mental well-being. Use external support where necessary, including school nurses.</li> <li>• Consider updating behaviour policy with any new rules - rewards for these as well as sanctions. Be mindful of children exposed to adversity and trauma.</li> <li>• Exclusion system remains in place – the risk assessment advice about bringing children back seems to have gone.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour policy updated.</li> <li>• Recovery curriculum planned to ensure stable and supportive recovery of return to school.</li> <li>• RHSE policy and teaching already reviewed and updated.</li> </ul>		
<p><b>Section 4: Assessment and accountability</b></p>	<ul style="list-style-type: none"> <li>• <b>School implementation – issues to consider</b></li> </ul>	<p><b>Comments/Actions</b></p>	<p><b>Risk Level H/M/L</b></p>



<ul style="list-style-type: none"> <li>• Inspection – none in the autumn term. A sample of schools will be visited to look at the return to education. ‘Collaborative discussions’ with a brief letter.</li> <li>• Exams, tests and assessments will be in place as normal next year.</li> <li>• (Reception baseline postponed a year) N/A</li> <li>• Year 4 Times Tables Assessment returns summer 2021.</li> <li>• Year 6 National tests as usual by summer 2021.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline assessments planned on return to plan intervention and catch up. No formal tests in first half term (this will be informal formative assessment and Teacher Assessment)</li> </ul>	<p>Efforts made to ensure children are not formally tested (Reading test might be one formal paper) Year 4 Times Table Test to be completed Summer 2021.</p>	
<p><b>Section 5: Contingency planning for outbreaks</b></p>	<p><b>School implementation – issues to consider</b></p>		<p><b>Risk Level H/M/L</b></p>
<ul style="list-style-type: none"> <li>• Local area increases in infection rates – appropriate measures may be put in place by local authorities.</li> <li>• For individuals/groups self-isolating, remote education plans should be in place. This should meet same expectations as any pupil who cannot attend school due to coronavirus.</li> <li>• A contingency plan in place for school closure, including remaining open for vulnerable/critical worker children and providing remote education for all other children.</li> <li>• Schools should consider how to improve quality of existing remote learning offer – strong contingency plan for remote education provision by the end of September.</li> <li>• Expectations (in consideration of pupils’ age, stage of development and/or special needs where this places significant demands on parents’ help or support): <ul style="list-style-type: none"> <li>○ Access to high-quality online and offline resources and teaching videos linked to curriculum</li> <li>○ High quality remote education resources</li> <li>○ Online tools to allow interaction, assessment and feedback (staff may need training)</li> <li>○ Printed resources for those without online access</li> <li>○ Recognise those with SEND/younger children may not be able to access remote education without adult support, so schools should work with families to deliver a broad and ambitious curriculum.</li> <li>○ Set assignments that are meaningful and ambitious</li> <li>○ Build knowledge and skills incrementally</li> <li>○ Provide frequent, clear explanations of new content delivered by teacher or high quality curriculum resources/videos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Online learning to be planned and ready</li> <li>• TTRS online assessment available.</li> <li>• Inform parents and stakeholders immediately in event of school closure.</li> <li>• Use of online resources to improve and support online learning if this is needed following closure.</li> <li>• Google classroom platform already provided and online curriculum prepared. Relevant training for staff for the online platform already completed.</li> <li>• Refresher of online curriculum if school closure is enforced.</li> </ul>		<p>L</p>

<ul style="list-style-type: none"> <li>○ Gauge how well children are progressing through questions/other suitable tasks and set clear expectation on how regularly teachers will check work.</li> <li>○ Teachers should adjust pace/difficulty in response to questions/assessments</li> <li>○ Plan a programme of equivalent length to core teaching pupils would receive in school, including daily contact with teachers (ideally)</li> <li>● Oak Academy resources are available in the autumn term for free. There is specialist content for pupils with SEND.</li> <li>● There is government funded access to Google for Education or Microsoft Office 365 Education. Apply through the Key.,</li> </ul>			
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