

FAQs - Guidance for full opening

New additions made 15/07/20 (highlighted yellow)

Question	Response
Protective Measures – prevention; groupings /bubbles; social distancing; PPE; COVID-19; response to infection	
Will the authority be producing a new/updated risk assessment pro-forma?	<p data-bbox="694 391 1960 459">A new risk assessment has been developed by the local authority and is available on our wider re-opening website.</p> <p data-bbox="694 502 1904 603">‘it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term’</p> <p data-bbox="694 646 1780 678">‘Employers have a legal duty to consult their employees on health and safety in good time.’</p> <p data-bbox="694 718 1635 750">‘Schools should share the results of their risk assessment with their workforce.’</p>
How many children can use one toilet?	<p data-bbox="694 751 1960 965">‘Numbers of fittings. The regulations do not set the minimum number of fittings to be provided in relation to the ages and numbers of pupils. Generally, the needs of younger pupils are likely to be greater than those for older ones. So, for example, a provision of one toilet and washbasin for every ten pupils under 5 years old would be adequate, while that ratio could be doubled for pupils aged 5-11 to one toilet and washbasin for every 20 pupils. For pupils over 11 one toilet per 20 pupils would be sufficient, but there is scope to reduce the number of washbasins where the washing facilities are shared.’</p> <p data-bbox="694 1005 1960 1109">In relation to the guidance about full opening from September then it will be up to school to decide on the maximum numbers using the toilet facilities at any one time based on aspects such as the required cleaning regime, overcrowding and staggering break and lunch times.</p> <p data-bbox="694 1149 1937 1252">The guidance states that: ‘different groups don’t need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet’</p>

	<p>'The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals'</p>
<p>How can groups be interpreted in the context of small rural primaries where a group may be a school or a Key Stage?</p> <p>Will there be any authority interpretation of the new guidance for small primary schools? As a school of less than 50 it's difficult to interpret the guidance to decide if we can operate as a whole school bubble (with classes separate for lessons) to make lunchtimes, wrap around care etc. workable. I've seen several schools nationally planning to group year groups of 60 to 90 pupils into bubbles.</p>	<p>Schools must use their risk assessment to consider the impact of grouping pupils in different ways in order to reduce the risk of transmission thereby protecting all staff and pupils.</p> <p>'The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.'</p> <p>As it is recognised that 'younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group' then, if it can be achieved, it is recommended that 'At primary school, and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class.'</p> <p>'Maintaining distinct groups or 'bubbles' that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.'</p> <p>Schools must 'minimise contact between individuals and maintain social distancing wherever possible' and this 'must be properly considered and schools must put in place measures that suit their particular circumstances'.</p>
<p>Our Y10 and Y11 cohorts are small so we want to put them together as one bubble. Would that be acceptable?</p>	<p>Schools must use their risk assessment to consider the impact of grouping pupils in different ways in order to reduce the risk of transmission thereby protecting all staff and pupils and should make sure that they remain within the maximum bubble size within the guidance.</p> <p>'The overarching principle to apply is reducing the number of contacts between children and staff. This can be achieved through keeping groups separate (in 'bubbles') and through maintaining distance between individuals.'</p> <p>'In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum</p>

	<p>subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.'</p> <p>'Whatever the size of the group, they should be kept apart from other groups where possible and older children should be encouraged to keep their distance within groups.'</p>
<p>What will happen if a teacher who has worked across different groups tests positive for COVID-19?</p>	<p>Schools should follow the 'test and trace' flow chart as soon as someone demonstrates symptoms.</p> <p>If a pupil or staff member tests positive, 'The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.'</p> <p>'The health protection team will work with schools in this situation to guide them through the actions they need to take.' This will include identifying those who have had close contact with the person who tested positive and the need to self-isolate for 14 days.</p> <p>Close contact is defined in Section 1 Prevention: no. 8 - Manage confirmed cases of coronavirus (COVID-19) amongst the school community: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>
<p>Is there any guidance available regarding parents coming on site in September to support their child in transition to nursery/reception class? And if not, what are the current recommendations?</p>	<p>'Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in all contexts, and schools must consider how to implement this.'</p> <p>The guidance states that parents 'gathering at the school gates and otherwise coming onto the site without an appointment is not allowed' and 'Ideally, adults should maintain 2 metre distance from each other, and from children.'</p> <p>It is therefore not recommended that parents collectively bring their children into school and stay. It may be possible to establish an 'appointment' system where parents and their children are permitted onto the site in order to hand-over the new starters. This should be considered within your school's risk assessment, meet the required prevention criteria and ensure that this approach does not impact on pupils' eligible time allocation in school.</p>
<p>Is it possible to have an earlier finish time to the school day?</p>	<p>It is possible to change the start and finish times for the school day as long as this does not reduce the overall teaching time.</p>

	<p>If appropriate, 'Schools should work with partners to consider staggered start times to enable more journeys to take place outside of peak hours.' This may be particularly relevant where pupils travel to school on public transport.</p> <p>Any potential changes to start or finish times must be considered in conjunction with transport providers and should be clearly communicated with parents.</p>
<p>We have small, class sized bubbles during lesson times but are struggling to have separated space outside for all our bubbles. Is it okay to have 2 bubbles joining during outside at play and lunchtimes in order to manage the space?</p>	<p>Advice from PHE is that schools should work to keep bubble sizes as small and consistent as possible. However, where space is limited, advice from PHE colleagues is that children may share outside space, so long as they are not outside for more than 15 minutes and should try to remain socially distanced from children in other bubbles.</p>
<p>We are not able to manage handwashing for all children on arrival. We are considering the use of hand sanitiser but are not sure whether or not we should have (or are allowed to have) alcohol based sanitiser in school. Is this allowed or should we have non-alcohol sanitiser only?</p>	<p>Non-alcohol sanitisers are not appropriate as PHE advice is that any hand sanitiser must contain a minimum of 60% alcohol to be effective.</p> <p>Ideally, schools should look to stagger starts in order to ensure handwashing with soap and water takes place at the start of the school day.</p> <p>However, it is recognised that in some instances, schools may have a large numbers of pupils arriving at school at the same time (particularly where school buses do not allow for staggered starts) and that schools will need to find an alternative approach until handwashing can be managed for all pupils. In this instance, alcohol based sanitisers may be used until there is an opportunity to access soap and water, but only under close supervision. Alcohol hand gel must not be used as a substitute for soap and water throughout the school day.</p> <p>Whilst hand gel that contains alcohol is not usually recommended for use by pupils, because it is flammable and has the potential for misuse, schools are encouraged to ensure that it is available at all times during the outbreak. Schools must have the gel available in the main entrance for use by visitors and contractors for example.</p> <p>The government guidance is very clear that hand gel containing alcohol must only be used where a supply of liquid soap and water is unavailable. Schools are encouraged first and foremost to ensure that hand</p>

	washing of at least 20 seconds duration is undertaken regularly throughout the day backed up by the use of hand gel that contains alcohol where soap and water are not available.
Where can we find up to date information about test and trace within North Yorkshire?	Schools may find the presentation made by colleagues from PHE useful.
We have several children who have an EHCP. They require a high level of adult support. How can we continue to support these children whilst maintaining social distancing?'	<p>An important point to bear in mind, particularly for younger pupils, is that the Government has been clear in their guidance that social distancing will not be possible in schools.</p> <p>There is an expectation at all children will be back in school in September. Those with SEND who require adult support should still receive this support. It is important to avoid, so far as is possible, physical contact with children, their families and other personnel. Some considerations that may be helpful for schools are outlined below</p> <ul style="list-style-type: none"> • If a child is upset, try and find ways to comfort them which do not involve physical contact. • If administering medication or first aid to children, wash your hands before and immediately afterwards and always before moving to another child. Use Personal Protective Equipment (PPE) equipment such as masks and gloves where available if this is normal practice. • Where physical contact is unavoidable wash your hands as soon as you can. If water is not close to where you are working use hand sanitiser. • Since some physical contact is inevitable try and avoid touching your face and regularly wash your hands and use hand sanitiser. <p>You can only encourage pupils to exercise social distancing and this advice is only likely to work if supported by parents and carers at home, so it is important to communicate effectively with families about working practices in school during this time. If individual children are persistently failing to adhere to the guidelines, discuss it with your line manager so that parents can be encouraged to support the process.</p>
School operations – transport; attendance; staffing; catering; educational visits; uniform; extra-curricular; recruitment	
Is there any flexibility in the arrival and departure times of home to school transport?	<p>'it is imperative that schools work closely with local authorities that have statutory responsibility for 'home to school transport' for many children, as well as a vital role in working with local transport providers to ensure sufficient bus service provision. DfE will shortly publish new guidance to local authorities on providing dedicated school transport, based on the framework outlined here.</p> <p>Given the pressures on public transport services it may also be necessary to work with local authorities so that they can identify where it might be necessary to provide additional dedicated school transport</p>

	<p>services, including in places where these services do not currently operate. The government is currently evaluating this position and will set out next steps shortly.'</p> <p>NYCC doesn't provide all home to school transport.</p>
Whose responsibility is it to check that home to school transport providers have appropriate risk assessments in place?	<p>Transport Operators are responsible for their own risk assessments. NYCC have provided a generic template, however this needs to be adapted by the operator for each different vehicle or route where differences occur.</p> <p>NYCC doesn't provide all home to school transport.</p>
Is there any particular guidance for pupils using more than one mode of transport i.e. public train then school bus or private taxi to school bus stop?	<p>There is not any specific guidance available for this situation however, where this is a necessity and alternatives cannot be found, the following guidance will be helpful.</p> <p>Families using public transport should refer to the safer travel guidance for passengers. Face coverings are required at all times on public transport for children, over the age of 11.</p> <p>'Schools should also have a process for removing face coverings when pupils and staff who use them arrive at school and communicate it clearly to them. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom. Guidance on safe working in education, childcare and children's social care provides more advice.'</p>
How will attendance data be collated and used?	<p>'We will issue further technical guidance for schools to record attendance and absence, including what data schools will be asked to return to the department.'</p>
As our reception new starters have not been into school for any induction sessions, would we be okay to take the first three days of the first week back at school (Wed 9th; Thurs 10th and Fri 11th) just for reception children and then welcome back Y1 and Y2 children (as we have EYFS/KS1	<p>The guidance is clear that a full time offer is compulsory for all children in September (including those who are starting their reception year).</p> <p>Staggered start and finish times could be used as an option, in this instance, to welcome EYFS into class before the arrival of the older pupils.</p>

classes) into our classes from Mon Sept 14th?	
What if a parent/carer refuses to send their child to school despite best efforts on the part of the school?	It is understandable that some parents/carers and pupils may be anxious about the return to school. Establishing and maintaining good relationships and timely information about the safety measures in place should provide reassurance. Individual conversations and detailed plans for return for certain pupils may be required. Head teachers may wish to contact their named SEA to discuss possible next steps if a parent/carer refuses to send their child to school despite the school's best endeavours to encourage them to attend.
Do I need to ask for proof if a child does not attend on medical grounds?	Shielding is due to 'pause' on 1 st August. It is envisaged that almost all pupils should be able to return to school. Where there are exceptions, schools must work with families and agencies to ensure that educational and wellbeing needs are met during any absence (see remote learning below).
Can I still use supply agencies?	<p>Yes</p> <p>'Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE's and Crown Commercial Service's agency supply deal when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.</p> <p>Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs'</p>
I am unclear whether pregnant women can return or not?	'Where schools apply the full measures in this guidance the risks to all staff will be mitigated significantly, including those who are extremely clinically vulnerable and clinically vulnerable. We expect this will allow most staff to return to the workplace, although we advise those in the most at risk categories to take particular care while community transmission rates continue to fall.'

	<p>'As a general principle, pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people.' → 'If you have any of the following health conditions, you may be clinically vulnerable, meaning you could be at higher risk of severe illness from coronavirus. You are advised to stay at home as much as possible and, if you do go out, take particular care to minimise contact with others outside your household or support bubble.'</p>
<p>Federations – I have staff with teaching and leadership responsibilities across more than one school.</p>	<p>Staff may need to be redeployed to provide as much consistency to groupings and limit interactions as much as possible. A balance needs to be sought by head teachers in terms of ensuring that the educational experiences of the children are not limited, whilst at the same time putting in place all practicable measures for retaining consistency of groupings and staffing.</p>
<p>Staff training in school – Can it resume or is there still an expectation for virtual meetings?</p>	<p>Staff training and meetings can take place in school where social distancing can be maintained. For larger groups, virtual meetings will still be the preferred option. The same applies to governor meetings.</p>
<p>I employ a part-time staff member who works at a number of schools over the course of the week.</p>	<p>'Supply staff and other temporary workers can move between schools, but school leaders will want to consider how to minimise the number of visitors to the school where possible. Where it is necessary to use supply staff and to welcome visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the school premises, and secure best value, schools may wish to use longer assignments with supply teachers and agree a minimum number of hours across the academic year. This advice for supply teachers also applies to other temporary staff working in schools such as support staff working on a supply basis, peripatetic teachers such as sports coaches, and those engaged to deliver before and after school clubs'</p>
<p>Monitoring activities in school – quality of education</p>	<p>Leaders still need to assure themselves of the quality of education being provided in their schools. Many activities can be carried out without the need for additional time in the classroom such as work scrutiny, pupil questionnaires for pupil voice etc.</p>
<p>So that we can remain in our bubbles for lunchtime, can we continue to provide packed lunches only (to be eaten in bubbles/classrooms) or do we have to provide cooked lunches too?</p>	<p>Hot lunches do not have to be provided. Catering services will continue to provide packed lunch grab bags which can be taken to classrooms to eat rather than all being in the dining hall.</p> <p>Additionally, catering services are considering ways to provide insulated foil containers for hot meals to be delivered to classrooms and possibly rotating packed lunches with hot lunches by group.</p>

	<p>‘We expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for benefits-related free school meals or universal infant free school meals.’</p> <p>‘When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).’</p>
<p>How do I staff the staggered lunchtimes? Will there be any funding for additional MSA hours?</p>	<p>‘Schools should use their existing resources to make arrangements to welcome all children back. There are no plans at present to reimburse additional costs incurred as part of that process.’</p>
<p>Can educational visits go ahead?</p>	<p>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings.</p> <p>‘In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination.’</p> <p>Educational Visits Coordinators (EVC) should ensure that all visit planning is recorded (EVOLVE) as in their school/employer policy as soon as is practicable. This should include any extra COVID-secure measures put in place.</p> <p>Special consideration should be made to maintain the integrity of “bubbles”, whilst being aware of current government group-size directives (6 persons from a max of 6 households). EVCs should take into consideration the difference between government group size limits, and the sizes of in-school “bubbles” as this may impact on staffing required.</p> <p>Schools should liaise with external providers to ensure COVID-safe provisions and risk management have been put in place. EVCs can seek further advice from their Educational Visits Adviser/Officer.</p>

	<p>Transport providers should be consulted well in advance to ensure that suitable COVID-safe practices can be put into place. It may be more suitable to investigate other more COVID-managed methods of transport or alternative learning locations.</p> <p>As there is currently no end point for the current guidance schools would be prudent to get advice from their Educational Visits Adviser/Officer and their insurers before planning future residential activities.</p>
<p>Can we go out into the local community for walks/forest schools etc.?</p>	<p>‘Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits’</p> <p>A Local Learning Area policy will assist schools in planning learning in their local area, normally not requiring transport. This policy is available to schools via the Resources section of EVOLVE or direct from their Educational Visits Adviser/Officer (contacts below).</p> <p>When using their local area schools should take care to ensure distancing and hygiene standards are maintained, taking particular care with possible interactions with members of the public who may be in the area.</p> <p>Schools should use similar planning principles when considering activities on-site when using external providers as visitors to the school.</p> <p>The team at North Yorkshire Educational Visits Advisory Service (NYEVAS) are available for advice and guidance on all aspects of learning in alternative spaces & outdoor-learning, as well as educational trips and visits. Training is available for EVCs, Visit Leaders and staff planning learning outside the classroom. For further support and information please contact: educationalvisits@northyorks.gov.uk</p>
<p>Will pupils still be expected to wear clean clothes every day and if so, what about school uniform?</p>	<p>‘It is for the governing body of a school (or the academy trust, in the case of academies) to make decisions regarding school uniform. Some schools may have relaxed their uniform policy while only certain categories of pupils were attending. We would, however, encourage all schools to return to their usual</p>

	<p>uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.</p> <p>Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal.</p> <p>Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.'</p>
<p>Will our pupils be able to share before and after school provision with another school?</p>	<p>Yes</p> <p>'Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.'</p> <p>'Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.'</p> <p>'We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.'</p> <p>'Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or</p>

	<p>out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.'</p>
<p>Are other providers allowed to use the school site e.g. village playgroups, evening classes?</p>	<p>Individual situations would need to be risk assessed, particularly as pupils will be using the school during the day.</p> <p>Government guidance on this states that visitors, 'coming onto the site without an appointment is not allowed'. Furthermore, 'Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival.'</p> <p>Based on this guidance, we are recommending that schools suspend lettings for the next term where this would involve access to areas that children are using throughout the school day. If schools feel strongly that they should offer this in the autumn term, there would need to be very clear protocols in place regarding location of activity, registering attendees, physical distancing, hygiene and cleaning.</p>
<p>We will be recruiting for a new teacher. Can we invite candidates to school to observe them teaching?</p>	<p>'Recruitment should continue as usual.'</p> <p>Recruitment has been continuing in our schools remotely. The School Improvement Service has worked with Resourcing Solutions and our Diocesan Partners to secure rigorous and robust virtual assessment events which have proved to be very successful. It is envisaged that remote assessment events will continue for the autumn term until this practice has been reviewed.</p>
<p>We are a church school – can the Vicar come in for collective Worship?</p>	<p>As with all other visitors to school, these should be by appointment only and kept outside of the school day where possible. Volunteers from the community, including local clergy, may continue to come into school as long as the risk has been assessed (also see Part 3 of keeping children safe in education) and they should remain 2 metres from pupils and staff where possible. 'Mixing of volunteers across groups should be kept to a minimum.'</p>
<p>Can Governors come into school to carry out their statutory roles and responsibilities?</p>	<p>Some governor visits can take place outside of the school day, including safeguarding visits. Governor visits must be by appointment and the focus agreed with the head teacher.</p> <p>'Schools should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.'</p>

<p>We are a small school which normally uses the village hall/church rooms? Can we still do that?</p>	<p>This will depend on the purpose of the visits and should form part of the risk assessment process.</p> <p>‘Risk assessments consider what measures you need to protect the health and safety of all:</p> <ul style="list-style-type: none"> • staff • pupils • visitors • contractors <p>Schools will need to think about the risks that may arise in the course of the day. This could include anything related to the premises or delivery of its curriculum or activities, whether on-site or in relation to activities offsite.’</p> <p>Any visits should be ‘done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination.’</p> <p>If the hall is being used for physical education activities, the following should be considered:</p> <p>‘outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.’</p> <p>Based on this guidance, there would need to be very clear protocols in place regarding physical distancing, hygiene and cleaning prior to and after the activity:</p> <ul style="list-style-type: none"> • The village hall etc. must be cleaned to the same standards as the school before the school enter the building • It must also be thoroughly cleaned afterwards to protect the next users • Handwashing facilities must be available • There must be no mixing with members of the public (including anyone associated with the hall etc.)
<p>How do I maintain ventilation whilst still abiding by workplace temp conditions as we approach winter months?</p>	<p>‘Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak.’</p> <p>‘In classrooms, it will be important that schools improve ventilation (for example, by opening windows).’</p>

	Switch air handling units with recirculation to 100% outdoor air. Where this is not possible, systems are operated as normal.
<p>We have some TAs that will be delivering interventions in September. Is it okay for them to work with different bubbles?</p> <p>Is it okay to have children from different bubbles attend the same intervention session?</p>	<p>The government guidance is that teachers and teaching assistants are able to work across bubbles so schools are able to plan interventions with the same member of staff teaching across bubbles.</p> <p>The government guidance also states that ‘maintaining distinct groups or ‘bubbles’ that do not mix makes it quicker and easier in the event of a positive case to identify those who may need to self-isolate, and keep that number as small as possible.’ For this reason we would not recommend delivering interventions to children from different bubbles at the same time.</p>
Curriculum – expectations; music; physical education; catch-up support; well-being; SEND; RSHE; behaviour	
What will the curriculum look like in autumn term to address any gaps in learning?	<p>‘DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</p> <p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</p> <p>Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.’</p>
When do we have to return to the full curriculum?	‘Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021.’
How will I know what the pupils need to catch up on and therefore any revisions to the curriculum?	‘Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils’ work) while avoiding the introduction of unnecessary tracking systems.’
What are the requirements for remote education?	<p>Remote education should be developed so that it is integrated into school curriculum planning.</p> <p>‘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.</p> <p>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.’</p>

<p>Can I narrow the curriculum? Some pupils have missed too much learning and can't catch up ?</p>	<p>Only in exceptional circumstances.</p> <p>'Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best the interests of these pupils and be subject to discussion with parents during the autumn term. '</p> <p>'They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.'</p>
<p>Are there any specific recommendations about the curriculum we should use?</p>	<p>Follow the link below to see specific points for early years foundation stage (EYFS) to key stage 3 and Key Stages 4 and 5.</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</p>
<p>What is the guidance for music lessons, including singing and playing instruments?</p>	<p>'Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. 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 and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. Further more detailed DfE guidance will be published shortly.'</p>
<p>What is the guidance for P.E?</p>	<p>'Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</p> <p>Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.</p> <p>Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.'</p>

	<p>‘Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.’</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support</p>
<p>What is the catch –up support package?</p> <p>Is there any indication yet about the amount of money that each school will be getting from the catch up funding?</p>	<p>‘£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools.’</p> <p>‘We will set out how this funding will be distributed between individual schools shortly.’</p>
<p>What is the tutoring programme and how does it work?</p>	<p>‘we will roll out a National Tutoring Programme, worth £350 million, which will deliver proven and successful tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.’</p>
<p>How can we prepare to receive pupils with SEND?</p>	<p>Plan effectively. School will know the needs or potential needs of the pupils. Some may require for example ‘social stories’ to help them understand the changes.</p> <p>‘The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.’ Details of future training sessions are held on the events page of the SEND Gateway. The webinar on the 6th July has changed to 'How to plan for SEND pupils to return to school' in place of ‘Supporting EHCP Delivery During Covid-19’. The link to the new webinar is the same.</p>
<p>Can specialist teachers come into school?</p>	<p>Yes – But school should ensure they minimise contact and maintain as much distance as possible from other staff.</p>

<p>Will specialists still be able to provide support?</p>	<p>Yes - Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. School guidance on physical distancing and hygiene should be explained to visitors on or before arrival.</p>
<p>Do we need to keep a record of these visitors?</p>	<p>Yes. This is particularly important at this time in case there is an outbreak of COVID19. This will help with testing and tracing procedures, should the need arise.</p>
<p>What about our pupil who attends two settings?</p>	<p>‘Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child’</p>
<p>Can we use TAs and other support staff across the school?</p>	<p>‘Any redeployments should not be at the expense of supporting pupils with SEND. Headteachers should be satisfied that the person has the appropriate skills, expertise and experience to carry out the work, and discuss and agree any proposed changes in role or responsibility with the member of staff. This includes ensuring that safe ratios are met, and/or specific training undertaken, for any interventions or care for pupils with complex needs where specific training or specific ratios are required.’</p>
<p>Can we still arrange for our SEND pupils to attend preparation for adulthood experiences?</p>	<p>Yes – ‘This should be done in line with protective measures, such as keeping children within their consistent group, and the coronavirus (COVID-19) secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits.’</p>
<p>Some of our pupils with SEND have not engaged very well with learning, despite our best efforts, during lockdown and didn’t attend school. What should we do?</p>	<p>‘Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils’ knowledge with the aim of returning to the school’s normal curriculum content by no later than summer term 2021.’</p> <p>‘Curriculum planning should be informed by an assessment of pupils’ starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment’</p> <p>‘Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best the interests of these pupils and be</p>

	<p>subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021'</p> <p>For pupils with complex needs, schools are being encouraged to spend their catch-up funding on support to address their individual needs.</p>
<p>We have some vulnerable pupils who are showing signs of being distressed at the thought of returning to school. What should we do?</p>	<p>'Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression'.</p> <p>'The return to school allows social interaction with peers, carers and teachers, which benefits wellbeing. The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. This includes hearing from experts on the impacts of the pandemic on pupils' mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking.'</p> <p>'The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils' mental health and wellbeing at this time'.</p> <p>A range of resources to support emotional and mental wellbeing are available on the North Yorkshire Healthy schools Website.</p> <p>'Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> • support the rebuilding of friendships and social engagement • address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing

	<p>Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free MindEdlearning platform for professionals, which includes a coronavirus (COVID-19) staff resilience hub with materials on peer support, stress, fear and trauma and bereavement’.</p>
<p>Some of our pupils are showing signs of adverse behaviour. Do you have any advice?</p>	<p>“It is likely that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Schools should work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life”.</p> <p>Some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools may need to work with the Inclusion Service and the new locality Hubs for advice and support.</p>
<p>Should we encourage any child who is disruptive to remain at home?</p>	<p>All CYP are expected to return to school in September. ‘Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education (EEH) should always be a positive choice taken by parents without pressure from their school.’</p> <p>Further guidance and information is available in the NY ladder of intervention for pupils which specifically focuses on supporting children and young people with Social, Emotional and Mental health difficulties in schools.</p>

<p>We have a parent considering Flexi-schooling. What is this and how does it differ from EEH?</p>	<p>Parent/ carers who request flexi-attendance are asking for a pattern of provision which will involve both attendance at school, as well as times when the child will receive educational provision at home.</p> <p>Whilst there is a legal right to a school placement and to Elective Home Education there is no legal right to flexi-schooling. Headteachers can refuse to agree to such requests.</p> <p>For more information, contact School Improvement Service or School Admissions.</p>
<p>Should we start the Relationships, Sex, Health Education (RSHE) curriculum?</p>	<p>Relationships and health education (RHE) for primary aged pupil schools and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, further guidance from the Dfe now sets out that schools are expected to start teaching by at least the start of the summer term 2021.</p> <p>A range of support and information is available on the North Yorkshire Healthy Schools Website</p>
<p>Assessment and Accountability – inspection; primary assessment; exams; accountability expectations</p>	
<p>We are due Ofsted, when will we be inspected?</p>	<p>‘For state-funded schools, routine Ofsted inspections will remain suspended for the autumn term.’</p> <p>‘It is intended that routine Ofsted and ISI inspections will restart from January 2021, with the exact timing being kept under review.’</p>
<p>Can Ofsted come during the autumn term and if so what will the inspectors be considering? How will these schools be chosen?</p>	<p>Ofsted may visit in the autumn term for the following:</p> <p><u>Pre-registration inspections</u> We continue with pre-registration inspections, as needed, to increase capacity within the sector.</p> <p><u>Section 8 emergency inspections</u> We continue to make emergency inspections as and when required. These are in response to serious concerns, such as safeguarding.</p> <p><u>Visits</u> These will take place from September 2020. We will visit all inadequate schools and a sample of schools across the other Ofsted grades (outstanding, good, requires improvement). We will focus on carrying out visits. These will look at how leaders are managing the return to full education for their pupils, including considering ‘blended learning’ (on-site/remote education) and safeguarding. See below for further details https://www.gov.uk/guidance/education-plans-from-september-2020</p>

<p>Will the statutory primary assessments take place this summer (2021)?</p>	<p>Yes</p> <p>‘We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> • the phonics screening check • key stage 1 tests and teacher assessment • the Year 4 multiplication tables check • key stage 2 tests and teacher assessment • statutory trialling’
<p>Will the reception baseline assessment take place as planned? Can we do it this year if we want?</p>	<p>‘The statutory rollout of the reception baseline assessment has been postponed until September 2021.’</p> <p>Schools have flexibility to sign up to the early adopter year in 2020 to 2021.</p>
<p>What about Year 2 phonics? As pupils didn’t take the Year 1 phonics ?</p>	<p>The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment) and will provide an update to schools before the end of the summer term.</p>
<p>Will the engagement model be implemented this year?</p>	<p>The Standards and Testing Agency (STA) are reviewing arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study) and will provide an update to schools before the end of the summer term.</p>
<p>Will GCSES and A levels take place in summer 2021?</p>	<p>Yes – ‘GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly.’</p>
<p>How will they differ to account for ‘missed learning’ time due to lockdown?</p>	<p>‘For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly.’</p>
<p>What about those pupils who didn’t achieve the grades they expected following the cancellation of summer 2020 exams? Can they sit an exam?</p>	<p>‘There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step. DfE has, however, also announced that there will be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects.’</p>

Where would pupils sit their exams in autumn?	‘Where a student wishes to sit an exam, DfE’s guidance on Centre responsibility for autumn GCSE, AS and A level exam series 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 exams remain accessible for students, and we will provide further information on this.’
Will there be performance tables for 2019 -2020?	No – ‘Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020.’
What data will Ofsted and the LA use?	‘Until the new data release is available, all those working with schools, including Ofsted and DfE regional teams, should refer to the 2019 data. The Department for Education will continue to use 2019 data as a starting point for any conversation about support for schools with Ofsted judgements below good. More information is set out at coronavirus (COVID-19): school and college accountability .’
How can I prove pupils would have achieved well or made good progress if there isn’t any national data?	Schools should use the range of evidence available such as pupils’ work, pupil voice as under normal circumstances.
Contingency planning – local outbreaks; remote educations	
What do I need to do if we have a local community lockdown (for example North Yorkshire or a larger group of schools)?	‘If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.’
What education do I need to provide in these circumstances?	‘Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.’
What do I need to do if there is a local/school outbreak (as in school or small group of schools)?	‘In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.’
What education do I need to provide pupils/groups who need to self-isolate?	‘For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). (see section on remote education support).’
What education do I need to provide if there is a local lockdown or a	‘Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.’

<p>group/class/school needs to self-isolate?</p>	<p>Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home. (see section on remote education support).’</p>
<p>What should remote education look like?</p>	<p>‘In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. <p>(see section on remote education support).for further details, expectations and resources.</p> <p>We expect schools to consider these expectations in relation to the pupils’ age, stage of development and/or special educational needs, for example where this would place significant demands on parents’ help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p> <p>The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.’</p>