

September 2020: scenario planning for secondary schools

The government's plans for all students to be back in September have now been given shape, in the [DfE guidance issued on 2nd July](#). For secondary schools, this proposes the return of all students, full time, bubbled in year groups, with a range of social distancing measures in place.

However, secondary schools are aware of the need to maintain contingency planning for a range of other possible scenarios, in case of changes to policy between now and September and in case of the need for a local or national re-imposition of restrictions, so that learners can be offered the best education whatever happens.

Perhaps the main underlying questions for secondary schools, when planning to open in September, might be:

1. How do we make schools as safe as possible for students and staff?
2. How do we work within the constraints of social distancing and other protective measures to deliver the best curriculum we can for all students?
3. How do we begin to address the 'new attainment gap' – between those who have engaged successfully with remote learning and those who haven't?
4. How do we prioritise the academic learning of students facing public examinations in 2021?
5. How do we take the opportunity to address issues of well-being, mental health and inequality – such as those mentioned in the recent [open letter to the government from members of the Royal College of Paediatrics and Child Health](#)?

We have already set out a range of broad questions around curriculum, in our document [Returning to school Secondary curriculum questions to consider](#) and there will be additional curricular issues to consider, depending on the structures and constraints in September.

There will also, of course, be the cultural challenges of reintroducing structure and habit to pupils' lives, especially teenagers who will have tasted a very different mode of relation to school and authority, or who have adapted to more independent working and living.

The challenges of different scenarios

In the grid below are some potential scenarios which secondary schools could face, with some implied questions for strategy – around safety, logistics, curriculum and well-being.

The scenario closest to the current situation is shaded yellow; the one shaded blue is that proposed in the current guidance. The ones in green are scenarios which we have decided to look at more closely as contingencies.

Initial thinking from North Yorkshire schools & academies

Finally, we have included the initial thinking from a number of North Yorkshire schools around three of these scenarios: all students in full time, bubbled in year groups, as in the guidance; all students in full time, bubbled in 30s; and 50% of students in at any one time.

These are not meant to be models, or to represent fully-formed plans – rather, they are examples of initial thinking by head teachers and their senior teams, which we hope will themselves provoke further thinking.

	'Normal' under Covid	All students, bubbled				Exam classes, bubbled		Lockdown	
Students returned	All	All	All	All	All	Year 11 & 13	Year 11 & 13	None	
Rotas	Full time + KW/VL	Full time	Full time	50% + KW/VL	25% + KW/VL	Full time + KW/VL	25% + KW/VL	KW/VL	
Bubbling	No bubbles	Bubbles = year groups	Bubbles ≤ 30	Bubbles = year groups	Bubbles ≤ 15	Bubbles ≤ 15	Bubbles ≤ 15	Bubbles ≤ 15	
Protective measures / RA amendments	<ul style="list-style-type: none"> What ongoing distancing & hygiene measures, until Covid-19 is clear? 	<ul style="list-style-type: none"> What new risks does this create? What new & ongoing measures? How do we protect staff? PPE? 	<ul style="list-style-type: none"> What new risks does this create? What new & ongoing measures? How do we protect staff? PPE? 	<ul style="list-style-type: none"> What new risks does this create? What new & ongoing measures? 	<ul style="list-style-type: none"> What new risks? What new & ongoing measures? 	<ul style="list-style-type: none"> What new risks? What new & ongoing measures? 			
Curriculum challenges (including teaching organisation & assessment)	<ul style="list-style-type: none"> What is the strategy for successful resumption of 'normal' curriculum? How are the various attainment gaps assessed & addressed? Is there still a need for an element of blended learning for bubbles/pupils isolating or shielding? 	<ul style="list-style-type: none"> What is the strategy for successful resumption of 'normal' curriculum? How are the various attainment gaps assessed & addressed? Is there still a need for an element of blended learning for bubbles/pupils isolating or shielding? 	<ul style="list-style-type: none"> Which subjects are taught to the bubbles? Are any subjects taught 'remotely' to individuals, supervised in bubbles? How are bubbles composed to optimise this? What training/planning needs are there for subject teams? (Mixed attainment teaching? Non-specialist delivery?) How do practical subjects adapt? Is there still a need for an element of blended learning for bubbles/pupils isolating? Do we need to adapt the school day? 	<ul style="list-style-type: none"> How does the rota operate? (How many days in/out?) Which subjects are taught to the bubbles? Are any subjects taught 'remotely' to individuals, supervised in bubbles? How does blended learning work best? (Probably no live online teaching) How are bubbles composed to optimise this? How do practical subjects adapt? Do we need to adapt the school day? 	<ul style="list-style-type: none"> How does the rota operate? (How many days in/out?) Which subjects are taught to the bubbles? Which subjects are taught 'remotely' to individuals, supervised in bubbles? How is blended learning refined? How are bubbles composed to optimise this? 	<ul style="list-style-type: none"> How is on-going distance learning refined? What makes the resumption of the exam curriculum as successful as possible? How is the teaching of option subjects delivered? 	<ul style="list-style-type: none"> How does the rota operate? (How many days in/out?) How is on-going distance learning refined? How is blended learning optimised, for exam students? 	<ul style="list-style-type: none"> How is on-going distance learning refined? 	
Logistical challenges (including movement, catering, cleaning, transport & staffing)	<ul style="list-style-type: none"> How do leadership roles & responsibilities need adapting/reallocating? Is there still a need for long-term cover for staff shielding? How is short-term cover ensured for staff isolating? How is movement & the school day managed, to allow distancing? What contingency planning is in place for a possible reintroduction of restrictions? 	<ul style="list-style-type: none"> How do leadership roles & responsibilities need adapting/reallocating? Is there still a need for long-term cover for staff shielding? How is short-term cover ensured for staff isolating? How is movement & the school day managed, to allow distancing? What contingency planning is in place for a possible reintroduction of restrictions? 	<ul style="list-style-type: none"> How do leadership roles & responsibilities need adapting/reallocating? Is there still a need for long-term cover for staff shielding? How is short-term cover ensured for staff isolating? How is movement & the school day managed, to allow distancing? What contingency planning is in place for a possible reintroduction of restrictions? 	<ul style="list-style-type: none"> How do leadership roles & responsibilities need adapting/reallocating? Is there still a need for long-term cover for staff shielding? How is short-term cover ensured for staff isolating? How is movement & the school day managed, to allow distancing? What contingency planning is in place for a possible reintroduction of restrictions? 	<ul style="list-style-type: none"> How do leadership roles & responsibilities need adapting/reallocating? How is movement & the school day managed, to allow distancing? What contingency planning is in place for a possible reintroduction of restrictions? 	<ul style="list-style-type: none"> How are movement & the school day managed, to allow distancing? 	<ul style="list-style-type: none"> How are movement & the school day managed, to allow distancing? 	<ul style="list-style-type: none"> What lessons can we learn from now? 	<ul style="list-style-type: none"> What lessons can we learn from last time?
Well-being & emotional health	<ul style="list-style-type: none"> How is this addressed within the curriculum & the pastoral system? 	<ul style="list-style-type: none"> How is this addressed within the curriculum & the pastoral system? 	<ul style="list-style-type: none"> How is this addressed within the curriculum & the pastoral system? 	<ul style="list-style-type: none"> How is this addressed within the curriculum & the pastoral system? 	<ul style="list-style-type: none"> How is this addressed within the curriculum & the pastoral system? 	<ul style="list-style-type: none"> How is this addressed remotely? 	<ul style="list-style-type: none"> How is this addressed remotely? 	<ul style="list-style-type: none"> How is this addressed remotely? 	
School-cultural challenges	<ul style="list-style-type: none"> What adaptations are required to behaviour policy & other aspects of school culture? How are extra-curricular activities and school events affected? How is parental engagement secured? 	<ul style="list-style-type: none"> What adaptations are required to behaviour policy & other aspects of school culture? How are extra-curricular activities and school events affected? How is parental engagement secured? 	<ul style="list-style-type: none"> What adaptations are required to behaviour policy & other aspects of school culture? How are extra-curricular activities and school events affected? How is parental engagement secured? 	<ul style="list-style-type: none"> What adaptations are required to behaviour policy & other aspects of school culture? How are extra-curricular activities and school events affected? How is parental engagement secured? 	<ul style="list-style-type: none"> What adaptations are required to behaviour policy & other aspects of school culture? How are extra-curricular activities and school events affected? How is parental engagement secured? 	<ul style="list-style-type: none"> How are school events and community activities managed? How is parental engagement secured? 	<ul style="list-style-type: none"> How are school events and community activities managed? How is parental engagement secured? 	<ul style="list-style-type: none"> How are school events and community activities managed? How is parental engagement secured? 	

Scenario	Area of provision	Challenges and issues	Possible solutions	
<p>All pupils in school, full time Bubbles = year groups</p> <p>(Small, rural, 11-16 school)</p> <p><u>Positives and opportunities</u></p> <p>Students can attend full time</p> <p>Opportunity to offer a broad and balanced curriculum alongside targeted catch up where it is needed</p> <p>Full access to specialist teachers and specialist rooms</p> <p>Full access to pastoral support staff</p> <p>TAs able to support multiple groups</p> <p>Face to face counselling and 1:1 tuition can be offered to multiple year groups by the same staff (if visitors are allowed)</p> <p>Staff short term absence (not Covid related) can be</p>	<p>Risk Assessment Amendments (i.e. what needs to be considered in order for it to be safe to open)</p>	Difficult to maintain any social distancing in classrooms and on buses	<p>Teach from the front, use of visualisers</p> <p>Remove furniture from rooms where possible</p> <p>LA negotiate addition of hand sanitiser units on all school transport buses?</p> <p>Seat in year groups with route based seating plan</p>	
		Access to toilets – enough to zone for each year group?	<p>Allocate toilet facilities to key stages or x 2 year groups.</p> <p>Increase cleaning during the day – significant implications around cost, variation to current cleaning contract hours, availability of cleaning staff to do it</p> <p>Mobile handwashing stations installed</p> <p>Use sinks in specialist rooms</p>	
		Use of outdoor space	Zone the spaces	
		Use of specialist equipment in science and practical lessons (current CLEAPPS guidance)	<p>Rely on staff demos rather than students doing practical</p> <p>Issue own goggles to each student</p> <p>Plan rotation of practical lessons across a number of weeks so that equipment can be cleaned at lunchtime and end of day rather than used every lesson – technician issue here</p>	
		Multiple student and staff contact with desks, chairs and keyboards	<p>Staff to wipe down desks, chair backs and keyboards with approved cleaning products between lessons – not sure if this is acceptable - HR / H&S</p> <p>Might need to tape off access to certain areas such as lockers</p>	
		<p>Logistical Planning (i.e. what needs to be considered in order to manage pupils and staff in this scenario)</p>	Staggered start and finish times (if required) – transport issues and curriculum planning	<p>Use of transport to do double runs – drop off at 8.30 and 9.30?</p> <p>Review routes possible for the same bus to collect same year group from two different routes?</p> <p>Survey of parents to see who can manage own transport full or part week Some groups start with tutor time; others have tutor time at other times in the day – some split lessons x2 30 mins?</p>
			PE lessons – changing	<p>Need further guidance</p> <p>Students wear version of PE kit on PE lesson days?</p>
			Staggered break and lunchtime x 5 (or 7 with 6 th form)	<p>Zone indoor and outdoor spaces so more than one group can have break / lunch at the same time</p> <p>Split lunch KS3/4 – 2 catering teams (week on week off to avoid contact tracing issues). Will need to consider length of time needed for new Y7 to get used to the lunch system so may need to trial this or allow longer during the first week or so</p> <p>Use tutor time to split break time? KS3 tutor time / KS4 break and vice versa</p> <p>Half lunchtime spent outside / half spent in dining hall – WET BREAK??</p>
			Movement around corridors – contact with other year groups inevitable	<p>One-way system</p> <p>Consider partial restriction of movement – stay in same room for some lessons and teacher comes to you. Zone the school with year group bases for all teaching in non-specialist rooms students only move for PE Art DT Food etc. Does all science need to be in lab?</p>
	<p>Strategic Planning (i.e. what needs to be considered in order to maximise</p>	Students returning at various points in their learning	<p>Staff asked to focus their work on the idea of a reconnection curriculum – reconnecting with prior knowledge and making links between previously taught content and new topics</p> <p>All subjects, where possible, start with new content in September so all starting from same place. Use academic/ pastoral review information to plan the ‘catch up’ required. Use Govt funding to support tailored intervention plans as required.</p> <p>Plan home learning to consolidate re-visited topics.</p>	

managed through rarely cover, staff allocated from small group to full class and supply teachers	pupil progress)	Perceived need to focus on core subjects – En / Ma	Non-core subjects to re-focus teaching on specific skills for reading, writing and, where appropriate, numeracy – this is part of ongoing curriculum development
		SEND student progress	Possible Key Stage hub for vertical nurture group teaching. Consider roles of support staff to maximise support
		Mental health issues as a barrier to effective learning	Develop tutor time / PSHE programmes to address – make time for this as well as focus on core subjects. Don't squeeze it out under pressure to catch up.
		Behaviour challenges links to gaps in learning, restrictions on movement etc.	Reconnection curriculum Pastoral roles review Review behaviour policy
		Change to teaching style required for teaching from the front for the full hour – ongoing assessment, 1:1 support, group work	Use of visualisers Review technology solutions – forms, quizzes, collaboration functions Create learning environment where students are comfortable to read their work aloud
		Teach from the front impact on practical subjects	More guidance needed on what is permitted
		Work for students self-isolating – especially if whole year groups	Continue to develop use of Teams and other platforms Record key practicals / demos Use of Ppt that can be voiced and uploaded to Teams

Scenario	Area of provision	Challenges	Possible solutions
<p>All pupils in school, full time</p> <p>(Medium size, town, 11-16 school)</p> <p>Bubbles = year groups</p>	<p>Risk Assessment Amendments (i.e. what needs to be considered in order for it to be safe to open)</p>	Pupil movement and cross-contamination	One way systems, staggered starts/finishes/break/lunch if buses allow, pupils taught in one classroom (negative impact as to pupils' ability to access other option areas), cleaning of seats sat on during lunch to avoid contamination from others in staggered lunch. Might need longer for lunch until Y7 get used to the lunch system.
		Cleanliness	Handwashing on arrival and gels in all classrooms – classrooms themselves thoroughly cleaned nightly with at least two roaming cleaner during the day (extra expense to school)
		Toilet breaks	Needing to issue key and operate one in, one out system. Need to consider how to keep the key clean!
		Staff and pupil mental health and well-being	KCSIE2020 makes it clear to give equal consideration to mental health and ~Covid lockdown" is likely to have exacerbated this issue – potential need for counselling support
		Staff with adjustments needing to move classrooms	Some staff have had adjustments to aid disabilities and equipment used to support them will need to be moved to classrooms IF pupils are kept in one place
	<p>Logistical Planning (i.e. what needs to be considered in order to manage pupils and staff in this scenario)</p>	Communications to all stakeholders	Ensuring all pupils, staff, governors and parents aware of how school is maximising safety and minimising risks – needs constant updating as situation develops – how do we ensure, given just two weeks of term left, everyone is available to have a meeting or to share information/plan for a September start?
		Transportation	Different year groups share the same school bus and will need to bring all pupils in at same time – masks required, parents asked not to drop kids off at school entrance to avoid contamination
		Timetabling	Secondary school timetable will be near-impossible to create in a bubble situation and ensuring pupils receive their entitlement – teachers moving between classes will increase risk of poor behaviour as during changeover children may be left unsupervised as teachers transition from one area of school to another – some subject unable to be taught (e.g. DT/Science will not be available for all pupils) if classes are kept in a single room
		Financial	Increased costs of cleaning (and needing to use admin/office staff during holidays (non-term time) due to extreme lateness of DfE guidance
		Transition	Due to school not being able to bring Y6 pupils in before end of term... new learning and routines will have to be given to new starters so that they can quickly access new routines in their new school
	<p>Strategic Planning (i.e. what needs to be considered in order to maximise pupil progress)</p>	Curriculum	Maximising time with their specialist teachers, home-school online learning is not always appropriate due to inequity and pupils need time with their teachers (speaking about subjects other than core which the government appears to be concentrating on – as a school regardless other subject will be taught to ensure engagement and support good behaviours)
		Checking standards	Given lack of SATs an increased need to baseline assess in more areas on entry, RAG rating children as they progress in all areas of work, communicating with parents
		Use of DfE Covid Catch-up funding	This has been isolated as a separate area of school development for this year with a senior member of staff responsible for this additional funding and its impact,
		SEND increased gaps	SEND pupils who had made progress we have noticed they have regressed since (in our current checking with pupils working at home) – more needs to be offered to them to give them needed boost (relevant to their needs)
		Extra intervention for others	School may need to offer extra catch-up sessions at weekends and holidays depending on required need – financial implication for staffing

Scenario	Area of provision	Challenges and issues	Possible solutions
<p>50% of pupils in school Bubbles = year groups</p> <p>(Small, town, 11-18 school)</p> <p><u>Positives and opportunities</u></p> <p>All students access the full curriculum (PE, DT, Food Tech and practical Science to be explored further).</p> <p>Students follow their own timetable and are taught by their own teachers, therefore subject specialists.</p> <p>Students are effectively in a Year group zone (bubble), apart from Y10/11 who need to be together for Stage not Age curriculum.</p> <p>All students follow the same timing of the day with zones keeping students separate.</p> <p>Opportunity for TAs to support targeted students.</p> <p>Transport less of an issue as only 50% of students in attendance at any one time.</p> <p>Students have access to the pastoral team.</p>	<p>Risk Assessment Amendments (i.e. what needs to be considered in order for it to be safe to open)</p>	<p>Maintaining social distancing (Staff would have to mix with the whole student population and move around zones.)</p>	<p>Only 50% of students in classes so they could sit at alternate desks. (This wouldn't maintain a 1m distance.) Other desks taped.</p> <p>Staff asked to teach from the front. 2m zone taped out around teacher desk and board.</p> <p>Two metres still marked out in corridors to encourage students to be conscious of social distancing.</p> <p>The school could be zoned so that each year group could have their own suite of classrooms and toilets to reduce the number of social interactions. Students would move around classrooms within the zone. Each zone would also have a designated outside space. (Toilets in each zone cleaned throughout the day.) Each zone would have its own entrance/exit.</p>
		<p>Staff and students coming into contact with a number of different chairs and desks.</p>	<p>As students are in limited classrooms, no extra cleaning needed throughout the day? Hand sanitisers available for students to use as they enter and leave each classroom. Staff to carry wipes to wipe down keyboards before and after use.</p>
		<p>Staff safety</p>	<p>Consultation with staff to establish areas of concern. Staff allowed to wear PPE if requested? Face visors so they could still be seen? Produced in school?</p>
	<p>Logistical Planning (i.e. what needs to be considered in order to manage pupils and staff in this scenario)</p>	<p>Staff absence – as staff are in full time, no flexibility /Cover for Key Worker students.</p>	<p>Cover supervisors to be used effectively. Part time staff asked if they are willing to work extra hours, if needed, for which they would be paid.</p>
		<p>Catering at break and lunchtime</p>	<p>Students stay within their own zone at break. Investigate the possibility of having pre-ordered snacks/drinks delivered to each zone. Need to consider how to remove food waste (students take it home or bins are emptied after lunch)</p> <p>Students have planned times to use the Dining Hall. Students sit in sequence and have limited time within the Dining Hall. Tables wiped down between students.</p> <p>Investigate the possibility of having a pre-ordered packed meal deal/hot meal delivered to zones (again bins will need to be emptied. Catering team divided into two.</p>
		<p>Siblings</p>	<p>The student population would be halved so that siblings were in the same half thereby reducing the number of family groups that would come into contact with each other.</p>
	<p>Strategic Planning (i.e. what needs to be considered in order to maximise pupil progress)</p>	<p>Timetabling</p>	<p>To have only 50% of students on site at any one time, operating a four week rather than a two-week timetable. Students would attend Week 1 and 3 or Week 2 and 4.</p>
		<p>Sixth form provision</p>	<p>Year 12/13 would attend full time.</p>
		<p>Blended learning</p>	<p>Students are taught in the week that they attend with work being set for the following week.</p>
		<p>Home Learning during the weeks when students are not in school as staff will be working for their full contracted time.</p>	<p>Staff set work for the week when students are not in school and then recap/check it at the beginning of the next lesson.</p> <p>Staff could be asked to upload PowerPoints/resources to Google Drive.</p>
<p>Students with SEND may not be able to have their usual in class support.</p>		<p>TAs to carry out small, short group interventions or to work with their allocated subject areas in advance to support students in a smaller setting under the supervision of a teacher.</p>	
<p>Access to the pastoral team</p>		<p>Students may need to make appointments.</p>	

Scenario	Area of provision	Challenges and issues	Possible solutions
		Behaviour – challenge for students to be in the same area all day with the same students.	Pastoral team will need to be stationed in zones during lessons to provide extra support.

Scenario	Area of provision	Challenges and issues	Possible solutions
<p>50% of pupils in school Bubbles = year groups</p> <p>(Large, town, 11-18 school)</p> <p><u>Positives and opportunities</u></p> <p>Year groups split into 2 groups (A&B) and attend school one week per fortnight.</p> <p>Students are bubbled into one year group, so normal timetables lessons can still go ahead as per a normal curriculum offer.</p> <p>Students taught by subject specialists.</p> <p>School building split into zones that specific year groups stay in throughout the day.</p>	<p>Risk Assessment Amendments (i.e. what needs to be considered in order for it to be safe to open)</p>	Maintaining social distancing within the classroom	<ul style="list-style-type: none"> With only 50% occupancy, only half of desks would be required to be used in classrooms. Every other seat to be used, with 'do not use' signs placed on desks to keep distancing between students. Staff to teach from the front of the classroom, keeping a safe 2m distance from students. Classes arranged in rows where possible, so students are not facing each other and potentially passing germs from face to face. If this is not possible, strategic use of specific desks and decommissioning others.
		Maintaining social distancing around the school site	<ul style="list-style-type: none"> Potentially zoning of the school building for year group bubbles to stay in. Subject teachers would come to them, rather than the other way round. Staggered arrival and release within the year group bubble at start of day, break, lunch and end of day if buses allow. Are there areas of the school grounds that can be zoned for break and lunch time access, so they are exclusive to a specific year group bubble?
		Use of specialist equipment and facilities	<ul style="list-style-type: none"> If year group bubbles are going to stay in specific zones of the school, some practical activities may have to be cancelled and a more theory based approach to lessons such as Science, Music, Drama, PE etc.
		Cleaning requirements throughout the school day	<ul style="list-style-type: none"> If zoning is in place and students aren't moving between zones and classroom movement is limited to only essential movement, then deep cleaning can occur at the end of the day and is not as essential between lessons. Students would still be prompted and required to clean their surfaces down every lesson, sanitise hands on entry and wash hands after breaks, lunch etc.
	<p>Logistical Planning (i.e. what needs to be considered in order to manage pupils and staff in this scenario)</p>	Creation of the 50/50 split	<ul style="list-style-type: none"> Depending on pathway/setting numbers, this may be possible to split the year group in to two equal halves so that students are still taught in their normal sets. If this is not possible, the year group may need to be split down the middle and mixed ability teaching planned for. This could be easily organised via tutor groups.
		Catering requirements	<ul style="list-style-type: none"> Potential to look at all students only being offered a cold lunch, so that this could be pre-ordered and delivered to their specific zone bubbles, meaning that year groups don't need to use the dining hall facilities, reducing the risk of cross-contamination. Need to consider emptying of bins at end of lunch if so. If the above is not possible or not desired, explore the use of different areas in the school to provide lunch (dining hall, assembly hall, sports hall etc.)
		Travel to school	<ul style="list-style-type: none"> Do you keep all busses running at 50% occupancy, or reduce the amount of busses required?

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		Signage	<ul style="list-style-type: none"> • Signage required around the school building to inform students of designated zones. • Classroom signage required to remind students about social distancing. • Corridor signage required on the floor and walls to designate social distancing points, entry and no entry points and the flow of student movement.
	Strategic Planning (i.e. what needs to be considered in order to maximise pupil progress)	Curriculum offer	<ul style="list-style-type: none"> • All students access the full curriculum where logistically possible (some safety considerations around PE changing rooms etc.). • Normal timetable would resume, but over 2 or 4 weeks (depending on whether you run a 1 or 2 week timetable).
		Sixth form provision	<ul style="list-style-type: none"> • Depending on the cohort number of sixth form students, Year 12/13 could attend full time within a fairly small bubble. • Alternatively, year 12/13 could be split week by week, or each year group split into 2 groups.
		Blended approach learning	<ul style="list-style-type: none"> • Face to face lessons during the week that students are in school. • Teachers to set independent extension work during the week that they are at home. • Workload needs to be considered for staff. Need to think about staff planning and delivering lessons all week for the students in the building and then live or recorded lessons for students at home.
		The digital divide (Disadvantaged students)	<ul style="list-style-type: none"> • Can all students access digital home learning provision during their week at home? • To enable a level playing field for all students, there is a potential to set all work to be completed at home as a paper pack that needs to be completed and brought back in the following week.
		Staff contact time	<ul style="list-style-type: none"> • If the normal timetable resumes, staff will undoubtedly have less contact time if only 50% of students are in the building. Do they support other staff in non-contact time? Do they plan and deliver sessions for home learning for the other 50%?
		Establishing routines	<ul style="list-style-type: none"> • Teachers need to focus on routines, expectations and standards. This may be lost week on week (think the Monday after half term).
		Assessment	<ul style="list-style-type: none"> • Early assessment of home school progress required to see how much progress students have made during lockdown and how much of the learning has been retained. • Low stakes quizzing and retention of knowledge checks required after each week out of school to check that learning has taken place and information is being retained.

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<p>All pupils in school, full time Bubbles = 30</p> <p>(Smaller, rural, 11-16 school)</p> <p><u>Positives and opportunities</u></p> <p>Reduces student movement around school.</p> <p>Students are taught by subject specialists – focus on ‘core’, virtual lessons in options, continue some online learning.</p> <p>Opportunity for TAs to support targeted students and stay with one ‘bubble’.</p>	<p>Risk Assessment Amendments (i.e. what needs to be considered in order for it to be safe to open)</p>	<p>Movement and Catering at break and lunchtime</p>	<p>Staggered breaks and lunches in different areas. Need to consider the extra time Y7 will need to get used to lunch system at the start. Students to bring a ‘packed lunch’ and snacks. Emptying of bins after lunch.</p>	
		<p>Staff safety due to moving between bubbles – contact with lots of students.</p>	<p>Staff questionnaire to establish areas of concern for staff. Staff allowed to wear PPE if requested? Face visors so they could still be seen? Hand sanitiser stations and protocols. Staff carry around an ‘equipment pack’ for their own use.</p> <p>Minimise risk</p> <p>Students have their own equipment ‘pack’ which is kept in the room on their desk. All students have a whiteboard, pen and eraser to ‘hold up’ answers for staff to see. Visualiser in each classroom?</p>	
	<p>Logistical Planning (i.e. what needs to be considered in order to manage pupils and staff in this scenario)</p>	<p>Travel to school – ‘bubbles’ will mix coming to and leaving school.</p>	<p>Depends on local transport arrangements and advice on numbers on public/school transport.</p>	
		<p>Strategic Planning (i.e. what needs to be considered in order to maximise pupil progress)</p>	<p>Students at KS4 not able to mix to access a range of ‘option’ subjects.</p>	<p>KS3 – could access most subjects. KS4 – bubbles grouped as a ‘best fit’ to larger ‘options’? Continue –online learning for options? Restrict curriculum to ‘core’ for KS4? Some subjects taught ‘virtually’ – all pupils have a laptop and headphones. Rooms/Hall set up for 1 to 1 and small group tutorials with option groups from within ‘bubbles’.</p>
			<p>‘Bubbles’ would have to be created using a ‘rationale’.</p>	<p>Grouped according to maths/science ability? Mixed ability teaching? Grouped as a best fit to larger ‘options’? Grouped according to ‘friendship’ groups – social and mental health?</p>
			<p>Behaviour – challenge for students to be in the same area all day with the same students.</p>	<p>Pastoral team will need to be stationed in zones to provide extra support. Time allocated for each ‘bubble’ for exercise time.</p>
			<p>Over reliance and workload for ‘core’ teachers.</p>	<p>Remote teaching to more than one group e.g. via Microsoft ‘teams’ with facilitator in the classroom communicating with specialist teacher.</p>
<p>SEND students – sat in same room will cause issues for some.</p>	<p>Separate ‘bubbles’ for identified students e.g. autistic/Asperger’s</p>			