

Scenario Planning Template – 50:50 split **3/7/20 DRAFT**

This scenario has been prepared in the event that the government’s stated aim that *all pupils, in all year groups, will return to school full-time from the beginning of the autumn term* (as detailed in the government guidance published on the 2nd July) turns out not to be possible due to changing national conditions. Nevertheless, where the guidance for full opening can be followed in this scenario, it will be:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Scenario	Area of provision	Challenges and Solutions
<p>Describe your scenario here</p> <p>The risk level of contracting Covid-19 is lower than it is now, but it is not eliminated.</p> <p>All children, other than those medically vulnerable, are expected to return to school but only 50% are encouraged to return at any one time due to staff and premises constraints.</p> <p>In school provision for key workers remains a priority, so a full-time offer is provided,</p>	<p>Risk Assessment Amendments (i.e. what needs to be considered in order for it to be safe to open)</p> <p>Pupils attending school</p>	<p>What additional considerations would be needed to be taken into account for this work stream from a risk assessment perspective?</p> <ul style="list-style-type: none"> • Classes to be split in half - first half come in for two consecutive days the following day is a handover / cleaning / staff PPA / key worker group only day; second half come in for the following two consecutive days. The school will liaise with the cleaning contractors to agree on the which days are which. Wherever possible, siblings will have the same two days offered in school each week. Careful consideration will need to be given to which groups pupils who use statutory home to school transport will be placed into. • Depending on government guidance, schools may wish to consider one of three options: <ol style="list-style-type: none"> 1/ Key worker parents to be surveyed and choose whether their children will stay in key worker / VL ‘bubbles’ for up to 5 days a week, or have two days a week provision back with their normal class, with basic cleaning and hygiene protocols in place (especially EYFS/Y1 children to ensure access to appropriate provision and phonics teaching); 2/ All key worker children and VLs join their own classes – after two days with the teacher, they are supervised with ‘home’ / independent learning at the back of the class, perhaps overseen by a member of support staff. 3/ 50:50 on the basis of needing to keep the numbers of pupils in school down rather than numbers in individual groups down - consider alternatives, such as having different full year groups in on different days. E.g. KS2 may be in Mon and Tues for input as a group and then continue their learning at home for the rest of the week, with EY/KS1 classes then in on Thursday and Friday. This may require some children being in more than one bubble, as per the 2nd July DfE guidance: <p><i>“Both the approaches of separating groups and maintaining distance are not ‘all-or-nothing’ options, and will still bring benefits even if implemented partially. 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.”</i></p>

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<p>wherever possible if it is requested by parents.</p> <p>The government's advice on key workers will be followed – full time provision for other working parents will not be routinely agreed to.</p> <p>Whilst it is acknowledged that there will need to be some adults working across bubbles, staff consistency and social distancing measures between staff and pupils will be maintained as best as possible. Pupils will not cross bubbles.</p> <p>It is recognised that younger</p>		<ul style="list-style-type: none"> • Group (bubble) size will be as small as staff and premise restrictions allow as this will help to reduce the number of people who could be asked to isolate should someone in group become ill with coronavirus (COVID-19). • All children to continue to follow the same weekly plan. • Children could come in PE kit with trainers so that they can get out and do a lot of running round / sport - so school jumper or hoodie / leggings, joggers, shorts and trainers. Other schools may wish to keep to school uniform to reinforce clear behaviour expectations. • Children not to bring anything in to school except a named water bottle, sun cream / hat / coat as needed and packed lunch if required. Reading books and change of reading books- safe protocol to be followed. • Individual learning packs to be prepared for children for use in school.
	Minimising the spread of the virus	<ul style="list-style-type: none"> • The government's most recent hygiene hierarchy will be followed. Locality / setting-specific lockdown guidance will be followed. • The school will minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls in place to reduce the risk of transmission. • The school will maximise distancing between those in school wherever possible and minimise potential for contamination, so far as is reasonably practicable.
	Social distancing / PPE	<ul style="list-style-type: none"> • It is accepted that primary children are unlikely to be consistent in achieving social distancing, so the focus of social distancing is on adult-children & adult-adult interactions - 2 metres where possible (although 1m is acceptable where 2m is not possible). • Corridor passing protocol - Government advice is that corridor passing is low risk, however this is focused on children not staff. • One person only in entrance lobby at any time - posters on doors to remind everyone. • Masks, aprons and gloves available for treating symptomatic children and / or where assessment is it's necessary for an individual 121 (e.g. spitting).
	Premises	<p>Indoors:</p> <ul style="list-style-type: none"> • Marking 2m distances - floor arrows in place to show direction to walk, placed at 2m intervals. • Children moving around the site minimised. • Wherever possible, limiting the mixing of groupings. • Classroom windows opened as much as possible to aid ventilation. • Layout of desks/areas to be designed to promote 'prevention' of viral spread – e.g. seating pupils so that they all face forwards.

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<p>children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group.</p>		<p>Outdoors:</p> <ul style="list-style-type: none"> • Schools may wish to consider how they can increase the use of the outdoors for learning, with each class timetabled for a morning and afternoon slot over their two days in school. Each group will get a playground and a field slot, using zoning where necessary. Timetables will need to be adhered to in order to ensure clear running of the day. • Individual clipboards could be used for each child to make outdoor learning easier. Plastic wallets could be added to put on clipboard to keep outdoor learning pack together. These could be cleaned in between use to reduce the number of clipboards needed by a school. • Each bubble could have its own play equipment to reduce the workload of sanitising (e.g. Sports Funding). <p>Toilets:</p> <ul style="list-style-type: none"> • Adult's Toilets - use gender neutral and/or disabled, as area too small for lots of female staff to distance safely. Staggered break-times will help. • 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. • Tight control on numbers of children using the toilets at any one time, with more adult supervision than is usually the case (ensuring privacy is maintained). Use of toilets by individual children only. <p>Hand washing facilities:</p> <ul style="list-style-type: none"> • All staff responsible for ensuring children are hand washing properly, so will need to oversee this and ensure children don't overcrowd sinks. Sinks in classrooms to be used wherever possible. • Hand sanitiser also available in every class <p>Staff room (if the school has one):</p> <ul style="list-style-type: none"> • Door to remain open and window ventilation whenever possible. • One-way system around kitchen area. • Distanced chairs, staggered breaks. • Bring own water bottles to cut down on washing up. • Cleansing of the kettle and general prep areas • Hard rule: stack the dishwasher or wash up your own pots - cannot be left. • No sitting at table to eat, 2 at a time maximum, not facing one another. • Avoiding congregation at all times. • Other staffroom areas can be set up around school to enable smaller groups if we find this is necessary. • Outdoor furniture to be used to allow staff breaks outdoors in safer environment.

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	<p>Logistical Planning (i.e. what needs to be considered in order to manage pupils and staff in this scenario)</p>	<p>What are the logistical implications for this work stream including; catering, cleaning, transport, staff allocation, movement around the building, lunch times, break times, structure of the day and managing routines, managing PPA</p>
	<p>Catering</p>	<ul style="list-style-type: none"> • School fruit and milk to be provided where possible through normal arrangements, ensuring no cross contamination between bubbles. • Normal catering arrangements in place – e.g. school kitchen on site preparing meals as normal or outsider provider to prepare food. • Staff from Bubbles to collect food and serve to the children where possible: if MSAs or other staff are serving, face masks and gloves may be worn if they are crossing bubbles when serving, in agreement between the caterers and school leadership. • If lunches are served in school halls – timetabling of access and arrangements to be considered with staggered lunches. • Packed lunches –brought in from home must be handled by the children only (where possible). • All tables to be sanitised using SUMABAC as per H&S advice. <p>The following logistical implications for lunch could be considered:</p> <ul style="list-style-type: none"> • Staggered lunches will be served in classrooms over an extended period. • The hot food menu will be much reduced. <ul style="list-style-type: none"> a) <u>Menu</u> • Kitchen staff will provide hot dinners and cold lunches. • Pupils can provide their own packed lunches. • While catering staff will still offer hot dinners, there will be a much reduced hot lunch menu, serving for example jacket potatoes. b) <u>Lunch Times</u> • Catering staff will serve meals to children in their classrooms, over an extended period. • Classes to have staggered lunches, to enable catering staff to serve children in classrooms. • There will be two members of staff covering each classroom to enable each staff member to help catering staff cover lunch. • A teacher and a TA covering each classroom will allow them to give each other 30 minute breaks. c) <u>Lunch Location</u> • Children to eat lunch in their classrooms. • To wash their hands before lunch.

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		<ul style="list-style-type: none"> • Clearing-up and cleaning classrooms before starting afternoon lessons will require an extended period for lunch. • 50:50 partial opening means a maximum of about 15 children in each classroom. This provides sufficient space to leave a spare chair between seats, with tape on, and for social distancing while eating at classroom desks.
	Cleaning / caretaking	<p>Cleaning:</p> <ul style="list-style-type: none"> • Cleaning company will accommodate a new routine for a deeper clean on a Wednesday or whichever day has been decided upon. Key worker classrooms to be cleaned at the end of each day, along with any other rooms used each day. • To aid cleaning, staff to move out of classrooms at end of each day as soon as possible. • The advice is for more frequent cleaning throughout the day, e.g. desk tops and IT equipment between users. <p>Site manager / cleaners:</p> <ul style="list-style-type: none"> • Staff to communicate via radio whenever possible to reduce number of contacts or email any jobs to the office / use the log book as appropriate. • The hall to be cleaned at a time when staff all in, as a way of distancing. • Complete outdoor checks and jobs once staff/children are in school, from 9am onwards. • Ensure all soap, sanitiser, paper towels and toilet roll dispensers are completely full each evening once staff and children are out of building so he does not have to move around school more than necessary during the day. • All bins need to be emptied at the end of every day wearing gloves. • Double-bagging protocol to be followed dispose of anything contaminated.
	Transport and arrivals/departures	<p>Home to School Transport</p> <ul style="list-style-type: none"> • Social distancing regulations for transport and schools may differ. • For those pupils travelling on home to school transport, pupils should sit with others from their group and remain in their class or year group “bubble” wherever possible. <p><u>Staggered Starts and Shorter Sessions.</u></p> <ul style="list-style-type: none"> • Timing of H2S transport arranged by NYCC cannot change. Buses have to continue to run at the set times. • Therefore, staggered arrival and departure times for pupils will not be possible for those arriving by home to school transport. • Nor will short sessions or half days - unless schools can manage a holding time situation appropriately. • The aim of staggering pick-ups may be to prevent pupils and parents gathering outside in large groups • Rather than staggering pick-up times for each bubble, open drop-off and pick-up times (over, say, 30 minutes) at each end of the day, means H2S transport can logistically mesh with avoiding big groups of parents waiting outside at the same time.

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		<p><u>Differing Social Distancing Regulations.</u></p> <ul style="list-style-type: none"> • Social distancing regulations for transport may differ to social distancing guidance for schools. • If the 2 metre guidance still applies to transport, home to school transport can only carry approx. 25% of usual capacity, and if 1 metre distancing is applied, capacity will only be 50% of usual. • Limited buses and not necessarily additional vehicles available to increase capacity. • This may limit number of pupils able to attend. • Therefore, careful thought has to be given to which H2S transport children come in when. • For example, if 75% of H2S transport children happen to be in one 50% split, the 50:50 scenarios may not work. • Social distance on transport is not set by NYCC but by DfT. Integrated Passenger Transport follows the DfT guidance, which may differ to social distance in schools. <p><u>Town and Rural</u></p> <ul style="list-style-type: none"> • Social distancing on buses may have a greater impact on rural schools, with greater travel distances. • Less impact on town schools, where more children may walk to school. <p>Drop-offs / collection</p> <ul style="list-style-type: none"> • Only 1 parent to pick up / drop off. Marked areas on playground so parents can socially distance from both staff at the doors and other parents. One-way system for pick up / drop off for parents (<i>site specific details to be added here</i>). • Queuing system for any adults needing to speak with someone in the office, with 1m markings clearly visible. Office staff to have screen for additional protection. • Parents not to enter the school building unless invited to do so by a staff member. • Children to enter / exit through fire exits in each classroom and with staggered start times for different classes. As soon as children arrive outside fire exit door, they enter school.
	Staff	<p>In school</p> <ul style="list-style-type: none"> • All teachers and other staff can operate across different groups in order to facilitate the delivery of the school timetable, where this is absolutely necessary. • If each class (bubble) is split in half, there will be a maximum of 15 children; it is aimed that there will be the same two members of staff covering each group. This will allow each staff member to give each other breaks, as well as to cover the need to dealing with pupil illness or emergencies. • Staff should otherwise work from home if a job can be completed there – consideration for admin • Access by external staff (E.g. NYCC bursar, SEA) only with prior agreement of the HT and with appropriate social distancing. Where possible other visitors to be arranged outside of school day. • Staff to leave work promptly at end of school day.

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		<ul style="list-style-type: none"> • Staff meetings and weekly briefings to be held remotely. Meetings that must take place in person should have the fewest number of people present. • Staff to be sensible about the choice of clothing and frequency of changing. • Use hand sanitiser before signing in. • Encourage use of radios, telephones, emails to reduce unnecessary travel around the building. <p>Health and well-being</p> <ul style="list-style-type: none"> • Support is available via Health Assured, with a confidential helpline, for Schools who buy in to it as well as the ‘Looking After You’ information on https://cyps.northyorks.gov.uk/covid-19-working-together-through-covid-19 with hints and tips document on work/family balance etc. • The Education Support Partnership also provides a free helpline for school staff and targeted support for mental health and well-being. • Refer to the Local Authority’s HR FAQs which are continually updated. The ‘core’ risk assessment will be kept up to date e.g. Track and Trace flowchart. • Supply teachers will be used when needed.
	Moving around the site	<ul style="list-style-type: none"> • To minimise adult movement, main staff communication to be by walkie-talkie / email / VTC (e.g. Zoom / Microsoft Teams). • Try to avoid face to face communication if there is another alternative. • Walk down left-hand side of the corridors, with corridors only used for movement (i.e. don’t stop and chat). • Limit children moving round school as much as possible.
	Lunchtime / break-times	<ul style="list-style-type: none"> • These will be staggered whenever possible. <p>Outdoors:</p> <ul style="list-style-type: none"> • Bubbles will be kept separate at playtimes either through staggered timetables or clearly marked out zones for different bubbles. • Each bubble to be provided with individual equipment e.g. skipping ropes, hoops, footballs, cones - no contact sports such as football to be allowed. Children can kick a ball around, just not play a full game of football with contact. No ‘tig’ games. Or structure activities so that 48 (72 hours for plastics) is left between the two different groups of each class using equipment (e.g. plan to use some on a Monday and Thurs and some on a Tues and Fri). • Staff to discuss what games classes can play and devise them together. • Staff to monitor the interaction of children and equipment to establish rules on how they are to be used. • In order to maintain the integrity of groups, 1 member of staff take lunch with their group and supervise them during the ‘play’ portion. This will be the same at the break-times too. Staff to release each other to have break / lunch etc. <p>Lunch:</p>

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		<ul style="list-style-type: none"> • Children to wash hands before eating. • Older year groups to eat in classrooms (this could also give younger groups more time to actually eat their food). If they have school dinners, this is delivered to them in the classroom. Younger children eat in hall. • Tape on seats to show children where they can't sit - leave space between seats. • Staggered entry and children to leave hall as a complete class group, when any other children in the room are seated. Back to their own toilets, wash hands, out to play. • No sharing of utensils at all. • As well as the necessity for a first aider being on site, one will be needed during lunch for any choke incident.
	Timetables-structure of the day	<ul style="list-style-type: none"> • See possible example for a one form entry school below. • Staggered start / finish times will not reduce children's entitlement to taught hours.
	PPA	<ul style="list-style-type: none"> • This model means that only key workers / vulnerable learner groups will be in school on a Wednesday, overseen by support staff. This will allow teachers to have PPA time on Wednesdays. • Some flexibility may be required due to staffing issues that may emerge, but at least 10% PPA time across the term will be provided (pro-rata for part-time staff). • Other providers who support PPA cover, e.g. Forest School and PE providers, as well as peripatetic staff will be encouraged to return asap following the necessary hygiene and social distancing measures.
	Wrap around provision	<ul style="list-style-type: none"> • Current government guidance is that schools should consider resuming any breakfast and after-school provision, where possible. Whilst trying to keep children within their year groups bubbles, where this is not achievable to maintain, then schools could use small, consistent groups. • No after-school extra-curricular clubs at this stage so classrooms / hall can be used if breakfast and after school clubs are used, to allow greater space between children and staff.
	Shared events / trips / visitors	<ul style="list-style-type: none"> • Schools may resume non-overnight domestic educational visits. These should be made 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. • Wherever possible, H&S and any premises work, e.g. water hygiene, fire alarm servicing etc, will be scheduled before / after school hours. Site guidance on physical distancing and hygiene is explained to visitors on or before arrival. • A record will be kept of all visitors.
	Reading book returns	<ul style="list-style-type: none"> • For books coming back into the school system (decodable, class library) - parents to drop in box out on playground, leave for 72 hours, TAs check back books in. Each class to create their own system to ensure we don't end up losing lots of books.
	Strategic Planning (i.e. what needs to be	What strategies need to be considered for aspects including; curriculum adaptations, blended learning, wider curriculum coverage, health and well-being (including those children with high need), baseline assessment,

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	<i>considered in order to maximise pupil progress)</i>	<i>intervention and catch-up including pupil premium and government funding, parental engagement, SEND, behaviour policies including expectations for home learning, staff CPD</i>
	Curriculum	<ul style="list-style-type: none"> • A broad and ambitious curriculum will be provided, with the catch-up support needed to help pupils make substantial progress next academic year where this is needed, especially for disadvantaged learners. • There will continue to be no whole school assemblies / gatherings where groups mix. • Remote education will be of high quality, aligning as closely as possible with in-school provision, appropriately differentiated and not optional. • Work set for home learning will be expected to be uploaded on to a school's VLE or brought back into school on each child's first day back in.
	EYFS / Early years curriculum	<ul style="list-style-type: none"> • Ensure provision has all soft furnishing removed. • Arrangements in place for the sanitisation of plastic toys and equipment on a rota basis. • Emphasis on routines for new starters re hygiene etc. • Phonics and Early Reading – access to real books and not just online materials. • Online access to tutorials and videos for phonics as per English Hub advice. • Number Blocks and number of the week to be used to develop number sense (see NCETM advice).
	KS1 curriculum	<ul style="list-style-type: none"> • Using baseline assessment of all children, 'catch up' in English and mathematics can be built in. • Recovery curriculum prioritises: <ul style="list-style-type: none"> - MH&WB and basic routines; - Phonics and Early reading; - Number sense and place value.
	KS2 Curriculum	<ul style="list-style-type: none"> • Using baseline assessment of all children, 'catch up' in English and mathematics can be built in. • For the first half-term, core subjects and PSHE/supporting children's emotional health and wellbeing will be prioritised.
	In school work / classrooms	<ul style="list-style-type: none"> • Face to face teaching will particularly focus on key concepts, with the last session ensuring pupils are clear about the work they will be doing remotely / independently, along with the school's expectations about this. Teaching will be in two cycles with one half of the pupils being taught lessons in school whilst the other half is home (learning remotely and as independently as possible) at any one time. There will be no online teaching as all teachers will be teaching in school all week. • Classrooms to be arranged so that each child sits next to an empty chair on their own table, where possible, with all children facing the same way. • Each child to have his/her own pencil case with all key equipment in it (e.g. 2 pencils, handwriting pen, eraser, purple pen, glue stick, scissors, ruler). No pots on tables etc. Each child has their own clipboard for use in outdoor learning.

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		<ul style="list-style-type: none"> Each class teacher has a box of disposable gloves, packet of anti bac wipes, hand sanitiser, tissues for use during the day as required.
	VC/VA schools	<ul style="list-style-type: none"> Church schools need to ensure that collective worship is available on a daily basis for all children: classroom based and access to resources to support home worship.
	Remote / independent work, including pupils not attending school due to clinical vulnerability	<p>Children unable to attend school:</p> <ul style="list-style-type: none"> Do not double plan (i.e. do something different in school than at home) though there may be different activities needed for different groups. Online tutorials may be provided by teachers, lessons recorded where possible and frequent phone call 'check-ins' from support staff. <p>In school:</p> <ul style="list-style-type: none"> Individual tasks - no group or shared tasks where children have to share resources or sit together in groups. KS2 to continue utilising remote style learning to access things like worksheets, resources to minimise copying and resource distribution. E.g. Chromebooks / laptops to be labelled for each child in the group so that they do not mix these up. Laptops cleaned, put away and charged at the end of each day. Children complete the same tasks at school, before undertaking the same follow up work at home. This works on a four-day cycle with a spare day to 'catch up'. Children not attending complete the 4-day cycle of work posted on schools' IT solution e.g. <i>Google Classroom</i> for Y1-Y6 or done through physical learning packs to be dropped off at school. The start of the cycle will need to be staggered; i.e. the second group in each class will complete consolidation tasks for the first two days of their class's first week back, before coming into school on Thursday and Friday. In this way all children are completing the same cycle with the second group two days behind the first group. So the teacher does input for task 1 and 2 English/Maths, task 3 and 4 and optional extra to be completed at home, some foundation work completed in school, some at home. Art / DT or anything which requires lots of equipment - can be done at home in needed. PE lessons to be included on curriculum and timetabled Talk and discussion provide a focus for interactions between pupils inside school. Teachers to utilise visualisers and adapt their teaching approach to minimise contact wherever possible. Teachers could send work packs home after each group's second day in school: to be copied in the morning for one person to print out and place it in boxes outside classroom doors. Copier deadline may be in place. Pupil engagement in work at home will be monitored with concerns followed up promptly.
	Pupil Health and well-being	<ul style="list-style-type: none"> It is recognised that many children will be very anxious about returning, especially if they have not been in school since the 20th March. A staggered reintegration approach could be considered, or initially half-days, although having just two days a week in school should help. E.g. <p>w/b 8th Sept – Y2 to Y5 to start</p>

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		w/b 14th Sept - Reception, Y1 and Y6 to start
	Assessment	<p>General:</p> <ul style="list-style-type: none"> In school, short quizzes and unit assessments will be used regularly to assess knowledge and understanding. But more major assessments will need to be undertaken at home, since it would be poor use of time to spend significant face-to-face sessions on these. During September, but not in the first two weeks, baseline assessments on all children will need to be undertaken so that we have a starting point from which to ascertain learning gaps and priorities. This includes the baseline for our new EYFS starters.
	Interventions - government funding	<ul style="list-style-type: none"> Our school intends to access the government's <i>National Tutoring Programme</i> as far as affordability and eligibility allows. The progress of our disadvantaged learners must be a priority for all staff, and these pupils along with those with SEND, will be prioritised for any intervention groups we might establish. Some may be expected to be in school full-time.
	Parental engagement & attendance	<ul style="list-style-type: none"> Campaign to remind parents/teachers/children - hand washing song before we return. School attendance on each child's allocated days will be mandatory, except for those needing to self-isolate or (in the case of a local outbreak are instructed to shield temporarily). The usual rules on school attendance and recording will therefore apply. Pupils engaging in set work on any days that they do not attend school will also be mandatory, with schools working with other local authority services, such as Early Help and Children's Social Care, as necessary.
	SEND / pupils with social care involvement	<ul style="list-style-type: none"> The statutory requirements of the Code of Practice remain, with reasonable adjustments a priority. Full educational and care support for SEND pupils is a non-negotiable. Teachers should consider additionality and suitable adjustments for all SEND pupils, especially in the work they set for when these children are working from home. Pupils with EHCPs will be prioritised to take up full-time offers, along with those with social workers. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.
	Staff appraisal	<ul style="list-style-type: none"> This is still a statutory requirement. Senior leaders will review current objectives with each staff member, with a view to making amendments, ahead of the 2020/21 cycle, in line with the normal appraisal cycle, as far as possible (See HR FAQs).
	Staff CPD	<ul style="list-style-type: none"> CPD should not be stopped due to any further lockdown. Virtual meetings will be used so staff still get the CPD they need and there are a number of online training opportunities. The LA also plans to offer online training opportunities and these will be advertised widely on NYES, CYPs Info and in the Autumn HR Newsletter.
Governance	<ul style="list-style-type: none"> The statutory responsibilities of governance remain, and when necessary the usual business of the Board can be continued through virtual meetings. 	

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		<ul style="list-style-type: none"><li data-bbox="707 164 2029 228">• A schedule of monitoring activities will be drawn up although school visits will be minimised and classroom visits paused until further restrictions are eased.<li data-bbox="707 236 1473 260">• The Board will prioritise the health and well-being of the HT.

One form entry timetable example: Staffing (Mon/Tue and Thu/Fri) - all key worker children in their own class on Mon/Tue

Class is split in half so max 15/16 children, two members of staff covering each group, three in key worker group if possible to account for different ages.

	Base - all entry / exit through fire door	drop off	Break - 25 mins 1 group on playground / garden 1 group on field	Lunch - 40 minutes 15 minutes to eat, 25 mins outside (Same as breaks - one group playground, one group field?)	Break - 15 mins 1 group on playground / garden 1 group on field	pick up
Group 1	Reception class	9.10am	10.15am	12.00pm	1.45pm	3.00pm
Group 2	Y1 class	9.00am	10.40am	12.20pm	2.00pm	3.20pm
Group 3	Y2 class	8.40am	9.50am	11.40am	1.30pm	3.00pm
Group 4	Y3 class	8.50am	10.15am	12.00pm	1.45pm	3.10pm
Group 5	Y4 class	9.00am	10.40am	12.20pm	2.00pm	3.20pm
Group 6	Y5 class	8.50am	10.15am	12.00pm	1.45pm	3.10pm
Group 7	Y6 class	8.40am	9.50am	11.40am	1.30pm	3.00pm
Group 8 Key worker group	Mixed group	8.40am	9.50am	11.40am	1.30pm	3.00pm

Reintegration:

w/b 8th Sept – Y2 to Y5 to start - first half of alphabet Mon/Tue, second half Thu/Fri

w/b 14th Sept - Reception, Y1 and Y6 to return