

Scenario Planning Template

Scenario	Area of provision	Challenges and Solutions
Describe your scenario here:	Risk Assessment Amendments (i.e. what needs to be considered in order for it to be safe to open)	What additional considerations would be needed to be taken into account for this work stream from a risk assessment perspective?
All pupils will return to school in September 2020	Challenges	Solutions
	Social distancing	<ul style="list-style-type: none"> • Pupils and staff are to be allocated a class 'bubble' and where possible will only mix within these groups; staff to be placed in teams to facilitate breaks and provide support for pupils with challenging behaviour or SEND. • Pupils use the same classroom or area of a setting throughout the day. • Pupils have the same seating arrangements; side by side and facing forwards. • One way systems could be introduced with clear entry and exits to avoid congestion. • The numbers of staff using the staff room could be limited or the use of staff room facilities staggered to ensure social distancing is maintained. • Staff maintain distance from pupils and other staff as much as possible
	Shielding or self-isolating	<ul style="list-style-type: none"> • Shielding advice for all adults and pupils will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus. • Pupils not in school because of shielding or self-isolating could potentially access artificial intelligence if eligible for the medical education service or remote learning. • Shielding staff members can stream lessons or prepare power points with audio in advance.
	Protocols for start/end of day	<ul style="list-style-type: none"> • Parents should not be allowed in the school building; where a meeting cannot be undertaken virtually an appointment outside school hours is recommended with social distancing measures in place. • Pupils to be collected / handed over at a distance of 2m.

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	Shared resources	<ul style="list-style-type: none"> • Pupils have their own frequently used resources/equipment such as pencils, pens and rulers. • Bubbles have their own play equipment at playtimes. • Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. • Resources that need to be shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
	Hand Washing/Personal Hygiene	<ul style="list-style-type: none"> • Everyone needs to follow the DFE guidance on regular handwashing. • Temporary hand washing stations could be created; consider the use of water butts. • Alcohol based hand cleansers/gels (containing at least 60% alcohol) to be used if soap and water are not available and toilet areas are in high demand. • Supervision of hand sanitiser use must be in place given the risks around ingestion. Small children and pupils with complex needs should continue to be helped to clean their hands properly. Skin friendly skin cleaning wipes can be used as an alternative. • The 'catch it, bin it, kill it' approach continues to be very important, so schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this routine.

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	Facilities use of environments	<ul style="list-style-type: none"> • Designate cloakroom space to specific bubbles. If the area is shared, ensure staggered usage in place. Coat pegs to be designated to specific pupils. • Temporary cloakroom spaces could be established within classrooms. • Pupils limit the amount of equipment they bring into school each day, to essentials. • The timetable and selection of classroom or other learning environments has been used to reduce movement around the school building. • The number of pupils who use the toilet facilities at any one time to be limited to ensure they do not become over crowded. • Different groups of pupils 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. • Toilets can be re-designated unisex and allocated to bubbles to minimise contacts and mixing. • Disabled toilets can be utilised where possible to minimise contacts and mixing. • Prioritise toilets for bubbles of younger pupils such as nursery and reception or key stage one. • Pupils to use hand washing stations. • For pupils who become unwell a designated space is needed; this may need to be a dual usage space with clear protocols for split use. • Ensure good ventilation in all areas of the school building.
	Personal Protection & PPE	<ul style="list-style-type: none"> • PPE guidance remains the same; leaders to ensure sufficient supplies are available and regular monitoring ensures a constant supply is in place. • Grab bags are provided to each bubble to ensure staff have access to PPE quickly. • Pupils that require intimate care on a regular basis have specific supplies.
	First Aid	<ul style="list-style-type: none"> • Emergency first aid grab bags are provided to each classroom or bubble. • All staff have basic first aid training to administer support within their bubble; an identified first aider not connected to a bubble will be available for emergencies. • Protocols to be in place for a pupil/staff member/visitor displaying symptoms of or contracting coronavirus.

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	Visitors, Contractors & Spread of Coronavirus	<ul style="list-style-type: none"> • Only essential visitors permitted into the school building and by prior appointment; an agreed list of essential visitors is drawn up and agreed with all staff. • Where visits can happen outside of school hours, they should. A record should be kept of all visitors. • Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. • The school community and visitors must engage with the NHS Test and Trace process. • Test and Trace protocols are put in place with a detailed flow chart available for all staff so that they are clear about expectations (siblings/parents in contact with others). • All staff to follow the local health protection team advice.
	Fire and Intruder Alarms and Emergencies, Including Lockdown	<ul style="list-style-type: none"> • All staff and pupils to undergo induction in the fire and emergency routines accident/first aid procedures and lockdown procedures.
	School Activities	<ul style="list-style-type: none"> • Consideration to be given to which lessons or classroom activities could take place outdoors. • Outdoor spaces to be re-designated to ensure the effective use of space and timetabled to maximise usage. • Outdoor spaces in the local area to be used to support delivery of the curriculum. • In the autumn term, schools can resume non-overnight domestic educational visits 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. • 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.

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	Logistical Planning (i.e. what needs to be considered in order to manage pupils and staff in this scenario)	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
	Challenges	Solutions
	Cleaning Additional costs for resources and staffing	<ul style="list-style-type: none"> • Ensure sufficient cleaning materials are allocated to all classrooms or bubbles and replenish stocks regularly. • Ensure staff are aware of their role with regards to cleaning; raise awareness about collective responsibility to ensure everyone’s safety. • Set tasks to be completed throughout the day. • Establish a cleaning routine/schedule including communal areas/points of high contact such as stair rails and door handles. • Monitor cleaning through the cleaning schedules. • The DfE claims process for additional Covid-19 related expenditure and the associated guidance can be found here for schools wishing to claim for additional cleaning required due to confirmed or suspected coronavirus (COVID-19) cases, in line with COVID-19: cleaning of non-healthcare settings, over and above the cost of existing cleaning arrangements.
	Catering	<ul style="list-style-type: none"> • Pupils stay in classroom bubbles to eat lunch this will limit the use of shared spaces such as the school hall. • Grab bags could be provided to reduce the use of catering equipment. • Hot lunches could be served and delivered to classrooms; consider the use of polystyrene takeaway boxes. • Staggered lunches will facilitate catering adaptations.

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	Transport	<ul style="list-style-type: none"> • Where possible pupils come to school either on foot, cycling or in their own vehicles. • School transport bubbles to be consistent. • School transport vehicles to be well ventilated. • Risk assessments to be considered for pupils' dependent on their journey length. • Ensure pupils wash hands/ use hand sanitiser upon boarding and/or disembarking school transport. • Organised queuing and boarding will minimise contacts and mixing. • Where possible ensure distancing within vehicles. • Parents are asked to refrain from car sharing arrangements. • Families using public transport should refer to the safer travel guidance for passengers.
	Staff allocation/working from home	<ul style="list-style-type: none"> • Leaders audit staff availability based on the latest guidance. <i>Employees working in schools are required to take their holidays during school closure periods and this includes the required 14 calendar day quarantine period following a foreign holiday.</i> Use HR guidance on the CYPS COVID19 page. • For staff who are shielding consider if social distancing can be put in place (dependent on their role in school); individual risk assessments are to be completed. These risk assessments should be kept under review and revised when situations or risk factors change. (cypsinfo/emergencies&health&safety/Covid-19/localauthorityguidance/) • If staff that are clinical extremely vulnerable or isolating are well enough utilise technology. Support staff could be used to oversee behaviour and organisation of a bubble while a teacher delivers remote teaching instruction. • By September all staff need to be confident with remote teaching. • Bring in additional teachers if needed, these might be supply teachers or teachers seconded from another school; ensure consistency in supply staff. • Use senior leadership time to cover groups but make sure this is manageable alongside additional responsibilities. • Consider the elements of staff workload that can be carried out remotely. Implement more flexible working with the use of video calls for meetings.

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	PPA	<ul style="list-style-type: none"> • Use existing staff members to cover PPA such as HLTAs/TAs (allocate a teacher and TA to a bubble where possible). • Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. • Block PPA time so that external providers are in school less frequently. • When using external providers like sports coaches, forest school teachers; pupils could come dressed in suitable clothing so no need for changing; activities to take place outside where possible at a safe distance. • Use the LA music service provision; limiting the sharing of instruments and ensuring cleaning protocols are in place.
	Timetables-structure of the day	<ul style="list-style-type: none"> • Consider early opening so pupils can arrive within a longer time frame. • Implement staggered start and finish times; with consideration for those using home to school transport. This should not reduce the amount of overall teaching time. • Staggered lunches and playtimes will minimise contacts and mixing. • Ensure there are timetables for communal areas and cleaning rotas.
	Wrap around provision	<ul style="list-style-type: none"> • Complete an audit of need. • Put wrap around care in a large shared area zoned for different bubbles; use as much of the outdoor provision as possible and when indoors ensure areas are well ventilated and pupils are safely distanced. • Establish a consistent group of pupils for wrap around care.
	After school clubs	<ul style="list-style-type: none"> • Keep pupils with their existing bubbles when offering enrichment if this is not possible use small, consistent groups. • Timetable enrichment activities so that bubbles or year groups access the enrichment at different points in the term or year. For example an art club could be offered to one bubble for the first half term and a different bubble for the second.
	Shared events	<ul style="list-style-type: none"> • Avoid large gatherings such as assemblies or collective worship with more than one group. • Use technology to do assemblies and celebrations.

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	Movement of pupils/staff between bubbles	<ul style="list-style-type: none"> • All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. • Where staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. • Where subjects are taught in groups for example mixed age classes that split into year groups for maths utilise support staff if available, use technology; (stream or prepare pre-recorded power points for any input required) or make adjustments to timetables so that staff can move between classes.
	Attendance	<ul style="list-style-type: none"> • Expectations need to be clear to the school community. From September the usual rules on school attendance will apply, including: <ul style="list-style-type: none"> ➤ <i>parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</i> ➤ <i>schools' responsibilities to record attendance and follow up absence</i> ➤ <i>the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct</i> • Plan a programme of pastoral support for families reluctant to let pupils return. • Communicate the protective measures in place so parents have the confidence to let pupils return.
	Communication	<ul style="list-style-type: none"> • Access an LA helpline/email to ensure queries are addressed promptly. • Ensure all stakeholders are aware of arrangements for returning in September and protocols are agreed. • Utilise new platforms to engage parents and carers for example Twitter to get messages to parents. • Use new platforms to maintain parental engagement with their children's learning. • Use online forms instead of physical parent surveys.
	Strategic Planning (i.e. what needs to be considered in order to maximise pupil progress)	<p>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, intervention and catch-up including pupil premium and government funding, parental engagement, SEND, behaviour policies including expectations for home learning, staff CPD</p>

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	<p>Challenges</p> <p>Curriculum</p>	<p>Solutions</p> <ul style="list-style-type: none"> • Subject leaders need to review curriculum maps-long term/medium term plans to ascertain what would have been covered and decide what to reteach. For most subjects’ pupils aren’t only taught something once; concepts reappear and are built on over time. • Teach a broad and balanced curriculum as teaching all subjects will help pupils to get back on track. Don’t rewrite or replace your existing curriculum consider adding a curriculum addendum. Focus on the most important key concepts that children need to understand in order to access the next stage of their learning- not knowing all the small details won’t hold children back. • If you have been using on-line platforms evaluate pupil engagement and consider how the most successful aspects could be used in the classroom or for homework. • Provide EYFS resources for pupils in Y1 to ease transition into their new year group.
	<p>Assessment</p>	<ul style="list-style-type: none"> • Identify the gaps in the key concepts and knowledge you have decided to reteach. • Implement low stakes in class assessment as this will enable staff to highlight what pupils remember and where they have gaps; these could take the form of a quiz, multiple choice questions or discussions. • A low stakes approach to assessment should help pupils feel secure in what they already know and what they need to learn. Teachers can then feed these findings back to subject leaders. The findings will determine the period of consolidation required. • More formal testing should be implemented when the health and well-being of the children indicates this is appropriate. • Assess the pupils’ social and emotional needs for example using the Boxall Profile. • Gather sufficient assessment information to identify pupil, curriculum and whole school priorities (be clear about why you are assessing).

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	Catch-up/Intervention-government funding	<ul style="list-style-type: none"> • For children in nursery, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. • For pupils in reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. • For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. • Use the EEF guidance to identify the interventions to be put in place for the first half term. • Implement a small group tuition catch-up package tackling the impact of lost teaching time -funding is being provided. • Implement 1:1 tuition (NTP/Intervention disadvantaged) - funding is being provided for staffing. • Reorganise staffing/class structures so that teachers remain with children as they move to their new class/year group this will provide consistency for health and well-being and support the identification of gaps in learning. Consider mixing age groups instead of having one reception class and one year one class etc. consider having two mixed, reception/year 1 classes. This model could also be applied to other year groups.
	Staff	<ul style="list-style-type: none"> • Encourage teachers to continue collaborating across subjects and classes using their particular skills, interests and technology to support this. • Evaluate the leadership roles in school and consider the allocation of leadership time. The SENDCO, DSL or inclusion lead may need additional leadership time particularly in the first half term.
	Policies	<ul style="list-style-type: none"> • Consider addendums rather than rewriting policies for behaviour, safeguarding, assessment, SEND, remote learning, curriculum, health and safety, parental engagement and monitoring.

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	Health and well-being	<ul style="list-style-type: none"> • Put in place support for staff, pupils and parents; sign posting to support, access to specific services, bereavement materials, EP and counselling. • Consider adaptations to the curriculum. • Ensure staff are trained to deliver well-being support. • Ensure pupils have access to food and drink throughout the day if needed to enable them to readjust back into school routines.
	SEND	<ul style="list-style-type: none"> • Identify pupils with emerging needs. • Review documentation and update or write new risk assessments/ care plans for individuals. • Provide training for staff undertaking different roles. • Ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. • Establish reintegration plans for pupils. • Carry out an audit of the SEND provision during partial school closure and plan to address any necessary actions to ensure the school is meeting or using their reasonable endeavours to meet their statutory duties.
	CPD	<ul style="list-style-type: none"> • Utilise virtual CPD; this is time and cost efficient. • Record meetings or training so that all staff/governors can access this or revisit at a suitable time. • Audit staff access to CPD during partial closure and identify any emerging needs if roles have changed.
	Monitoring and evaluation	<ul style="list-style-type: none"> • Monitor behaviour to ensure pupils and staff are following safety rules and support can be put in place for those with challenging behaviours. Look at behaviour at the start and end of the day and consult with staff to gain a whole school picture. • Once staff and pupils are settled back into school establish a monitoring schedule in consultation with staff and governors.
	Governors	<ul style="list-style-type: none"> • Current arrangements for governors are to continue until further guidance is provided by the local authority; when restrictions are eased consider keeping some virtual meetings if they have been successful. • Consider remote monitoring initially, use documentation, virtual discussions with staff members and parental surveys.

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	Staff appraisal	<ul style="list-style-type: none"> • Maintained schools must appraise teachers annually under legislation. • The DFE expects appraisal arrangements to take account of the current circumstances; for example, you should base performance on the period your school was open before the coronavirus outbreak.
	Safeguarding	<ul style="list-style-type: none"> • Ensure staff, governors and volunteers have read and understood the new Keeping Children Safe in Education (KCSIE) document. • Review the safeguarding policy and add any addendums. • Identify emerging risks. • Investigate electronic systems such as CPOMS; ensure recording and reporting systems are in place and are accessible and appropriate.