Scenario Planning Template

Scenario	Area of provision	Challenges and Solutions
		Risk Assessment Amendments
There has been another peak in Covid-19 cases and lockdown has been enforced wither across the country, in a locality or particular schools. This requires some or all schools to close for all but key workers and vulnerable children. It is necessary to provide home learning for the children who are unable to attend school.	**Risk assessment**	Schools will need to adapt their risk assessment in light of further closure where they are required to provide education and care of critical workers' children and vulnerable pupils (where staffing allows) and home-learning for all other pupils. Pupils with an EHCP will require individual risk assessments, in conjunction with the LA and parents to be written in order to assess the appropriateness of their attendance at school. Where it is safer to do so, children should remain at home. For further information, select this **link** to access the following documents: • Guide to vulnerable children and young people COVID-19 attendance plan • Vulnerable children's attendance plan • Risk assessment for children and young people with EHC Plans in relation to attendance at school during Coronvirus epidemic **Homeworking Risk Assessment** Where schools are closed and number of staff continue to work at home either due to the health vulnerabilities of themselves or family members, or as part of a staffing rota head teachers and staff are recommended to complete the following documents: Please note these documents are currently in draft form and due to be published on the NYCC intranet for Directorate staff during early July. These documents will then be uploaded onto CYPS INFO and links included in this document • Homeworking risk assessment • Interim homeworking protocol • Covid-19 homeworking checklist • Homeworking risk assessment process **Coronavirus individual staff risk assessment – guidance and template.** As part of the Council's planning for the Coronavirus (COVID -19) to take preventative and protective action to support all employees, and in particular those who are particularly vulnerable to the impact of the virus as advised by Public Health: these are staff who are pregnant, over 70 years old or have certain medical conditions (see Coronavirus - Guidance for Staff and Managers). There are also others who, through research and data, have been shown to be disproportionately affected by Covid-19 e.g. those from a BAME background. School leaders are advised to identify employees who may be more vulnerable through a combination of self-declaration and existing school records. Once identified, leaders should discuss their declaration with the employee and undertake an individual risk assessment to consider the risk to the employee and what measures can be put in place to minimise these. These risk assessments should be kept under review and revised when situations or risk factors change.

	A template and guidance can be found here: COVID-19 Risk Assessment for Schools

	Logistical Planning

Social Distancing and Personal Hygiene	Unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. Schools should work through the hierarchy of measures set out below:
	• avoiding contact with anyone with symptoms
	• frequent hand cleaning and good respiratory hygiene practices
	• regular cleaning of settings
	• minimising contact and mixing
	
	Vulnerable children and children of critical workers should be split into small groups of no more than 15 and one teacher (and, if needed, a teaching assistant). Desks should be spaced as far apart as possible. If there are any shortages of teachers, then teaching assistants can be allocated to lead a group, working under the direction of a teacher. Vulnerable children and children of critical workers in other year groups should also be split into small groups of no more than 15. Desks should be spaced as far apart as possible.
	
	Ensure that there are sufficient handwashing facilities available so that all adults and children can frequently wash their hands with soap and water for 20 seconds and dry then thoroughly. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments.
	
	Further information can be found at:
	    • COVID-19: Cleaning of non-healthcare settings guidance
	    • guidance on hand cleaning
	    • PHE Cleaning guidance poster (includes hand hygiene)
	
	All spaces should be well ventilated using natural ventilation (opening windows) or ventilation units and doors (not fire doors) should be propped open where it is safe to do so, in order to limit the use of door handles and help with ventilation.
	
	Reduce mixing within education or childcare setting by:
	    • accessing rooms directly from outside where possible
	    • considering one-way circulation, or place a divider down the middle of the corridor to keep groups apart as they move through the setting where spaces are accessed by corridors
	    • staggering breaks to ensure that any corridors or circulation routes used have a limited number of pupils using them at any time

		• staggering lunch breaks - children and young people should clean their hands beforehand and enter in the groups they are already in, groups should be kept apart as much as possible and tables should be cleaned between each group. If such measures are not possible, children should be brought their lunch in their classrooms • ensuring that toilets do not become crowded by limiting the number of children or young people who use the toilet facilities at one time • noting that some children and young people will need additional support to follow these measures (for example, routes round school marked in braille or with other meaningful symbols, and social stories to support them in understanding how to follow rules). Use outside space: • for exercise and breaks however it is recognised that this may become more of a challenge as we move into autumn/winter in relation to the weather • for outdoor education, where possible, as this can limit transmission and more easily allow for distance between children and staff however it is recognised that this may become more of a challenge as we move into autumn/winter in relation to the weather • although outdoor equipment should not be used unless the setting is able to ensure that it is appropriately cleaned between groups of children and young people using it, and that multiple groups do not use it simultaneously. Refer to COVID-19: cleaning of non-healthcare settings If a pupil attending school demonstrates COVID-19 symptoms, the following guidance must be followed: COVID-19 Implementing protective measures in education and childcare settings – What happens if someone becomes unwell at an educational or childcare setting? PPE can be sourced from anywhere provided that government guidance is followed and all PPE purchased meets the requisite health and safety requirements i.e. not fake goods. Test and trace - we are asking all educational settings to inform NYCC when they become aware of anyone (staff, pupil(s) or parent(s)) who is experiencing symptoms. Please let your NYCC SEA contact know of any potential COVID-19 cases immediately. Follow this link for the Test and Trace flow chart with contact details: Test and Trace process for educational establishments
	Staffing including medical needs and safeguarding	Regularly updated employment guidance for head teachers/managers can be found by following this link: https://cyps.northyorks.gov.uk/covid-19 . It is helpful and practical guidance, templates and FAQs including: • Staffing Guidance for Schools • Recruitment Guidance for Schools

		• Headteacher Guidance on Staff with Special Circumstances
		Headteachers will need to organise available teachers and teaching assistants (those not clinically vulnerable or clinically extremely vulnerable or looking after someone in those categories) to work in school to support the pupils in 'bubbles' and provide home-learning. Rotas, where used, should ensure that pupils are not unnecessarily exposed to changes of staffing e.g. not alternate days. In Early Years, the following staff to pupil ratios should be followed: Children aged two years – 1:4 children Children aged 3 years or over – 1:8 children Schools should try to maintain, as far as possible, at least one person who has a current paediatric first aid qualification and to be available at all times that children are present. Likewise, with staff with the appropriate qualifications across the school. If there is not an EYFS trained staff member schools will need to risk assess and share qualified staff across the school. Do what you can to meet the school and EYFS first aid requirements. In an emergency, paediatric online training is available. Schools will also need to check the medical needs of their pupils and those that are in school and ensure that appropriately trained staff are available when required e.g. epipen trained or epilepsy trained. Follow this link for further information about first aid qualified staff: https://cyps.northyorks.gov.uk/covid-19-frequently-asked-questions At all times, there should be a Designated Safeguarding Lead allocated. Please read the North Yorkshire Safeguarding Guidance FAQs (https://cyps.northyorks.gov.uk/covid-19) for additional information relating to alternative arrangements when a school's DSL is absent. Where pupils are attending the school from another school (due to closures) the usual procedures should be followed (including contacting Early Help as appropriate), logging the concern on a Child Protection Concern recording sheet and Record of Injuries) and ensuring that the home school's DSL is notified, as soon as possible, of the situation and the action which has been taken. Any referral will need to be passed onto the home school to be added as soon as possible to the child's own record. If the concern raised by the child relates to an adult who is working or volunteering with children, a referral should also be made to LADO (**01609 533080**)
	Who will attend	Critical workers' children (as defined by the government) and vulnerable pupils will be eligible to attend school. Critical workers are defined by the government in this document: • Critical workers who can access schools or educational settings

		Where at least one parent is a critical worker, children are eligible for places in school. This may be subject to change by the government.
		Vulnerable pupils are children and young people who:
		- have been assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child - have an education health and care (EHC) plan; - have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision - this might include children on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those who are young carers and others at the provider and local authority's discretion
		The vulnerable pupils' spreadsheet will need updating to reflect which vulnerable pupils, including those with an EHCP, are attending school. Individual risk assessments for all pupils with an ECHP will need to be completed and reviewed regularly.
		Further details on vulnerable children and young people, including a risk assessment template, can be found by following this link: https://cyps.northyorks.gov.uk/covid-19
	Premises – Caretaking and Cleaning	Contractors will not be visiting schools unless in an emergency or by specific request and pre-arrangement with the Headteacher. In this instance, specific and agreed safety measures should be followed. Caretaking and cleaning will continue though timings may change due to a potential shortage of staff. A checklist will be available to support the ongoing cleaning regime of all used areas in school during the day and caretaking and cleaning staff will ensure that cleaning is done in line with government guidelines. School staff will support cleaning of touch points and tables during the school day. Wipes and cleaning materials will be provided in larger quantities to reflect increased cleaning occurring. In the event of a full or partial closure, schools must ensure that all taps, including those outside are run for 5 minutes on a weekly basis. This must be logged appropriately. If there are any issues over opening and locking up the site or cleaning please contact your school's provider directly to discuss.
	Catering	Schools will need to speak to their school catering team (in house), or school catering provider to see if they can prepare meals or packed lunches for those attending school. If a government voucher scheme is available this can be used to provide meals to pupils who are eligible for free school meals but are currently not in school, however if this is not available, then the school can organise an alternative method such as the delivery or collection of

		packed lunches whilst observing the appropriate social distancing guidelines. Universal free school meals will be available for those who are attending school, but not those who are remaining at home. If you use a private catering provider, contact them to see what alternative arrangements are available. If there are any issues regarding catering, please contact your catering providers directly to discuss.
	Transport	Pupils who usually access home to school transport and are continuing to attend school will be able to continue to use the service. It is important that parents know how to use the booking system to arrange places for their children on a weekly basis.

Strategic Planning	
Home Learning	

	Curriculum	There are no nationally agreed 'rights and wrongs' regarding the different approaches schools are employing to support children's learning and welfare through home learning however it is vital that schools do everything they can to provide home learning and support the parents to help their children to engage. Literacy and mathematics are obviously key skills that children need to support children's development however we must not forget their emotional well-being or the wider curriculum and use every possible chance to engage children. Enrichment weeks could be a way to try and add a change for children and parents. One school used a shared drive (Microsoft Teams) to plan the enrichment week e.g. one topic used was the Olympics (Sports to coincide with the Olympics). Sample plans are in the resource folder as an example. With any home learning you set, always consider whether there are opportunities for the children to be creative and explore their environment. Allowing children to make their own independent decisions on how to complete some tasks may help to engage them e.g. representing an artist's picture could allow the children to explore their indoor and outdoor environment to find resources and different ways to represent this creatively rather than just drawing it. Ensuring there is a variation in the type of task or encouraging children to find their own way to represent outcomes will help to relieve the monotony of doing the same type of learning particularly if it is online based. Consider the different ways people learn and try to provide opportunities for this within what you offer.

| | | One aspect to consider when planning home learning for families is to think about the families with children in multiple year groups. This will cause additional pressures for parents trying to follow and support a number of different class plans.

Many schools have kept their medium and long term plans in place for use during home learning and the importance of heads and subject leaders having time to monitor the home learning plans ensures the quality and consistency, while supporting the staff. Staff adapted extremely well to the new way of working and providing home learning during the first lockdown and teams have reflected on lessons learnt.

Teachers should differentiate work as is practical and schools should consider ways to provide feedback to pupils about their work. Schools should ensure that teachers are planning according to year group objectives. Email addresses set up for the specific purpose of home schooling have been useful and parents should be notified about the time scale within which they should expect to be contacted by the child's class teacher. Wherever possible, children and families should be contacted on a regular basis.

Schools will need to identify which pupils did not participate effectively in their learning across the summer term. These children who did not complete work may need to be considered as vulnerable if there is another lockdown and schools are closed. |
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| | **Monitoring children's home learning** | Throughout any period of home learning it will be vital to monitor the impact of what is being provided and what difference it is making for different groups of children. If there is no clear guidance from the government, it would be beneficial for the LA to consider and provide guidance on a minimum requirement as to what should be provided by schools. This will help to develop a consistent approach across the LA and support with monitoring the quality.

Headteachers should be responsible for Quality Assuring work being sent out to different classes and regular discussions within on-line staff meeting forums should ensure that home learning is a regular agenda item. Looking at quality and consistency across schools while recognising the individual nature of schools is important.

The opportunity for Senior Education Advisers to discuss and monitor this with schools should be built into discussions if another lockdown and school closure happened. Likewise, schools working in local clusters should work closely together to ensure that home learning activities are of similar depth and quality. This should also be Quality Assured by school SEAs. |
| | **"Live" lessons** | Schools may be considering whether to use "live" lessons as part of their home learning offer. There are various aspects to this that need to be considered particularly with young children and should be part of any risk |

		assessment of the use of "live" lessons. In particular, ensure that the safeguarding concerns are considered and addressed. Also give regard to different family situations and access to IT devices for children to be able to participate in "live" lessons which by the nature of them are at specific times. There may be families that have limited IT devices but a number of children at home and parents working at home, therefore it is not always feasible for children to attend at specific times and this could cause unnecessary stress for the family during an already difficult period such as lockdown. Ensure you have protocols in place for "live" lessons. There is guidance on "live" lessons following this link https://cyps.northyorks.gov.uk/covid-19-resources-help-online-or-home-learning
	Reflecting on home learning	Home learning has now been part of a school's offer since lockdown started. It is important to take time to evaluate and reflect on how effective it is and also to consider parents' views within this. It is really important that you consider the impact of the home learning and particularly for the different groups of children. A framework for reflection Below is a set of questions to support reflection on current practice and on its effectiveness. Of course, no system will be ideal and all will involve compromises: some of the aspects are in tension with each other, and there will be trade-offs to be made – between realism and impact, for example, or between challenge and autonomy, and so on. **Accessibility** How accessible and navigable are the materials, for pupils and parents? Are there as few technical obstacles as possible? Is there consistency in user 'interface' across subjects/days/lessons? **Autonomy** How easy is it for pupils to work independently, with minimum parental input? How intrinsically motivating are activities and materials? How well is cognitive load managed, so that pupils are not overwhelmed? **Realism** Are the expectations on pupils realistic and non-intimidating? Are the expectations on parents also realistic and sensitive to circumstances? Is there enough flexibility? Impact Are the design of activities and the quality of instructional materials likely to mean that pupils' learning is moved on or, at least, consolidated and reinforced? **Breadth** Are children receiving a 'broad and balanced' curriculum, while securing their learning in in core subjects? **Challenge** Is the learning appropriately challenging? Are pupils being encouraged to think hard? Are they encouraged to extend themselves? **Coherence** Is the learning kept purposeful, connecting to what pupils have done and will go on to do? Does it relate to significant subject content? Is this consistent across subjects? **SEND** Is learning designed and differentiated appropriately for SEND pupil? Is it related to individuals' EHCP targets and support plan? Do parents have the understanding and resources to help their children?

		Feedback Do teachers provide a reasonable amount of feedback to pupils on their learning, so that they feel accountable, encouraged and valued? **Wellbeing** Is there a strong focus on pupils' well-being in their home learning, including through any PSHE element? Is there enough emphasis on health and on physical activity? **Community** Is there a sense that pupils are working as part of a community of learners, achieved through the tone of messages and through the sharing of outcomes? **Monitoring** Is there a straightforward system in place to monitor pupils' engagement with home learning? Is this being recorded? How well is non-engagement followed up? **Workload** Is teacher workload managed thoughtfully, accounting for the different circumstances, pressures and responsibilities they will be facing? **Surveying parents, staff and pupils** Many schools are also using a range of parental and pupil surveys to inform their approaches. This is encouraged, so long as the findings are then acted on and are sufficiently representative of the school community. Finding ways to gather the views of parents of the most vulnerable pupils should also be a key consideration. A document which could be used to help design a questionnaire for parents or children can be find following this link: https://schoolleaders.thekeysupport.com/covid-19/communicate-parents/home-learning-support/coronavirus-parent-survey-remote-learning/ There is guidance and a tool on reflecting on home learning following this link: https://cyps.northyorks.gov.uk/covid-19-resources-help-online-or-home-learning
	Resources for home learning	Resources ideas to support this are available following these links: https://cyps.northyorks.gov.uk/covid-19-resources-help-online-or-home-learning https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources
	Support for parents to do home learning	With home learning we need to consider how parents are supported to enable them to feel confident in supporting their children. Schools need to consider within any reflection of home learning what they have provided for parents, have they gathered feedback from parents, do parents have issues with technology at home and how, therefore, do they find alternative ways to support the parents.

| | | It is important to remember parents cannot be expected to replicate what would happen in a school classroom and it is important to consider what is realistic for them to do. Many parents will be juggling their own employment and possibly more than one child, therefore we cannot make assumptions about what they can and can't do. Every home situation will be different and it is important to have regular time built in to support parents.

There is different guidance and resources that are available to schools which they could share with parents:

DfE guidance on
- helping children aged 2 to 4 learn at home can be found here: https://www.gov.uk/guidance/help-children-aged-2-to-4-to-learn-at-home-during-coronavirus-covid-19
- primary school aged children learn at home can be found here: https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19
- Guidance on helping children with special educational needs and disabilities learn at home can be found here: https://www.gov.uk/guidance/help-children-with-send-continue-their-education-during-coronavirus-covid-19

The Burley Woodhead English Hub: online phonics lessons to support parents/carers.

The National Numeracy family toolkit to help families enjoy learning maths together: https://www.familymathstoolkit.org.uk/

The Education Endowment Foundation: EEF Covid -19 has resources to support parents make the most of home learning - practical tips based on the best available evidence, to support all pupils: https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/ |
| | **Induction on new pupils** | If schools are closed in September, consideration will need to be given as to how you welcome new children into your school community. This could be new reception children, new year 3 children if you are a junior school or new children moving into the area and into other year groups. |

		It is hoped that, where possible, transition activities will have taken place. These may have included welcome packs, video tours of the school or virtual meetings with children and parents. It will be necessary to support parents initially to understand how the home learning works if they are new to the community. This could require an online information meeting for parents or small group meetings to help them understand your system. Pay particular attention to parents for whom it is their first child who would have been starting school. This would be an anxious time for them in normal circumstances however anxiety levels could be heightened in another lockdown and they will possibly have no previous experience of how school works or how to support their child.
	Induction of new staff	Staff induction is an important part of anyone starting a new job. If schools are closed, then it is essential that this is still conducted virtually. New staff would normally have a mentor and this should still happen although it would be good practice to ensure they have some other buddies and that regular meetings are held virtually. Starting a new role when there is a lockdown will make it difficult for someone to integrate and become part of the team. Be very aware of the health and well-being of new staff if this occurs.
	Communication	Communication is vital for both parents and staff in normal times however during covid-19 it is even more vital so that people feel clear about what is going on. One school reflecting on their weekly newsletter felt that they needed to consider the balance of who the information was for e.g. if it is going to all parents but is mainly about things actually happening in school this could be distressing for parents who are at home as they feel detached from school life. Ensure your whole community feels included in any communication. Communication with teachers will be important for parents as they will not have the opportunities they did to talk when they collected children, for example. A class email address for parents to contact teachers works well. It does however need clear protocols (example included) so that it does not cause additional stress for staff. This is important for staff also as their circumstances may be different if they are having to isolate while others are in school. They may feel detached or even guilty that they can't be in school so ensure their needs are met.
	Staff CPD	CPD should not be stopped due to a lockdown. Virtual meetings are a good way of ensuring staff still get the CPD they need and there are a number of online training opportunities. The LA plans to offer online training opportunities.