

**July 3<sup>rd</sup> 2020 Ed2**

**IH and SL edit - August 26<sup>th</sup> 2020 - v2**

**Table of support for Hertfordshire Primary & Nursery/Secondary/Special schools  
for stage 2 of responding to the COVID-19 Pandemic: September 2020**

## Stage 2: MEDIUM TERM (from September 2020)

Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
Staff induction and training	HfL	<p>Mireille MacRaid &amp; EY Advisors (EY)  <a href="mailto:Mireille.macraild@hertsforlearning.co.uk">Mireille.macraild@hertsforlearning.co.uk</a></p> <p>Tracy Warner &amp; Primary DSEAs, HIPs and SAs (Yr1-6)  <a href="mailto:Tracy.warner@hertsforlearning.co.uk">Tracy.warner@hertsforlearning.co.uk</a></p> <p>Rachel Macfarlane &amp; SEAs (secondary)  <a href="mailto:Rachel.macfarlane@hertsforlearning.co.uk">Rachel.macfarlane@hertsforlearning.co.uk</a></p> <p>Becky Cox &amp; special HIPs  <a href="mailto:Becky.cox@hertsforlearning.co.uk">Becky.cox@hertsforlearning.co.uk</a></p> <p>NQTs: Clare Mellish/ Helen Russell /Liz Shapland  <a href="mailto:clare.mellish@hertsforlearning.co.uk">clare.mellish@hertsforlearning.co.uk</a>  <a href="mailto:helen.russell@hertsforlearning.co.uk">helen.russell@hertsforlearning.co.uk</a>  <a href="mailto:liz.shapland@hertsforlearning.co.uk">liz.shapland@hertsforlearning.co.uk</a>  <a href="mailto:nqt.induction@hertsforlearning.co.uk">nqt.induction@hertsforlearning.co.uk</a></p>	<p>As some staff are likely to have been working remotely for some time, safeguarding leaders should ensure that all staff are fully aware of the procedures in place to keep children and staff safe. This is likely to mean providing an element of induction/training at the start of term/prior to children returning to school.</p> <p><b>Staff Meeting and documentation to state guidance and action plan from SLT.</b></p> <p>Note there are changes to the KCSiE document in September 2020:  <a href="https://safeguarding.network/keeping-children-safe-education/">https://safeguarding.network/keeping-children-safe-education/</a></p> <p>NQTs</p> <p><b>No NQT's this academic year.</b></p> <p><b>Trainee teacher who will be placed in year 1. CP to attend mentor training when available.</b></p>
Pupil transition (N>R, R>1, 6>7, 11>12)	HfL	<p>Mireille MacRaid &amp; EY Advisors (EY)  <a href="mailto:Mireille.macraild@hertsforlearning.co.uk">Mireille.macraild@hertsforlearning.co.uk</a></p>	<p><u>All phases</u></p> <p>Will staff require any additional CPD to meet the specific needs of children related to covid 19 (bereavement support, attachment issues etc.)?</p>


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		<p>Tracy Warner &amp; Primary DSEAs, HIPs and SAs (Yr1-6)  <a href="mailto:Tracy.warner@hertsforlearning.co.uk">Tracy.warner@hertsforlearning.co.uk</a></p> <p>Rachel Macfarlane &amp; SEAs (secondary)  <a href="mailto:Rachel.macfarlane@hertsforlearning.co.uk">Rachel.macfarlane@hertsforlearning.co.uk</a></p> <p>Becky Cox &amp; special HIPs  <a href="mailto:Becky.cox@hertsforlearning.co.uk">Becky.cox@hertsforlearning.co.uk</a></p>	<p><b>SLT to consider CPD needs of staff and needs of our children. SWP to use HPP and DSPL to access training if possible.</b></p> <p>What gaps have been left by the virtual transition in the summer term that will need addressing at the start of September?</p> <p><b>Mental health and well-being must be considered or all children and staff, a softer transition for children returning will be needed. Children will have had their goodbye and hello sessions face to face or via zoom. Reception to carry out visits during August.</b></p> <p>Has your liaison with the previous school/setting equipped you with all the information you require to assist a smooth transition? If not, what action are you taking?</p> <p><b>Level of need documentation received form some pre-schools, collated and sent to HCC as requested. Telephone conversations taken place between nursery and school.</b></p> <p><b>A clear transition plan is in place as far as it can be- this includes communication via Tapestry with weekly challenges, zoom meetings and tours and pre visits late in August.</b></p> <p><b>Transition to secondary has been handled by year 6 teacher- all documentation completed and sent to new schools. PSHE focus when children have been in school linked to moving on.</b></p>

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			<p>Blog from Alex Quigley about mitigating the gap at transition:  <a href="http://www.theconfidentteacher.com/2020/05/thinking-about-school-transition/">www.theconfidentteacher.com/2020/05/thinking-about-school-transition/</a></p> <p>Help, advice and resources for those with SEND /autism making a transition:  <a href="https://www.schudio.tv/courses/the-big-transitions-for-autistic-and-send-pupils-after-lockdown">https://www.schudio.tv/courses/the-big-transitions-for-autistic-and-send-pupils-after-lockdown</a></p> <p><u>Year N &gt; R</u>  <a href="#">Supporting Smooth Transitions toolkit</a>  <a href="#">Supporting smooth transitions with social distancing in place</a> Published: 15 May 2020  <a href="#">Engaging parents effectively: Evaluation of the PEN Home Learning Project</a>            London: The Sutton Trust, Jelley, F., &amp; Sylva, K. (2017).</p> <p>Bristol Early Years guide:  <a href="https://www.bristolearlyyears.org.uk/wp-content/uploads/2020/06/Unique-Transition-Guidance-for-the-EYFS.pdf">https://www.bristolearlyyears.org.uk/wp-content/uploads/2020/06/Unique-Transition-Guidance-for-the-EYFS.pdf</a></p> <p><u>Year R &gt; 1</u>  <a href="#">Time for a Key Stage 1 which is developmentally appropriate?</a>            by Julie Fisher, 7 May 2020  <a href="#">How can we make the transition between the EYFS and Year 1 easier?</a>  <a href="#">Developing Early Years Pedagogy within Year1; the why behind the how</a>            Lancashire research:</p>

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			<p><a href="http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/EYFS/Effective%20Transition.pdf">http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/EYFS/Effective%20Transition.pdf</a></p> <p><u>Year 6 &gt; 7</u></p> <p>Transition ideas from a range of secondary schools across the UK, compiled by ASCL:</p>  <p>ASCL-member-feed back-on-transition-J</p> <p><u>Effectively supporting primary to secondary transition:</u></p> <p><a href="https://www.hertsforlearning.co.uk/blog/effectively-supporting-primary-secondary-transition">https://www.hertsforlearning.co.uk/blog/effectively-supporting-primary-secondary-transition</a></p> <p>RSA article on why Year 6 to 7 transition is so key:</p> <p><a href="https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2020/05/starting-secondary-school">https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2020/05/starting-secondary-school</a></p> <p>Resources for Year 6s based on Matthew Syed’s book ‘You are awesome’:</p> <p><a href="https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-resources-for-year-6/">https://www.hachetteschools.co.uk/landing-page/hachette-schools/be-awesome-go-big-resources-for-year-6/</a></p> <p>Research and School Transition and Adjustment Research Study – research looking at best practice in the transition from year 6 to year 7:</p> <p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/STARS_report.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/STARS_report.pdf</a></p> <p>Supportive guidance for pupils with learning difficulties:</p> <p><a href="https://www.mentalhealth.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school">https://www.mentalhealth.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school</a></p>

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			<p>Recent article reflecting on transition from year 6 to year 7 during the COVID19 pandemic:  <a href="https://schoolsweek.co.uk/how-should-schools-support-transitions-this-summer-and-beyond/">https://schoolsweek.co.uk/how-should-schools-support-transitions-this-summer-and-beyond/</a></p> <p>The Key transition to secondary checklist:  <a href="https://schoolleaders.thekeysupport.com/covid-19/safeguard-and-support-pupils/pupil-wellbeing-and-mental-health/coronavirus-supporting-pupil-transition-to-secondary/">https://schoolleaders.thekeysupport.com/covid-19/safeguard-and-support-pupils/pupil-wellbeing-and-mental-health/coronavirus-supporting-pupil-transition-to-secondary/</a></p>
Curriculum provision in school	HfL	<p>Mireille MacRaild &amp; EY Advisors (EY)  <a href="mailto:Mireille.macraild@hertsforlearning.co.uk">Mireille.macraild@hertsforlearning.co.uk</a></p> <p>Tracy Warner &amp; Primary DSEAs, HIPs and SAs (Yr1-6)  <a href="mailto:Tracy.warner@hertsforlearning.co.uk">Tracy.warner@hertsforlearning.co.uk</a></p> <p>Rachel Macfarlane &amp; SEAs (secondary)  <a href="mailto:Rachel.macfarlane@hertsforlearning.co.uk">Rachel.macfarlane@hertsforlearning.co.uk</a></p> <p>Liz Shapland (core subject team)  <a href="mailto:Liz.shapland@hertsforlearning.co.uk">Liz.shapland@hertsforlearning.co.uk</a></p> <p>Becky Cox &amp; special HIPs (special)  <a href="mailto:Becky.cox@hertsforlearning.co.uk">Becky.cox@hertsforlearning.co.uk</a></p>	<p><u>All phases</u></p> <p>What adaptations to the in-school curriculum are you making in the light of lock-down and lost learning?</p> <p><b>We will be implementing a recovery curriculum where progress and mental health and well-being are the focus. Gaps will be identified and closed by precise teaching and intervention. We have also employed 2 more staff (1 English/ phonics focus and 1 maths) to work with us for the next academic year.</b></p> <p>Will teaching routines and timetabling/curriculum organisation need revisions?</p> <p><b>Yes - timetables and curriculum will be reorganised based on the year groups bubbles we have in place. Consideration has also be</b></p>

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		<p>Timetabling support: Jim Borchers  <a href="mailto:Jim.borchers@hertsforlearning.co.uk">Jim.borchers@hertsforlearning.co.uk</a></p>	<p><b>given to structure of school day- staggered start and finish times and break times.</b></p> <p><b>End of year letter gave detail as to what the initial plans were. We are still awaiting further guidance from HCC.</b></p> <p>How will you maintain a broad and balanced curriculum whilst addressing gaps?</p> <p><b>Planning templates have been adapted. The return to school will begin with a two week focus on ensuring that all children feel safe, comfortable and are ready to learn. We will explore the impact the COVID-19 has had on our children. This will be a soft start to school for all year groups.</b></p> <p><b>Our focus will continue to be on the school learning values/powers and we will have a continued drive to ensure all pupils to learn by being curious learners. Our curriculum will still be about being creative and ensuring that it engages all children and is inspired by their learning and personalities. What they are interested in and inspired remains at the forefront of what we teach.</b></p> <p><b>What are your plans to adapt your curriculum from September to address missed and insecure learning?</b></p>

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			<p><b>Recovery curriculum, identifying gaps and closing these through first quality teaching and intervention.</b></p> <p><b>We have a clear plan to ensure that Maths and Reading are addressed from day 1. Recover plans are in place with expert teachers working with specific children and specific year groups.</b></p> <p><b>Maths Recovery plan created by N Hairon</b>  <b>Phonics Recovery Plan created by J Egelstone</b></p> <p><b>Do these plans carefully re-sequence learning to ensure the focus is upon at least meeting age-related standards?</b></p> <p><b>Yes. We will assess all children first and then being to build a plan for each year group</b></p> <p><b>What support do curriculum leaders need to ensure that the plans are carefully constructed and are understood by teachers?</b></p> <p><b>Support from TLAs, SLT and HIP - Planning will be monitored to ensure that new templates are used and reference is made to children's well-being and interests.</b></p> <p><b>Would there be any circumstances in which you might temporarily reduce the number of subjects being studied by particular learners in order to focus on closing gaps? If so, how will you temporarily adapt the</b></p>



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			<p>curriculum and what plans will you put in place to scale up the curriculum offer for these learners by summer 2021?</p> <p><b>Computing may well be affected because of use of laptops and iPads. We will ensure that it is timetabled effectively so there should be minimum impact on the use of resources - being used safely!</b></p> <p>KS4 only: Are there any students whom you might consider advising to drop one GCSE option in order to focus on maximising outcomes in the others?</p> <p>N/A</p> <p>How will you encourage all teachers to share responsibility for helping learners catch up on key skills e.g. reading?</p> <p><b>Reading will remain a key focus of the school and this will be led by the English lead – Jade H and also the support from the Jemma E – the Reading Recovery/Phonic Lead.</b></p> <p>Will you need to make any adaptations to the curriculum in subjects like music, drama and PE to comply with your protective measures planning (e.g. more outdoor activities, no big group music activities)?</p>

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			<p><b>PE will take place outside wherever possible and each class will have designated outdoor time daily. This time has been added to the weekly timetable for each year groups class.</b></p> <p>How will you adapt your curriculum in instances where more than one group usually learns together (e.g. assemblies, extra-curricular clubs, breakfast and after school provision)?</p> <p><b>Assemblies will take place via zoom.</b>  <b>Afterschool clubs will be looked at in September as we may need to run these via the year group bubbles.</b>  <b>APEX will be running as normal but with bubble limits and possible changes to the day's parents need to book on.</b></p> <p>Will you need to make any adaptations to your curriculum in subjects where fieldwork (especially residential) is not feasible?</p> <p><b>Year 6 Residential has been cancelled – we are looking into alternative options for Summer 2021</b></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings</a></p> <p>Have you made plans to respond to the Ofqual consultation on exams in 2021?</p>

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			<p><a href="https://www.gov.uk/government/news/ofqual-launches-consultation-on-2021-exams-and-assessments?utm_source=e8238d66-848e-4134-aa96-115c9fa2b50b&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/government/news/ofqual-launches-consultation-on-2021-exams-and-assessments?utm_source=e8238d66-848e-4134-aa96-115c9fa2b50b&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a></p> <p>Have you scheduled time for subject specialists to respond to and adapt GCSE/ A level curriculum plans in September (consultation results due in August)?</p> <p>N/A</p> <p>EEF guidance on use of additional Covid fund:  <a href="https://t.co/d8LYGoEC4b">https://t.co/d8LYGoEC4b</a></p> <p>A practical toolkit for return from lockdown- ‘A roadmap for renewal’:  <a href="https://t.co/OkRfk6hecI">https://t.co/OkRfk6hecI</a></p> <p>DfE guidance:  <a href="#">Examples of teaching practice during coronavirus (COVID-19)</a>  <a href="#">Pastoral care in the curriculum</a></p> <p>Government guidance on summer holiday childcare:  <a href="https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=4b581021-d798-4565-8fa0-579175be88cb&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=4b581021-d798-4565-8fa0-579175be88cb&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a></p> <p>Blog about the challenges of timetabling at this time:</p>

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			<p><a href="https://stephenrollett.com/2020/06/01/testing-times-for-timetablers/">https://stephenrollett.com/2020/06/01/testing-times-for-timetablers/</a>                      Examples and ideas from a range of schools:  <a href="#">Supporting staff in curriculum planning for a phased return</a>                      Blog around balancing academic and pastoral needs:  <a href="https://sputniksteve.wordpress.com/2020/06/18/recovery-curriculum/">https://sputniksteve.wordpress.com/2020/06/18/recovery-curriculum/</a>                      Mary Myatt blog on need for conversation:  <a href="https://schoolsweek.co.uk/a-recovery-curriculum-or-recovery-conversations/">https://schoolsweek.co.uk/a-recovery-curriculum-or-recovery-conversations/</a>                      Blog on pause lessons:  <a href="https://classteaching.wordpress.com/2020/06/18/pause-continue/">https://classteaching.wordpress.com/2020/06/18/pause-continue/</a>  <a href="#">Early Years</a>                      An infographic by Kimberly Hart:  <a href="#">29 reasons why play is so important during times of crisis and stress</a>                      Kathryn Solly research (University of Sussex) on the importance of play to ease stress during lockdown:  <a href="#">Ministers told children must be free to play with friends to ease stress of life in lockdown</a>  <a href="#">A once in a lifetime opportunity: why now is the time for outdoor learning</a>  <a href="#">Primary</a>  <a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a>                      A case study from a MAT with primary schools:</p>

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			<a href="#">Adjusting the curriculum for use in school and at home</a>
Curriculum provision at home (incl. digital learning and support for parents)	HfL	<p>EY:  <a href="mailto:Mireille.macrauld@hertsforlearning.co.uk">Mireille.macrauld@hertsforlearning.co.uk</a></p> <p>Primary:  <a href="mailto:Tracy.warner@hertsforlearning.co.uk">Tracy.warner@hertsforlearning.co.uk</a></p> <p>Secondary:  <a href="mailto:Liz.Shapland@hertsforlearning.co.uk">Liz.Shapland@hertsforlearning.co.uk</a></p> <p>Special:  <a href="mailto:Becky.cox@hertsforlearning.co.uk">Becky.cox@hertsforlearning.co.uk</a></p> <p>Ed Tech Team:  <a href="mailto:Catherine.tallis@hertsforlearning.co.uk">Catherine.tallis@hertsforlearning.co.uk</a>  <a href="mailto:Chris.bramwell@hertsforlearning.co.uk">Chris.bramwell@hertsforlearning.co.uk</a></p>	<p><u>All phases</u></p> <p>How will you ensure that the remote learning provided for any learner unable to return to school is of the highest quality, aligns with in-school provision and is regularly marked/feedbacked on?</p> <p>Do we have anyone who will not be back? – We do not know the answer to this yet</p> <p>How will you deploy staff resources to continually refine and improve the remote learning offer?</p> <p>If needed, class teachers will provide remote learning for children who cannot be in school. SWP also has GSuite ready to be deployed. We have some INSET coming up on this.</p> <p>How will you assess and meet staff learning needs in delivery of a digital remote learning offer?</p> <p>Learning will be monitored and scrutinised by SLT. We will monitor the teaching and learning that takes place for each year groups starting with various year groups and looking in detail at the quality of Maths and English that is taking place.</p>

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			<p>How will you ensure that you are ready to switch your curriculum delivery for all or part of your learner population if necessary (in case of a local lockdown)?</p> <p><b>Use of Purple Mash, email and school website. GSuite to be deployed starting with various year groups as soon as We have had training on it.</b></p> <p>How will you assess how conducive the home learning environment is for new pupils and those needing to continue to study at home? What actions can you take to address barriers?</p> <p><b>Parent surveys, feedback from parents and staff.</b></p> <p>How will you deploy staff to maintain a high quality remote learning provision (where necessary) whilst school is up and running for all year group?</p> <p><b>We have highly skilled Support Staff who undertook this during lockdown so this will be part of their day and time in school.</b></p> <p>Do you have a remote learning policy/set of expectations, communicated to and understood by all staff?</p> <p>Does you remote learning provision:</p> <ul style="list-style-type: none"> <li>• Teach a planned and well sequenced curriculum so that learning is built incrementally, with a good level of clarity about what</li> </ul>

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			<p>knowledge and skills are intended to be taught and practised in each subject? <b>YES</b></p> <ul style="list-style-type: none"> <li>• Provide frequent opportunities for pupils to benefit from clear explanations of new content, delivered by a teacher in the school or via high quality curriculum resources and/or videos <b>YES</b></li> <li>• Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks <b>Yes - monitoring by staff and SLT</b></li> <li>• Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or further simplifying explanations to ensure understanding <b>Yes email and marking</b></li> <li>• Ensure remote provision is not overly reliant on long term projects or internet research activities <b>we will follow our long term plan, specific and tailored to our setting</b></li> <li>• Avoid unnecessary demands on parental help or support to sustain, unless the pupils' age or stage of development makes this necessary? <b>Wherever possible</b></li> </ul> <p><a href="https://get-help-with-tech.education.gov.uk/about-bt-wifi">https://get-help-with-tech.education.gov.uk/about-bt-wifi</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources?utm_source=e581791b-1ab6-4d87-849d-96dd902c749c&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources?utm_source=e581791b-1ab6-4d87-849d-96dd902c749c&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a></p> <p>EEF evidence review on distance learning:  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/distance-learning-rapid-evidence-assessment/</a></p>

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			<p>DfE guidance:  <a href="#">Examples of teaching practice during coronavirus (COVID-19)</a></p> <p>Various blogs:  <a href="https://blogs.lse.ac.uk/politicsandpolicy/home-schooling-covid-19/">https://blogs.lse.ac.uk/politicsandpolicy/home-schooling-covid-19/</a>  <a href="https://www.hertsforlearning.co.uk/blog/apps-and-ipads-supporting-return-school-children-send">https://www.hertsforlearning.co.uk/blog/apps-and-ipads-supporting-return-school-children-send</a>  <a href="https://www.hertsforlearning.co.uk/blog/supporting-positive-learning-behaviours-home">https://www.hertsforlearning.co.uk/blog/supporting-positive-learning-behaviours-home</a>  <a href="https://lauramcinerney.com/i-had-a-dream-about-post-lockdown-schools/">https://lauramcinerney.com/i-had-a-dream-about-post-lockdown-schools/</a>  <a href="https://www.tes.com/news/how-get-blended-learning-right-september">https://www.tes.com/news/how-get-blended-learning-right-september</a>  <a href="https://benjaminwhite.wordpress.com/2020/06/14/the-hidden-lives-of-online-learners/">https://benjaminwhite.wordpress.com/2020/06/14/the-hidden-lives-of-online-learners/</a></p> <p>Distance learning approaches collated by CCT:  <a href="https://my.chartered.college/2020/03/online-distance-and-home-learning-selected-reading/">https://my.chartered.college/2020/03/online-distance-and-home-learning-selected-reading/</a></p> <p>Summer home learning ideas:  <a href="https://www.washingtonpost.com/education/2020/06/16/how-help-kids-exercise-their-brains-become-more-independent-this-summer-even-during-covid-19/">https://www.washingtonpost.com/education/2020/06/16/how-help-kids-exercise-their-brains-become-more-independent-this-summer-even-during-covid-19/</a></p> <p>Rachel Macfarlane blog on building relationships with families:  <a href="https://bigeducation.org/lfl-content/the-responsibility-of-educators-to-nurture-strong-relationships-with-learners-and-their-families/">https://bigeducation.org/lfl-content/the-responsibility-of-educators-to-nurture-strong-relationships-with-learners-and-their-families/</a></p> <p>Effective home supported learning:</p>



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			<p><a href="https://evidenceforlearning.org.au/covid-19-home-supported-learning/guidance-for-educators/">https://evidenceforlearning.org.au/covid-19-home-supported-learning/guidance-for-educators/</a></p> <p>Janet Goodhall blog on supporting the home learning environment:  <a href="https://impact.chartered.college/article/engaging-parents-during-school-closures/">https://impact.chartered.college/article/engaging-parents-during-school-closures/</a></p> <p>Laura Barbour on the importance of the home learning environment:  <a href="https://www.suttontrust.com/news-opinion/all-news-opinion/home-learning/">https://www.suttontrust.com/news-opinion/all-news-opinion/home-learning/</a></p> <p><b>Early Years</b>  <a href="https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19">https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19</a></p> <p><a href="#">International Play Association’s Play in crisis: support for parents and carers</a></p> <p><a href="#">Sharing home learning at a distance – loving home learning in lockdown</a> by David Yates, 21 May 2020</p> <p><a href="#">Fun Things to Do at Home: Cooking</a> by Rose Blair, Herts for Learning  <a href="https://www.hertsforlearning.co.uk/blog/fun-activities-do-home-early-years-children">https://www.hertsforlearning.co.uk/blog/fun-activities-do-home-early-years-children</a></p> <p><a href="https://www.hertsforlearning.co.uk/blog/taking-look-myriad-remote-learning-options-early-years">https://www.hertsforlearning.co.uk/blog/taking-look-myriad-remote-learning-options-early-years</a></p> <p><a href="https://www.hertsforlearning.co.uk/blog/bridging-digital-divide-how-help-disadvantaged-students-stay-connected">https://www.hertsforlearning.co.uk/blog/bridging-digital-divide-how-help-disadvantaged-students-stay-connected</a></p> <p><a href="https://www.hertsforlearning.co.uk/blog/screen-time-under-fives">https://www.hertsforlearning.co.uk/blog/screen-time-under-fives</a></p>

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			<p><a href="#">Keeping your children safe online – a guide for families with children under 5</a> Published: 21 April 2020</p> <p><a href="#">The more you read, the more you'll know...helping parents to read with their children at home</a> 27 March 2020</p> <p><a href="https://www.annafreud.org/media/11260/option-3-covid-advice-families2.pdf">https://www.annafreud.org/media/11260/option-3-covid-advice-families2.pdf</a></p> <p><u>Primary</u></p> <p>See Distance Learning Toolkit blogs and articles: <a href="https://www.hertsforlearning.co.uk/hfl-blog">https://www.hertsforlearning.co.uk/hfl-blog</a></p> <p><a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a></p> <p>Ambition Institute's Remote Teacher Development Guide: <a href="https://www.ambition.org.uk/coronavirus-response/remote-teacher-development-guide/">https://www.ambition.org.uk/coronavirus-response/remote-teacher-development-guide/</a></p> <p><a href="https://www.gov.uk/government/case-studies/using-digital-teaching-tools">https://www.gov.uk/government/case-studies/using-digital-teaching-tools</a></p>
Assessing gaps in learning and planning for getting back on track	HfL	<p>Assessment Team: Ben Fuller <a href="mailto:Ben.fuller@hertsforlearning.co.uk">Ben.fuller@hertsforlearning.co.uk</a></p> <p>EY: <a href="mailto:Mireille.macrauld@hertsforlearning.co.uk">Mireille.macrauld@hertsforlearning.co.uk</a></p> <p>Primary: <a href="mailto:Tracy.warner@hertsforlearning.co.uk">Tracy.warner@hertsforlearning.co.uk</a></p>	<p><u>All phases</u></p> <p>Recognising the national debate around getting back to new learning quickly versus taking time to rebuild relationships and get learners ready for learning:</p>

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		<p>Secondary:  <a href="mailto:Liz.Shapland@hertsforlearning.co.uk">Liz.Shapland@hertsforlearning.co.uk</a></p> <p>Special:  <a href="mailto:Becky.cox@hertsforlearning.co.uk">Becky.cox@hertsforlearning.co.uk</a></p> <p>The Herts for Learning Back on Track: Primary English, Primary mathematics and assessment packages are designed to support subject leaders in planning for effective delivery of a bespoke curriculum upon wider school re-opening.</p> <p>For more details about the Back on Track: English package, please contact <a href="mailto:penny.slater@hertsforlearning.co.uk">penny.slater@hertsforlearning.co.uk</a></p> <p>For more details about the Back on Track: mathematics package, please contact <a href="mailto:david.cook@hertsforlearning.co.uk">david.cook@hertsforlearning.co.uk</a></p> <p>For more details about the Back on Track: assessment package, please contact <a href="mailto:ben.fuller@hertsforlearning.co.uk">ben.fuller@hertsforlearning.co.uk</a></p>	<p>Have you had a discussion about where your school stands on the above and do you have consensus? <b>Yes - Recovery curriculum document written</b></p> <p>When assessment does take place, are you encouraging teachers to use 'low-stakes, low-threat' techniques, for example small group activities where they can listen to the children discuss and ask them questions to probe their understanding? <b>Yes</b></p> <p>Are you utilising testing at all, and if so, how will you ensure this gives you valid and useful information and how will you overcome pupil anxiety? – <b>Yes we will use some testing, this will only be done to help aid teacher assessment and identify gaps in learning.</b></p> <p>Are your staff sufficiently skilled in formative assessment techniques, so that they can use a range of quick (or indeed immediate) approaches to exploring knowledge, understanding, skills and misconceptions – and adapt teaching accordingly? <b>Yes</b></p> <p>Have you considered using the HfL training 'Back on Track: Assessment &amp; Curriculum Pathways' in the autumn term?  <a href="https://cpd.hertsforlearning.co.uk/courses/bookings/c_detail.asp?cid=15471">https://cpd.hertsforlearning.co.uk/courses/bookings/c_detail.asp?cid=15471</a></p> <p>DfE guidance on identifying and addressing gaps in pupils' learning:  <a href="https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding">https://www.gov.uk/guidance/identifying-and-addressing-gaps-in-pupils-understanding</a></p>

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			<p>DfE guidance on curriculum planning for a phased return:  <a href="https://www.gov.uk/guidance/supporting-staff-in-curriculum-planning-for-a-phased-return">https://www.gov.uk/guidance/supporting-staff-in-curriculum-planning-for-a-phased-return</a></p> <p>Blog warning against short-term catch-up measures:  <a href="https://baldheadteacher.com/2020/06/07/catch-up/">https://baldheadteacher.com/2020/06/07/catch-up/</a></p> <p>Blog about useful conversations to assess lockdown gaps:  <a href="https://www.ollielovell.com/affective/how-to-have-that-conversation-with-a-student-who-didnt-do-any-work-during-lockdown/">https://www.ollielovell.com/affective/how-to-have-that-conversation-with-a-student-who-didnt-do-any-work-during-lockdown/</a></p> <p>Blog advising delaying testing after return:  <a href="https://repec-cepeo.ucl.ac.uk/cepeob/cepeobn1.pdf">https://repec-cepeo.ucl.ac.uk/cepeob/cepeobn1.pdf</a></p> <p>EEF toolkit on assessing and monitoring pupil progress:  <a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress</a></p> <p>DfE press release re tutoring funding:  <a href="https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time">https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time</a></p> <p>National Tutoring Programme details:  <a href="https://educationendowmentfoundation.org.uk/news/300m-national-tutoring-programme-launched/">https://educationendowmentfoundation.org.uk/news/300m-national-tutoring-programme-launched/</a></p> <p>EEF covid 19 support guide:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a></p>


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Pupil wellbeing	HfL	<p>Karin Hutchinson  <a href="mailto:Karin.hutchinson@hertsforlearning.co.uk">Karin.hutchinson@hertsforlearning.co.uk</a></p> <p>Educational Psychology (EP) Service            To access the Service, please contact your local area team:            East Herts, Broxbourne, Welwyn and Hatfield: 01992 556998            North Herts and Stevenage: 01438 843379            St Albans and Dacorum: 01442 453904            Watford, Three Rivers and Hertsmere: 01442 453043</p> <p>Safe Space  <a href="mailto:safespacemailbox@hertfordshire.gov.uk">safespacemailbox@hertfordshire.gov.uk</a></p>	<p><u>All phases</u></p> <p>How prepared are you for different and potentially challenging pupil behaviours as a result of the lockdown experience?</p> <p>We are trained in STEPS. Individual risks assessment will be completed.</p> <p>Will you need to revise any rules, rewards and sanctions? How will you communicate these to learners, staff and parents/carers? Will staff require additional training?</p> <p>No additional training. Children will be taught the 'new normal' for our school during the first few weeks of term., this will be part of the two weeks 'soft' start to school.</p> <p>How confident are your leaders and staff of the pupil wellbeing issues you will need to address in September?</p> <p>We are confident and will deal with these issues as they present themselves. We have two fully trained Mental Health Leads and a supportive approach to pupils and staff.</p> <p>And are they sufficiently skilled and confident to address them? <b>Yes</b></p> <p>How will you develop pupil security and resilience?</p>

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			<p><b>First few weeks to focus on building a bond with new class and introducing the new normal at SWP. Introducing resilience as a learning power. Resilience will be a focus of all year groups and is identifiable on the planning templates.</b></p> <p><u><a href="#">Pastoral care in the curriculum</a></u>  <u><a href="#">Extra mental health support for pupils and teachers</a></u>  <u><a href="https://mentallyhealthyschools.org.uk/getting-started/coronavirus-and-mental-health/">https://mentallyhealthyschools.org.uk/getting-started/coronavirus-and-mental-health/</a></u>            Practical materials and resources:  <u><a href="#">Teaching about mental wellbeing</a></u>            A Tom Bennett blog on behaviour post lock down:  <u><a href="https://behaviourguru.blogspot.com/2020/05/rebooting-behaviour-after-lockdown.html">https://behaviourguru.blogspot.com/2020/05/rebooting-behaviour-after-lockdown.html</a></u>            Advice from the Anna Freud National Centre for Children and Families:  <u><a href="#">Advice for professionals working with children and young people during the coronavirus outbreak</a></u>            Barry Carpenter article on recovery:  <u><a href="https://www.evidenceforlearning.net/recoverycurriculum/">https://www.evidenceforlearning.net/recoverycurriculum/</a></u>            Article about reintegrating disengaged learners:  <u><a href="https://bigeducation.org/lfl-content/4-ways-to-re-integrate-pupils-who-have-disconnected-from-school/">https://bigeducation.org/lfl-content/4-ways-to-re-integrate-pupils-who-have-disconnected-from-school/</a></u>            NB: HfL upcoming training:</p>

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			<ul style="list-style-type: none"> <li>• Mental health and behaviour through a wellbeing recovery curriculum on 11/9/20</li> <li>• Parental engagement in mental health on 5/9/20</li> </ul> <p><u>Primary</u></p> <p>See pupil wellbeing section and annexe A behaviour principles in the following DfE document:</p> <p><a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a></p>  <p>June 2020 Letter to Primary and Middle</p>
Staff wellbeing	HfL	<p>Wellbeing Team <a href="https://www.sendgateway.org.uk/index.cfm">https://www.sendgateway.org.uk/index.cfm</a></p> <p><a href="mailto:Karin.Hutchinson@hertsforlearning.co.uk">Karin.Hutchinson@hertsforlearning.co.uk</a></p> <p>HR Team</p> <p><a href="mailto:HRservices@hertsforlearning.co.uk">HRservices@hertsforlearning.co.uk</a></p>	<p><u>All phases</u></p> <p>How will you ensure that staff are well placed to return to the 'new normal'?</p> <p><b>Staff have been informed, many have been in school during the pandemic so know what to expect. All staff returned to school before the end of the summer term. We are not - at present - aware of any staff member not likely to return.</b></p> <p>Are you clear about who will need additional support and of what nature? <b>Yes - SLT are in constant communication with all staff - any issues will be shared</b></p>

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			<p>What strategies do you have in place to prioritise staff wellbeing and promote high staff morale?-</p> <p><b>Open door, survey, support packages available if needed, Staff well-being governor who they can talk to. The Feedback policy is being tweaked to reduce workload for all teachers. WhatsApp group is still going strong and providing good support to all over the summer break.</b></p> <p>Do all staff have a strong support system around them? <b>Yes - we are a hugely supportive team and are confident about a successful return for all in September. Any concerns or worries will be addressed by the SLT</b></p> <p><u><a href="#">Extra mental health support for pupils and teachers</a></u></p> <p>The Education Support Partnership provides a free helpline for school staff (<a href="http://www.educationsupport.org.uk">www.educationsupport.org.uk</a>) and targeted support for mental health and wellbeing. You can also find resources and support for both pupil and staff wellbeing at:  <a href="https://www.gov.uk/guidance/teaching-about-mental-wellbeing">https://www.gov.uk/guidance/teaching-about-mental-wellbeing</a>            Teachers may wish to access the free MindEd learning platform for professionals, which includes a Coronavirus Staff Resilience Hub with materials on peer support, stress, fear and trauma and bereavement:  <a href="https://covid.minded.org.uk/">https://covid.minded.org.uk/</a></p>




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SEND	HfL	Louise Barrell <a href="mailto:louise.barrell@hertsforlearning.co.uk">louise.barrell@hertsforlearning.co.uk</a>	<p><u>All phases</u></p> <p>How have you adapted your remote learning provision to meet the needs of any learners with SEND?</p> <p><b>We have provided work pack physically and with extra support in them to support those who need it most. This will continue should any of our SEND children not return to school in September. There will be a modified curriculum with these learners in mind. The SLCN BASE have adapted their timetable and will be offering our children more time in the BASE because of the time they have had away from school. A plan has been devised by the BASE Lead - Sally G.</b></p> <p>How well placed are you to meet the new (and perhaps different/additional) needs of all your pupils with SEND?</p> <p><b>Jade H has held various meetings with parents and with the Nurseries to ensure that a good transition can take place for the children with SEND. JH is aware of all of these pupils as is Jenny B - SENCo - There are further meetings taking place before the children attend school in September.</b></p> <p><b>We have worked with a number of families so far that are due to start in our BASE Class also. I have communicated with these parents and have been able to set up a good support package. Jenny has also been part of this.</b></p>

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			<p>For pupils who cannot articulate their own needs, how have you liaised with parents/carers to ensure that they get the support they require?</p> <p><b>Yes – this has been lead successfully by Jenny and the BASE team</b></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance</a></p> <p><a href="#">Pastoral care in the curriculum</a></p> <p><a href="https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19">https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19</a></p> <p>Guidance, support and questions for SENCOs, from HfL:</p> <p> Updated information for SENCOs when pre</p> <p> Information for SENCOs when prepar</p> <p>PowerPoint presentation summarising key legislative changes, up to date guidance on children and young people with SEND returning to school and signposting to all of HCC’s SEND advice and resources on the Local Offer:</p>


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			 <p>Supporting children with SEND_coronaviru</p> <p><u>Early Years</u>  <a href="https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19">https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19</a></p> <p><u>Primary</u>  <a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a></p>
Attendance	HCC	Richard Woodard <a href="mailto:Richard.woodard@hertfordshire.gov.uk">Richard.woodard@hertfordshire.gov.uk</a> West Attendance Duty Telephone number: 01442 454778 Email: <a href="mailto:attendancedutywest@hertfordshire.gov.uk">attendancedutywest@hertfordshire.gov.uk</a> East Attendance Duty Telephone Number: 01992 555261 Email: <a href="mailto:attendancedutyeast@hertfordshire.gov.uk">attendancedutyeast@hertfordshire.gov.uk</a>	<p><u>All phases</u></p> <p>How will you communicate the expectation that ALL pupils (except those with exemption from their doctor) are expected to be in school every day to pupils and their parents/carers?</p> <p><b>This has already been shared in the end of year letter – July 17<sup>th</sup> 2020.</b></p> <p>How will you guide and advise those families anxious about returning to school, including BAME families?</p> <p><b>We will liaise with these families individually should there be any concerns or worries.</b></p>

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			<p>How will you communicate with and guide and advise vulnerable families?</p> <p><b>We will liaise with these families individually should there be any concerns or worries.</b></p> <p>How will you incentivise 100% attendance?</p> <p><b>This will be done in the normally way through attendance certificates and also awards for each term. I will be also sending 'improvement postcards' to families.</b></p> <p>How might you use additional government funding to support with increasing attendance levels?</p> <p><b>This should not be needed. Attendance at Sauncey Wood has increased year on year in the last 5 years. We will, however, monitor this very closely.</b></p> <p>How and in what circumstances will you impose sanctions for non-attendance?</p> <p><b>As in-line with County Guidance.</b></p>

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			<p>Will you need to make any adaptations to your attendance policy and procedures?</p> <p><b>We should not need to make any adaptations –we will use the current attendance policy provided by HCC</b></p> <p> Data Covid June 2020 - School Attendance</p> <p><a href="https://www.thegrid.org.uk/info/welfare/attendance.shtml">https://www.thegrid.org.uk/info/welfare/attendance.shtml</a> has all relevant and up to date links to guidance from HCC and DfE</p> <p>Have you revised your attendance expectations and procedures in line with DfE guidance from September 2020?</p> <p><b>Yes - we followed all guidance from the DfE and HCC in regard to attendance</b></p> <p>Have you publicised expectations and procedures to all parents/carers from September 2020?</p> <p><b>Yes – this was shared on the end of year letter – all children should return to school in September – unless directed by a doctor to not</b></p>

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			<p>Have you identified and developed plans for re-engaging any pupils who are reluctant or anxious about returning or who are at risk of disengagement (this may include those pupils persistently absent prior to the crisis)?</p> <p>Yes - we have a list of children who remain a concerns in regard to returning to school. We cannot act too much on this until we are back for the first day of Autumn term.</p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/process-for-recording-attendance-and-using-the-educational-setting-status-form">https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/process-for-recording-attendance-and-using-the-educational-setting-status-form</a></p> <p>FUTHER TECHNICAL GUIDANCE FOR RECORDING ATTENDANCE AND ABSENCE TO FOLLOW. THIS WILL INCLUDE DETAILS OF DATA SCHOOLS WILL BE ASKED TO RETURN TO THE DfE.</p> <p><u>Support:</u> Contact the attendance duty line which is open every day during term time or your school's Local Authority Attendance Officer for advice, guidance and assistance</p>
Safeguarding	HfL	<p>Jeremy Loukes (Primary) <a href="mailto:jeremy.loukes@hertsforlearning.co.uk">jeremy.loukes@hertsforlearning.co.uk</a></p> <p>Caroline Chalke (EY) <a href="mailto:caroline.chalke@hertsforlearning.co.uk">caroline.chalke@hertsforlearning.co.uk</a></p> <p>Sam Orsborne (Secondary)</p>	<p><u>All phases</u></p> <p>As some staff are likely to have been working remotely for some time, safeguarding leaders should ensure that all staff are fully aware of the procedures in place to keep children and staff safe. This is likely to mean providing an element of induction/training at the start of term/prior to children returning to school.</p>

**Stage 2: MEDIUM TERM (from September 2020)**

Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
		<p><a href="mailto:Sam.orsborne@hertsforlearning.co.uk">Sam.orsborne@hertsforlearning.co.uk</a></p>	<p>In particular, have you reserved time to train all staff (and governors) about the revised (for September 2020) KCSiE legislation?</p> <p><b>Yes, this will be part of the INSET day planned for September 2020</b></p> <p>Has the child protection policy been reviewed/updated to reflect the current situation?</p> <p><b>This will be in place for September 2020</b></p> <p>Given that educational provision is likely to continue to be impacted into the 2020–21 school year, have you adapted your safeguarding arrangements and policy to reflect this? Is your approach sufficiently flexible to adapt to ongoing change (is a review process planned)?</p> <p><b>We have a robust system in place and this is supported by Linked Governor meeting that take place termly. I will provide an update in a meeting for September 2020. The annual review will also be completed by then.</b></p> <p>Have recently adapted risk assessments been reviewed to check their validity/relevance in the light of the current opening arrangements?</p> <p><b>Yes – this is factored in the any RA</b></p>

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Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
			<p>Have leaders checked that staff understand any new arrangements and feel appropriately supported to implement them, following any change to procedures?</p> <p><b>Yes, this will be done at the start of the new school year.</b></p> <p>Where support staff are deployed to support catch-up arrangements (and are therefore working with pupils less well known to them), have they been fully informed of any relevant safeguarding issues?</p> <p><b>Yes, all staff are aware of this children in their classes who are part of any CP plans or have any history with CP. Transition meeting with previous teacher help ensure that this is effective.</b></p> <p>Where staff are redeployed to work in regulated activity, have the required checks been carried out?</p> <p><b>Yes, this is always part of school practice.</b></p> <p>Has the effectiveness of the summer term's practice been reviewed in order to look for opportunities for refinement/improvement?</p> <p><b>Yes, SLT have reviewed all practice that took place in the summer term. HT dealt with all Safeguarding concerns, CP meetings and all other CP related issues. DHT and SENCo were deployed to teach across the school.</b></p>



**Stage 2: MEDIUM TERM (from September 2020)**

Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
			<p>Have you ensured that your remote learning provision is safe?  <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><b>Yes, we ran the majority of our remote learning through purple mash. Purple Mash has a clear policy around safeguarding which we followed.</b></p> <p>Will your DSL(s) require additional time at the start of term to assess needs? (This is likely to include ensuring that contact information for external agencies and services is up to date to facilitate prompt contact should it be necessary; it may be necessary to provide a range of support for pupils who have experienced various adversity and trauma prior to their return to school.)</p> <p><b>Yes, this may well be needed. SL will undertake this role as JH and JB will be carrying out their roles in class and leading on SEND respectively.</b></p> <p>Where educational trips and visits go ahead, have related risk assessments addressed the additional risks posed by covid-19?</p> <p><b>This will be in place - we are not going to plan for any trips in the Autumn term at this time.</b></p>

**Stage 2: MEDIUM TERM (from September 2020)**

Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
			<p>Have you made arrangements to ensure that newly appointed staff (including staff with experience in other schools) are familiar with your school's arrangements?</p> <p><b>Yes, we have one new starter who is a student teacher. She has already been in and we have met. Her mentor will be best placed to answer any Concerns she may have.</b></p> <p>Have parents been informed about any (relevant to them) changes to procedures?</p> <p><b>Yes, this was shared on the end of year letter July 2020</b></p> <p>Has the headteacher/DSP consulted with the governing body over changes to safeguarding arrangements?</p> <p><b>No changes are planned – as of yet. This will be discussed with the Safeguarding Link Governor.</b></p> <p>With the numerous changes to procedures in recent months, are you reassured that routine safeguarding activity is taking place as expected?</p> <p><b>Yes, this again, will be discussed at the next Safeguarding Link meeting.</b></p>

**Stage 2: MEDIUM TERM (from September 2020)**

Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
			<p>Given that safeguarding related activity is likely to have increased in recent months, leaders should ensure that safeguarding records are up to date.</p> <p><a href="#">Keeping children safe in education</a></p> <p>KCSiE will be updated in September 2020. There is a draft version of the September 2020 edition available now.</p> <p>This website (to be read in conjunction with annex H of the draft document) summarises the main changes:</p> <p><a href="https://safeguarding.network/keeping-children-safe-education/">https://safeguarding.network/keeping-children-safe-education/</a></p> <p>Websites such as this provide schools with useful summaries of DfE guidance. Registering to receive updates from a broad range of providers helps leaders to be well informed about what constitutes good practice. Schools should ensure that safeguarding training for staff, and safeguarding policy meet HCC and HSCP expectations.</p> <p><a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online">https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online</a></p> <p><u>Early Years</u></p> <p><a href="https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19">https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19</a></p>

**Stage 2: MEDIUM TERM (from September 2020)**

Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
HR	HfL	HR Team: Dave Windridge <a href="mailto:HRservices@hertsforlearning.co.uk">HRservices@hertsforlearning.co.uk</a>	<p><u>All phases</u></p> <p>How will you support staff whom are no longer deemed as ‘shielding’, and those no longer eligible to work from home (as they are not clinically extremely vulnerable) to feel safe to return to school?</p> <p><b>We have already discussed this with the returning staff members. We will put a RA in place should we need to. At thi8s present time – August 5<sup>th</sup> – we do not need to.</b></p> <p>HFL HR Services will continue to provide refreshed resources and FAQs on the HCC Grid CV19 pages, as a landing page for school leaders to access and use. Individual risk assessment templates are also accessible, together with specific guidance documents on e.g. Pay &amp; Appraisal and remote recruitment.</p> <p>What staff resource is available to you to build into your iterative plans?</p> <p><b>We are fully staffed and remain confident that all year groups will have adequate support come September opening.</b></p> <p>How are you using risk assessments to establish clear parameters and controls for safe working practices for all staff on-site in your setting?</p> <p><b>The RA is shared with all staff and will be emailed to all once it has been checked by the H&amp;S Link Governor. The safety of the staff remains one of our top priorities.</b></p>

**Stage 2: MEDIUM TERM (from September 2020)**

Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
			<p>How will you monitor the wellbeing of individuals being supported while they continue to be offsite - but technically still available for work?</p> <p><b>N/A - if this does occur we have a plan to ensure that we are in contact with them and monitoring their wellbeing through supportive practices.</b></p> <p>What contingencies can you put in place, within your school plans, in the event of an individual becoming unable to attend on-site – should they develop symptoms or contract CV19 or need to self-isolate?</p> <p><b>We have sufficient staffing to ensure that we can move support staff to teach in classes. We can also mix classes based on the number of supporting adults that we have – eg – Year 5 and 6 can combine.</b></p> <p>For individuals not working on-site, who will be remote team points of contacts and what are the agreed arrangements for regular contact?</p> <p><b>Headteacher</b></p> <p>How will phased returns be addressed as individual situations change?</p> <p><b>The phased return will be designed in conjunction with support from HR and also adapted as needed to suit the individual and the school.</b></p>

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Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
			<p>How will these staff feature in your plan to still feel connected e.g. for delivery of remote support to pupils and/or developing resources for other members of staff to deliver to pupils?</p> <p><b>Through staff meetings/possible time in school if they wish - when school is empty of children etc/ Zoom meetings/school assemblies to be led by the teacher etc...</b></p> <p>For members of staff on-site, how will you maintain regular check-ins, to ensure queries or anxieties can be understood and addressed?</p> <p><b>Telephone calls/designated point of contact/preferred communication channels used etc...</b></p> <p>How will you ensure undated/amended plans, revised risk assessment outputs and comms updates are cascaded quickly and effectively to all staff?</p> <p><b>Through normal communication channels</b></p> <p>Are you keeping forums, committees and mechanisms in place to capture staff concerns in order to address them and manage any potential issues?</p> <p><b>Yes - these remain in place</b></p>

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Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
			<p>What 'business as usual' people management processes will need to be completed during the autumn and spring terms e.g. teaching staff appraisals, school policy updates? (Guidance is available, for example on support and teaching staff appraisal considerations, via the FAQs (see below link)</p> <p><b>All school policies will be updated – should they need updating</b>  <b>Teacher appraisals will be running as normal – Observations dates already set for the Autumn term</b>  <b>Monitoring will begin in Autumn term</b>  <b>Staff meeting will be in place</b>  <b>Governor and various committee meeting will take place</b></p> <p>How will you monitor and address adverse issues that arise should an individual not comply with your controls and plans? How will you resolve these quickly without creating risk to others maintaining your protocols, or diverting disproportionate resources?</p> <p><b>This will be dealt with through the normal channel and support provided from the Governing Body and HR. School code of conduct will be signed by all staff and therefore any mveoi9ng away from policy will result in action being taken against the individual.</b></p> <p>Hertfordshire Grid for Learning CV19 pages – resources including HR FAQs, Risk Assessment templates:</p>

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			<p><a href="http://www.intra.thegrid.org.uk/info/coronavirus/">http://www.intra.thegrid.org.uk/info/coronavirus/</a></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings">https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</a></p> <p><a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/opening-schools-for-more-children-and-young-people-initial-planning-framework-for-schools-in-england</a></p> <p><a href="https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020">https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020</a></p> <p><u>Primary</u></p> <p><a href="https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools">https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools</a></p>
Financial implications	HfL	Business Management Team: Jane Gibson <a href="mailto:jane.gibson@hertsforlearning.co.uk">jane.gibson@hertsforlearning.co.uk</a> Financial Services: Cheryl Faint <a href="mailto:Cheryl.faint@hertsforlearning.co.uk">Cheryl.faint@hertsforlearning.co.uk</a>	<p><u>All phases</u></p> <p>How will you (SLT and governors) utilise the government funding for 1:1 tutoring to best support pupils' learning and progress?</p> <p><b>We have already created plans for this including the employment of two experienced teachers to support the Recovery programme for Maths and English.</b></p> <p><b>We will look more into this in September but this is a positive start from the school in regard to planning.</b></p>



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			<p>NB: State-funded schools can apply for government-funded support through The Key for School Leaders and access one of two free-to-use digital education platforms: G Suite for Education or Office 365 Education. The Key also provides feature comparison and case studies on how schools are making the most of these platforms:  <a href="https://covid19.thekeysupport.com/remote-learning/">https://covid19.thekeysupport.com/remote-learning/</a></p> <p>Financial support for additional expenses :  <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools">https://www.gov.uk/government/publications/coronavirus-covid-19-financial-support-for-schools</a></p> <p>Further clarification on financial relief for suppliers specific to school settings:  <a href="https://www.gov.uk/government/publications/procurement-policy-note-0220-supplier-relief-due-to-covid-19/procurement-policy-notice-ppn-0220-supplier-relief-due-to-covid-19-additional-sector-guidance-for-state-funded-schools">https://www.gov.uk/government/publications/procurement-policy-note-0220-supplier-relief-due-to-covid-19/procurement-policy-notice-ppn-0220-supplier-relief-due-to-covid-19-additional-sector-guidance-for-state-funded-schools</a></p> <p>How will you (SLT and governors) strategically plan to ensure that you utilise the additional covid funding to maximise impact?</p> <p><b>Please see plans for Maths and English</b></p> <p>In light of the clarification on what costs will be covered and what will not, have you considered your school’s risks around income, staffing costs and other expenditure and modelled the impact on this year’s budget ready for your revised budget forecast in September? <b>Yes</b></p>

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			<p>Have you conducted a full financial impact analysis of covid 19 on your school and how does this impact on your 3/5 year financial planning?</p> <p><b>We have kept track of every penny spent because of COVID and making our school COVID safe. I estimate it to be around £15,000</b></p> <p><b>This will be completed in full detail when I can meet with Financial Services. We have claimed back our expenses but will not know the outcome until Autumn term.</b></p> <p>Remember the importance of the autumn term census and its impact on funding.</p> <p>Changes to academies budget forecast returns:  <a href="https://www.gov.uk/guidance/academies-budget-forecast-return">https://www.gov.uk/guidance/academies-budget-forecast-return</a></p> <p>DfE press release re tutoring funding:  <a href="https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time">https://www.gov.uk/government/news/billion-pound-covid-catch-up-plan-to-tackle-impact-of-lost-teaching-time</a>  <a href="https://educationendowmentfoundation.org.uk/news/300m-national-tutoring-programme-launched/">https://educationendowmentfoundation.org.uk/news/300m-national-tutoring-programme-launched/</a></p> <p>DfE covid fund:  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Covid-19%20support%20guide%20for%20schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Covid-19 support guide for schools.pdf</a></p> <p><u>Early Years</u>  <a href="https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19">https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19</a></p>

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H & S	HCC	James Ottery <a href="mailto:James.Ottery@hertfordshire.gov.uk">James.Ottery@hertfordshire.gov.uk</a>	<p><u>All phases</u></p> <p>H&amp;S FAQs will continue to be updated on the HCC Grid CV19 pages.</p> <p>An updated version of the current risk assessment will be provided for September opening.</p> <p>Ensure your risk assessment is reviewed in light of the new DfE guidance for full opening:</p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</a></p> <p>Have you consulted staff on your revised risk assessment? - <b>Yes</b></p> <p>Have you shared the risk assessment with all staff? - <b>Yes</b></p> <p>Where possible, consider publishing it on your website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so).</p> <p>How will you monitor that the controls identified in your assessment are effective? – <b>With the support of the GB and the H&amp;S link Governor.</b></p> <p><b>Prevention</b></p> <p>Have you re-iterated to all in the school community:</p> <p>Not to come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days? - <b>Yes</b></p> <p>What to do the case of a suspected or confirmed case of covid 19? - <b>Yes</b></p> <p><a href="https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance">https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</a></p>

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			<p><b>This will be shared again at the start of the school year.</b></p> <p><b>Minimising contact</b></p> <p>What is your approach to grouping children going to be? – <b>The school will be grouped in bubbles these bubbles will be their year groups as we are a one form entry school this makes this quite straightforward</b></p> <p>How will these ‘bubbles’ be kept consistent and separate from other groups? -<b>We have clear markings inside of school. We will stagger start and finish times - this has been shared. We will stagger break and lunch times – this has been shared with staff.</b></p> <p>Have you communicated clearly to staff the degree of physical distance you require between adults and between adults and learners (ideally 2m)? And how you expect staff to respond to challenges such as:</p> <ul style="list-style-type: none"> <li>• Interacting one to one and in small groups with learners</li> <li>• Intervening in case of dangerous behaviour/need for physical restraint</li> <li>• Viewing and feeding back on learners’ work</li> <li>• Demonstrating and role modelling?</li> </ul> <p><b>Yes – this will be gone over again at the INSET day.</b></p> <p>What other measures/adaptations will you need to put in place to keep groups apart e.g. staggered start and end times to the school day,</p>




**Stage 2: MEDIUM TERM (from September 2020)**

Category of issue	HCC or HfL	Team, lead person & contact details	Support available, exemplar models, resources, questions to consider
			<p>staggered breaks and lunches, revised circulation arrangements, revised rooming schedules, revisions to the timetable, rearranged furniture, revised assembly schedules, revised allocation/use of resources?</p> <p><b>Please see above. We have also made numerous changes to each classes daily times table this can be seen on the rotas and timetables that the SLT put into place. Various drop off point have also been added and moved around to enable adults and children to distance safely from one another.</b></p> <p>Have you reviewed occupancy levels and layouts for staff areas to aid staff distancing from each other? - <b>Yes</b></p> <p><b>Property</b></p> <p>Have all the usual cyclical inspections and testing been completed? – <b>Yes as seen by HT this week -August 5<sup>th</sup> 2020</b></p> <p>Has the water system continued to be flushed through (weekly) over the summer? (If not, additional disinfection of the system will be required before the building is occupied.) - <b>Yes all completed</b></p> <p><a href="https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm">https://www.hse.gov.uk/coronavirus/legionella-risks-during-coronavirus-outbreak.htm</a></p> <p><b>School Visits</b></p> <p>If non-overnight domestic educational visits are planned, how will these be undertaken in line with keeping children in their consistent groups? – <b>None taking place</b></p>

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			<p>How would COVID-19 secure measures be assured at the destination? – <b>N/A</b></p> <p><a href="https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits">https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits</a></p> <p><a href="https://oeapng.info/">https://oeapng.info/</a></p> <p><b>Training</b></p> <p>Have you reviewed any H&amp;S training needs / refresher training which is overdue (e.g. asbestos authorising officer, first aid etc.)? – <b>Yes- these are all up to date</b></p> <p><a href="https://www.hse.gov.uk/co">https://www.hse.gov.uk/co</a></p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak</a></p> <p>Guidance in case of a local lockdown:</p> <p><a href="https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings?utm_source=bc514255-6eb0-4cc0-b5d2-d4146339f7a2&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings?utm_source=bc514255-6eb0-4cc0-b5d2-d4146339f7a2&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a></p> <p>HCC risk assessment template:</p>

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			<p> risk_assess_CV19_V3_15.6.2020.docx</p> <p>A letter from Jim McManus, advising on what to do if you have a suspected case of covid in your school:</p> <p> Schools Outbreak Process JMc 10.6.20</p> <p>A poster with advice on what to do if you have a suspected case of covid in your school:</p> <p> Schools Poster Herts June20.pdf</p> <p>Latest HSE advice: <a href="https://www.hse.gov.uk/coronavirus/index.htm">https://www.hse.gov.uk/coronavirus/index.htm</a></p> <p>DfE guidance: <a href="https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19">https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19</a></p> <p>Special <a href="https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings">https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings</a></p>

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			<p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance">https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance</a></p>
Cleaning/ hygiene	HCC		<p><u>All phases</u></p> <p>Have you reviewed the cleaning schedule for the school and ensured this covers frequently touched surfaces and areas used by multiple groups? - <b>Yes</b></p> <p>How will you ensure that facilities shared by more than one group (e.g. toilets, canteen, minibus, PE equipment, outdoor play equipment, specialist teaching rooms) are cleaned regularly? – <b>The new cleaning rota and regime will be in place to support the use of all resources and learning spaces. Teachers and children will also play a part in wiping down resources.</b></p> <p>Will you review your school equipment policy in terms of what you allow learners to bring into school? – <b>This has already been done. A single pencil case will be provided in school and resources kept to as minimum that are brought in by children and teachers.</b></p> <p>Will you need to deploy more staff to carry out regular cleaning? – <b>We have three staff to clean the school and all resources used in class will be cleaned by teachers</b></p> <p>Will you need to train staff on expectations and procedures? - <b>No</b></p>



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			<p>Will you need to increase supplies of sanitiser, bins, tissues etc.? – <b>this has already been done and part of our RA and COVID safe approach</b></p> <p>Will you need to train all pupils re ‘catch it, bin it, kill it’? Will you add to your signage/messaging? – <b>Yes this will be part of the teaching taking place in the first two weeks of autumn term</b></p> <p>Will you require additional sanitiser stations or wash basins? – <b>already in place and purchased.</b></p> <p>Will you require additional supervision of toilets, wash facilities etc.? <b>We will limit the number of children using these and encourage best practice when it comes to hygiene.</b></p> <p>Is everyone in your school community clear about what action to take in terms of testing and tracing in the case of an outbreak of covid 19? – <b>This will be shared again at INSET</b></p> <p><a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</a></p> <p>Further guidance is expected by the DfE on general cleaning by the end of the summer term.</p> <p>In the event of an outbreak and the need to decontaminate:</p>

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			<p><a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a></p> <p><u>Early Years</u></p> <p><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></p>
Care routines	HCC		<p><u>All phases</u></p> <p>Are all staff clear about the circumstances in which PPE is required? <b>Yes</b></p> <p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p><u>Early Years</u></p> <p><a href="#">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></p>
PPE	HCC	<p>Tania Rawle <a href="mailto:Tania.Rawle@hertfordshire.gov.uk">Tania.Rawle@hertfordshire.gov.uk</a></p> <p>Louise Carter <a href="mailto:Louise.carter@hertfordshire.gov.uk">Louise.carter@hertfordshire.gov.uk</a></p>	<p><u>All phases</u></p> <p>Do you have procedures in place for the safe disposal of face masks worn by learners on their way to school? <b>Yes- bins provided</b></p> <p>Do you have sufficient PPE? <b>Yes, this has already been purchased</b></p> <p>Are all staff clear about the circumstances in which PPE is required? <b>Yes</b></p>

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			<p><a href="https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe">https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</a></p> <p><u>Early Years</u></p> <p><a href="https://www.gov.uk/government/publications/coronavirus-covid-19-protective-measures-in-education-and-childcare">Coronavirus (COVID-19): implementing protective measures in education and childcare settings</a></p> <p><a href="https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19">https://www.gov.uk/government/collections/early-years-and-childcare-coronavirus-covid-19</a></p>
Premises adaptations	HCC	James Ottery <a href="mailto:James.Ottery@hertfordshire.gov.uk">James.Ottery@hertfordshire.gov.uk</a>	<p><u>All phases</u></p> <p>Have you ensured maximum ventilation around the site? <b>Yes, all windows and doors open as much as possible</b></p> <p>Will you need to make any adaptations to ensure that learners from different groups do not come into more contact than is unavoidable (e.g. in catering, circulation and social areas)? <b>Yes, staggered start and finish, lunch and breaks</b></p> <p>Will you rearrange furniture in teaching spaces to reduce face to face contact? <b>Yes, for most teaching, we will allow the horse-shoe shape of desks to be set up in classrooms</b></p> <p><a href="https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak">https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak</a></p> <p>Air-conditioning and ventilation: <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm</a></p>

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			<p>Work equipment examination and testing:  <a href="https://www.hse.gov.uk/coronavirus/equipment-and-machinery/work-equipment.htm">https://www.hse.gov.uk/coronavirus/equipment-and-machinery/work-equipment.htm</a></p>
FSM	HCC	<p>Juliet Whitehead  <a href="mailto:Juliet.whitehead@hertfordshire.gov.uk">Juliet.whitehead@hertfordshire.gov.uk</a></p>	<p><u>All phases</u></p> <p>This updated guidance explains how schools can support pupils eligible for free school meals during the coronavirus (COVID-19) outbreak:  <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm_source=2ffae472-bf03-4395-88b9-4f473aa4d9f6&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance?utm_source=2ffae472-bf03-4395-88b9-4f473aa4d9f6&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a></p> <p><a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance</a></p> <p>During the coronavirus (COVID-19) outbreak, the DfE is temporarily extending free school meals eligibility to include some groups who have no recourse to public funds (NRPF). Please see reading below for details:  <a href="https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/guidance-for-the-temporary-extension-of-free-school-meals-eligibility-to-nrpf-groups">https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/guidance-for-the-temporary-extension-of-free-school-meals-eligibility-to-nrpf-groups</a></p> <p>Covid Summer Food Fund:  <a href="https://www.gov.uk/guidance/covid-summer-food-fund?utm_source=9a77623b-26b0-4c24-bd51-">https://www.gov.uk/guidance/covid-summer-food-fund?utm_source=9a77623b-26b0-4c24-bd51-</a></p>


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			<p><a href="https://www.gov.uk/b246511e481b&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">b246511e481b&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a></p> <p>Issues with Edenred:</p> <p>In the first instance, schools should contact Edenred directly with any issues they are having with National FSM Voucher system on 03334005932.</p> <p>Should you fail to get a response from Edenred, then you should contact the DfE directly through the Coronavirus Helpline (0800 046 8687). This new process will mean the Helpline will endeavour to answers questions directly while on the phone. However, should that not be possible then they will escalate the issue via the DfE’s FSM team.</p>
Transport	HCC	<p>Jayne Abery  <a href="mailto:Jayne.Abery@hertfordshire.gov.uk">Jayne.Abery@hertfordshire.gov.uk</a>                      Anne Hardy (Road Safety and Sustainable Travel Manager) Active &amp; Safer Travel Team  <a href="mailto:Anne.hardy@hertfordshire.gov.uk">Anne.hardy@hertfordshire.gov.uk</a></p>	<p><u>All phases</u></p> <p>Will you stagger school start and end times? <b>Yes, the detail has been shared in the end of year letter July 2020. These are only slight changes and will not impact upon any children who have County Transport over to us.</b></p> <p>Be aware of the potential impact upon those travelling on HCC contracted buses/coaches. Social distancing is not required on these vehicles and different start /end times for those travelling on the same transport may be difficult to arrange. If staggering start/finish times, let us know so we can consider the impact upon transport requirements both for contracted services and public transport. Consider the use of “bubbles” within school for pupils who travel on the same transport.</p> <p>How will you separate groups on (and queuing to get onto) school transport? Will this require additional supervision? (Pupils must enter</p>

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			<p>buses/coaches on a “first in, last out basis” to avoid unnecessary passing on buses. Pupils should sit in the same seats on the way to and from school to minimise cross contamination. Wash/sanitiser routines for pupils travelling on contracted/public transport must be established for pupils’ arrival at school.) – <b>N/A</b></p> <p>Will there be implications for travel between schools and sites during the school day? – <b>N/A</b></p> <p><a href="http://www.legislation.gov.uk/ukxi/2020/592/contents/made">http://www.legislation.gov.uk/ukxi/2020/592/contents/made</a>  <a href="https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers">https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</a></p> <p>Do you have arrangements in place outside the school gates to ensure social distancing as pupils arrive/depart, e.g. markers/signage, implementing one-way systems, opening alternative entrances? <b>This has been shared and we are maximising out use of school entrances and exit points to minimise any distancing issues</b></p> <p>Do you have protocols in place to minimise adult-to-adult contact as the children enter/leave the school site? – <b>Yes – this was shared at the end of last year.</b></p> <p>To reduce traffic congestion and improve road safety around the school site, have you promoted walking and cycling to school? – <b>Yes. WE have always done this and have a large number of children now walking to school. New car parking restrictions around the school should also lower the amount of adult-to-adult contact.</b></p>

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Visitors	HfL HCC	James Ottery <a href="mailto:James.Ottery@hertfordshire.gov.uk">James.Ottery@hertfordshire.gov.uk</a>	<p><u>All phases</u></p> <p>Is your school policy in line with government guidance and SAGE advice? <b>YES</b></p> <p>Is it clearly communicated and understood by all (and communicated to visitors in advance)? <b>YES</b></p> <p> CS Face to Face Contact Leaflet v1.pd</p>
Comms (with parents and the media)	HfL	HCC Press Office Tania Rawle <a href="mailto:tania.rawle@hertfordshire.co.uk">tania.rawle@hertfordshire.co.uk</a>	<p>How will you engage with families to allay anxieties about returning to school, to encourage communication about lock down experiences and to assess with families lost learning and gaps? <b>Reassurance through communication, phone calls, emails etc.</b></p> <p>How will you communicate your school's protective measures planning to families? <b>Email, phone calls and normal school channels</b></p> <p>How will you communicate any changes to your rules and sanctions? And your equipment policy? <b>Email, phone calls and normal school channels</b></p> <p>How will you communicate your expectations of learners' behaviours on the way to and from school (in terms of social distancing, wearing of face coverings on public transport etc.) to students, parents and carers? And how will you encourage/facilitate/incentivise walking and cycling? <b>Email/ working agreement to be put in place for all year groups.</b></p> <p>How will you communicate your procedures for drop offs and pick ups? <b>Email, school newsletters</b></p>

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			<p>How will you communicate your attendance expectations and procedures (including sanctions for non-attendance?) <b>Email, phone calls and normal school channels</b></p> <p>How will you communicate procedures and expectations in case of a child becoming ill with suspected covid in school (including test and trace actions)? <b>Email, phone calls and normal school channels - Test and Trace inforbelow</b></p> <p><a href="https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm_source=dbce2466-5575-4736-9bbb-fd3516d0d7b3&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate">https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak?utm_source=dbce2466-5575-4736-9bbb-fd3516d0d7b3&amp;utm_medium=email&amp;utm_campaign=govuk-notifications&amp;utm_content=immediate</a></p>

## How NHS test and trace service works

### Part 1: for someone with symptoms of coronavirus

1. **isolate:** as soon as you experience coronavirus symptoms, medical advice is clear: you must self-isolate for at least 10 days. Anyone else in your household must self-isolate for 14 days from when you started having symptoms
2. **test:** order a test immediately at [www.nhs.uk/coronavirus](http://www.nhs.uk/coronavirus) or call 119 if you have no internet access
3. **results:** if your test is positive, you must complete the remainder of your 10-day self-isolation. Anyone in your household must also complete self-isolation for 14 days from when you started having symptoms. If your test is negative, you and other household members no longer need to self-isolate



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4. **share contacts:** if you test positive for coronavirus, the NHS test and trace service will send you a text or email alert or call you with instructions of how to share details of people with whom you have had close, recent contact and places you have visited. It is important that you respond as soon as possible so that we can give appropriate advice to those who need it. You will be told to do this online via a secure website or you will be called by one of our contract tracers.

## Part 2: if you are contacted by the NHS test and trace service because you have been in close contact with someone who has tested positive for coronavirus

1. **alert:** you will be alerted by the NHS test and trace service if you have been in close contact with someone who has tested positive for coronavirus. The alert will usually come by text, email or phone call. You should then log on to the NHS test and trace website, which is normally the easiest way for you and the service to communicate with each other – but, if not, a trained call handler will talk you through what you must do. Under-18s will get a phone call and a parent or guardian will be asked to give permission for the call to continue
2. **isolate:** you will be told to begin self-isolation for 14 days from your last contact with the person who has tested positive. It's really important to do this even if you don't feel unwell because, if you have been infected, you could become infectious to others at any point up to 14 days. Your household doesn't need to self-isolate with you, if you do not have symptoms, but they must take extra care to follow the guidance on social distancing and handwashing and avoid contact with you at home
3. **test if needed:** if you develop symptoms of coronavirus, other members of your household must self-isolate immediately at home for 14 days and you must book a test at [www.nhs.uk/coronavirus](http://www.nhs.uk/coronavirus) or call 119 if you have no internet access. If your test is positive, you must continue to stay at home for at least 10 days and we will get in touch to ask about your contacts since they must self-isolate. If your test is negative, you must still complete your 14-day self-isolation period because the virus may not be detectable yet - this is crucial to avoid unknowingly spreading the virus.

## People who develop symptoms of coronavirus

### When to self-isolate

The medical advice is clear: you must self-isolate if you have coronavirus symptoms or live in the same household as somebody who does. The main symptoms of coronavirus are:

- **high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)
- **loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal

For more information, read the further [guidance on symptoms](#) - [click here](#).

If you have one or more of these symptoms, you must self-isolate straight away for 10 days – or longer if you still have symptoms other than cough or loss of sense of smell/taste.

If you live in the same household as someone with coronavirus symptoms, you must self-isolate straight away for 14 days.

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