**Back to School: Covid-19 Scenario Planning**

These scenarios are mapped out to assist Headteachers with the September 2020 planning process.

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| **Scenario**  | **Description** | **Logistics**  | **Public health considerations** | **Pupils on site** | **Teaching & Learning**  |
| 1 | Fewer or no restrictions. Likely to be:No in-class social distancing requirement for primary pupils, with secondary pupils advised to stay 1m apart but not at all times.Teachers advised to keep 2m away from pupils, at the front of the class, and away from colleagues as much as possible, as if in a supermarket.Teachers advised to spend no more than 15 minutes at any one time closer than 1m to anyone. | 1m rule in place or lessDetermine your class groups, taking into account any limitations of your school buildings and outdoor space Assume that the staffing model will be one teacher per class group (or 2 teachers sharing the week if you have existing job shares) - qualified teachers are qualified to teach any primary year group, including early years foundation stage (EYFS)Risk assess staff to ensure that any factors that may place them at higher risk are mitigated through control measures. If there are any shortages of teachers then teaching assistants can be allocated to lead a group, working under the direction of a teacher depending on their ability and experience.Review behaviour management strategies and policies to take into account issues that may arise from pupils who have been out of school for a significant period of time. Consider a focus on de-escalation strategies and restorative justice to address issues without causing further anxiety. | Since COVID-19 will still be circulating in the population, even at low levels, cases and outbreaks in schools will be likely to occur.Lack of bubbles or social distancing among children could result in large numbers of in-school contacts for any confirmed case. Single COVID-19 cases may therefore result in isolation advice for many children. | All pupils full time | 100% face to face teachingThe coronavirus (COVID-19) outbreak may have caused significant mental health or wellbeing difficulties for some children. It is important to recognise that while ‘getting back to normal’ is important and will be reassuring for many, school staff will need to consider how to support:•individual children who have found the long period at home hard to manage•those who have developed anxieties related to the virus•those about whom there are safeguarding concerns•those who may make safeguarding disclosures once they are back in schoolsAll children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.Staff may wish to provide:•opportunities for children to talk about their experiences of the past few weeks•opportunities for one-to-one conversations with trusted adults where this may be supportive•some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe•pastoral activity, such as positive opportunities to renew and develop friendships and peer groups•other enriching developmental activitiesCarefully consider the curriculum. Look to balance the need to give pupils time to settle in with the need to focus on catch up sessions. Teachers should use soft assessment techniques to understand the current knowledge and skill level of each pupil.Consider targeted support and revised curriculum focus for PPG pupils and those who have not had access to learning during the time out of school.  |
| 2 | Same restrictions as June | 2m rule in place Aim to practise social distancing in line with the measures the government is asking everyone to adopt in public and in workplaces, including keeping pupils 2 metres apart from each other where possibleRisk assess staff to ensure that any factors that may place them at higher risk are mitigated through control measures.  | The bubble system is intended to contain any suspected or confirmed school outbreak to a limited number of pupils/staff. Single COVID-19 cases should therefore cause less disruption than in scenario 1.Secondary harms to children and young people (isolation, mental ill-health, abuse/ neglect) are likely to be more significant. | Keyworker pupils, vulnerable pupils, R, yr 1, yr 6, yr 10, yr 12There is a continuing expectation that vulnerable children and young people of all year groups will attend educational or childcare provision, where it is safe and appropriate for them do so.Provision may be part time depending on school capacity. | Phased timescalesOption for 2 week cycles of teaching with 50% of the class at a timeWhere year groups are returning to school, we would expect school leaders and teachers to:•consider their pupils’ mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn•assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum •identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupilsSchools should use best endeavours to support pupils attending school as well as those remaining at home, making use of the available remote education support. |
| 3 | Restrictions similar to March-May | LockdownKeep bubbles of children in the same spaces and avoid crossover of staff without appropriate time away from the school. Minimise the number of pupils and staff on the site at any one time.Ensure staff have the capacity to work remotely.Risk assess staff to ensure that any factors that may place them at higher risk are mitigated through control measures.  | The likelihood of outbreaks will be suppressed by wider lockdown measures and by reduced numbers of staff and children in school.Serious concerns over the secondary risks to children and young people (as described above). | Pupils of keyworkers and vulnerable pupils attending school. | For pupils attending school consideration of appropriate curriculum to be given, especially if children are in mixed age bubbles with limited teacher capacity.Majority of virtual teaching for the student body. Consider use of TAs to provide 1-1 virtual support for vulnerable children or those without internet access. Monitor vulnerable children who are not attending school closely with at least weekly calls.Apply revised safeguarding guidance to ensure both staff and students are safe. Consider visits with appropriate social distancing as appropriate to families that are causing concern. |