**Note**: This is Buckinghamshire Council’s interpretation of the DfE new guidance for school reopening issued on 28th August 2020

**Code:**

Green highlights new information in the guidance

~~Areas crossed out~~ have been removed from the July guidance

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| **Area of Guidance** | **Original Guidance** | **Guidance issued 28 August** | **Implications of change** |
| Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school | If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow ‘[stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)’, which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19).  Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. | If anyone in the school becomes unwell with a new and persistent cough or a high temperature, or has a loss of or change in, their normal sense of taste or smell (anosmia), they must be sent home and advised to follow [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance), which sets out that they should self-isolate for at least 10 days and should [arrange to have a test](https://www.gov.uk/guidance/coronavirus-covid-19-getting-tested) to see if they have coronavirus (COVID-19).  If they have tested positive whilst not experiencing symptoms but develop symptoms during the isolation period, they should restart the 10-day isolation period from the day they develop symptoms.  Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. | Change in school policy  Communication to parents |
| Managing confirmed cases of coronavirus (COVID-19) amongst the school community | Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). They should get a test, and:   * if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. * if the test result is positive, they should inform their setting immediately, and must isolate for at least 7 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)   Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.  Further guidance is available on [testing and tracing for coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/). | Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance). They should get a test, and:   * if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. * if the test result is positive, they should inform their setting immediately, and should isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following [guidance for households with possible or confirmed coronavirus (COVID-19) infection](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance)   Schools should not request evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.  In the majority of cases, schools and parents will be in agreement that a child with symptoms should not attend school, given the potential risk to others. In the event that a parent or guardian insists on a child attending school, schools can take the decision to refuse the child if in their reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus (COVID-19). Any such decision would need to be carefully considered in light of all the circumstances and the current public health advice.  Further guidance is available on [testing and tracing for coronavirus (COVID-19)](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/). | Change in school policy  Communication to parents  Schools have the right to refuse children in line with their covid policy – the attendance policy should be adjusted accordingly |
| The framework for supporting transport to and from schools | Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport.  The approach to dedicated transport should align as far as possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important to consider:   * how pupils are grouped together on transport, where possible this should reflect the bubbles that are adopted within school * use of hand sanitiser upon boarding and/or disembarking * additional cleaning of vehicles * organised queuing and boarding where possible * distancing within vehicles wherever possible * the use of face coverings for children (except those under the age of 11), where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet | ~~Pupils on dedicated school services do not mix with the general public on those journeys and tend to be consistent. This means that the advice for passengers on public transport to adopt a social distance of two metres from people outside their household or support bubble, or a ‘one metre plus’ approach where this is not possible, will not apply from the autumn term on dedicated transport.~~  From the autumn term, local authorities will not be required to uniformly apply the social distancing guidelines for public transport, on dedicated school or college transport. However, distancing should still be put in place within vehicles wherever possible. This will help to both minimise disease transmission risks and maintain consistent reinforcement of public health messaging to children and staff, particularly at the point where they are leaving school and heading back into the community each day.  The approach to dedicated transport should align wherever possible with the principles underpinning the system of controls set out in this document and with the approach being adopted for your school. It is important, wherever it is possible, that:   * social distancing should be maximised within vehicles * children either sit with their ‘bubble’ on school transport, or with the same constant group of children each day * children should clean their hands before boarding transport and again on disembarking * additional cleaning of vehicles is put in place * organised queuing and boarding is put in place * through ventilation of fresh air (from outside the vehicle) is maximised, particularly through opening windows and ceiling vents   Children must not board home to school transport if they, or a member of their household, has symptoms of coronavirus (COVID-19).  In accordance with advice from PHE, from the autumn term, we recommend that local authorities advise children and young people aged 11 and over to wear a face covering when travelling on dedicated transport. This does not apply to people who are exempt from wearing a face covering on public transport. More information on this can be found at the [safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers#exemptions-face-coverings).  Until the start of the autumn term, children and young people have not been expected to wear face coverings on dedicated transport, although they have been able to if they wish. We are adopting this new position in light of all children returning to education full-time. As well as the fact that it will not always be possible to apply the same social distancing measures as apply on public transport.  A face covering is a covering of any type which covers your nose and mouth. It is not the same as the surgical masks or respirators used by healthcare and other workers as part of personal protective equipment (PPE).  New guidance:  Further information on face coverings is set out in the [transport to school and other places of education: autumn term 2020](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020) guidance.  The government has announced additional funding for local transport authorities for this purpose, available at [free school travel: funding allocations](https://www.gov.uk/government/publications/extended-rights-to-free-school-travel--2).  Further information on managing capacity and demand on [public transport is set out in the transport to school and other places of education: autumn term 2020](https://www.gov.uk/government/publications/transport-to-school-and-other-places-of-education-autumn-term-2020/transport-to-school-and-other-places-of-education-autumn-term-2020) guidance.  The government has announced a [£2 billion package to promote cycling and walking](https://www.gov.uk/government/news/2-billion-package-to-create-new-era-for-cycling-and-walking) | See face mask section below  Read new guidance |
| Pupils who are shielding or self-isolating | Fewer children and young people will be advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:   * a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19) * shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding. Read the [current advice on shielding](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) * if rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore they may be temporarily absent (see below). * some pupils no longer required to shield but who generally remain under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in September (usually at their next planned clinical appointment). You can find more advice from the Royal College of Paediatrics and Child Health.   Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).  Where children to attend school as parents are following clinical and/or public health advice, absence will not be penalised. | We now know much more about coronavirus (COVID-19) and so in future, there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, the majority of pupils will be able to return to school. You should note however that:   * a small number of pupils will still be unable to attend in line with public health advice because they are self-isolating and have had symptoms or a positive test result themselves, or because they are a close contact of someone who has coronavirus (COVID-19) * shielding advice for all adults and children was paused on 1 August 2020 which means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who were shielding - read the [current advice on shielding](https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19) * if rates of the disease rise in local areas, children (or family members) from that area, and that area only, may be advised to shield during the period where rates remain high and, therefore, they may be temporarily unable to attend * pupils no longer required to shield but who generally remain under the care of a specialist health professional are likely to discuss their care with their health professional at their next planned clinical appointment - you can find more advice from the Royal College of Paediatrics and Child Health at [COVID-19 - ‘shielding’ guidance for children and young people](https://www.rcpch.ac.uk/resources/covid-19-shielding-guidance-children-young-people#children-who-should-be-advised-to-shield)   Specialists in paediatric medicine have reviewed the latest evidence on the level of risk posed to children and young people from coronavirus (COVID-19). The latest evidence indicates that the risk of serious illness for most children and young people is low. In the future, we expect fewer children and young people will be included on the shielded patient list.  Patients can only be removed from the shielding patient list by their GP or specialist, following consultation with the child and their family, and other clinicians where appropriate. If a child or young person is removed from the shielded patient list in due course, they will no longer be advised to shield in the future if coronavirus (COVID-19) transmission increases. Discussion by a clinician with those previously advised that they were a clinically vulnerable child or young person but can now be removed from the shielded patient list, and with their families are ongoing. Since shielding advice has paused nationally, except in a very few areas where the implementation of local restrictions is ongoing, all previously affected children should be able to return to school except where individual clinical advice not to do so has been provided.  Where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity as set out in the [action for all schools and local authorities section](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#actions).  Where children are not able to attend school as parents and carers are following clinical or public health advice, for example, self-isolation or family isolation, the absence will not be penalised. | Discuss changes with parents of previously shielding pupils to determine individual situation. |
| Use of face coverings in schools | Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission. There may also be negative effects on communication and thus education. Face coverings are required at all times on public transport (for children, over the age of 11) or when attending a hospital as a visitor or outpatient. | The government is not recommending universal use of face coverings in all schools. Schools that teach children in years 7 and above and which are not under specific local restriction measures will have the discretion to require face coverings for pupils, staff and visitors in areas outside the classroom where social distancing cannot easily be maintained, such as corridors and communal areas and it has been deemed appropriate in those circumstances. Primary school children will not need to wear a face covering.  In particular, schools that teach years 7 and above may decide to recommend the wearing of face coverings for pupils, staff or visitors in communal areas outside the classroom where the layout of the schools makes it difficult to maintain social distancing when staff and pupils are moving around the premises, for example, corridors.  In primary schools where social distancing is not possible in areas outside of classrooms between members of staff or visitors, for example in staffrooms, headteachers will have the discretion to decide whether to ask staff or visitors to wear, or agree to them wearing face coverings in these circumstances.  Based on current evidence and the measures that schools are already putting in place, such as the system of controls and consistent bubbles, face coverings will not be necessary in the classroom even where social distancing is not possible. Face coverings would have a negative impact on teaching and their use in the classroom should be avoided.  **Where local restrictions apply**  In areas where local lockdowns or restrictions are in place, face coverings should be worn by adults and pupils (in years 7 and above) in areas outside classrooms when moving around communal areas where social distancing is difficult to maintain such as corridors.  In the event of new local restrictions being imposed, schools will need to communicate quickly and clearly to staff, parents, pupils that the new arrangements require the use of face coverings in certain circumstances.  **Exemptions**  Some individuals are exempt from wearing [face coverings](https://www.gov.uk/www.gov.uk/government/publications/face-coverings-when-to-wear-one-and-how-to-make-your-own/face-coverings-when-to-wear-one-and-how-to-make-your-own). This applies to those who:   * cannot put on, wear or remove a face covering because of a physical or mental illness or impairment or disability * speak to or provide assistance to someone who relies on lip reading, clear sound or facial expression to communicate   The same exemptions will apply in education settings, and we would expect teachers and other staff to be sensitive to those needs.  **Access to face coverings**  It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering.  However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.  No-one should be excluded from education on the grounds that they are not wearing a face covering.  **Safe wearing and removal of face coverings**  Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.  Safe wearing of face coverings requires cleaning of hands before and after touching – including to remove or put them on – and the safe storage of them in individual, sealable plastic bags between use. Where a face covering becomes damp, it should not be worn and the face covering should be replaced carefully.  Pupils must be instructed not to touch the front of their face covering during use or when removing it and they must dispose of temporary face coverings in a ‘black bag’ waste bin (not recycling bin) or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom.  **Further guidance on face coverings**   * [Safe working in education, childcare and children’s social care provides](https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care) * [Face coverings in education settings](https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education) | Determine school face mask policy for students, staff and visitors in areas outside the classroom.  Risk assess pupils for exemptions.  Obtain contingency supply of face coverings.  Determine process for safe wearing and removing face masks and communicate to pupils, staff and visitors. |
| Actions for all schools and local authorities with regards to recording attendance and absence |  | There’s separate guidance on recording attendance at [addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year](https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year). | Read new guidance and action accordingly. |
| Employer health and safety and equalities duties | Schools have a legal obligation to protect their employees, and others, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to pupils and staff and help schools to meet their legal duties to protect employees and others from harm. | Schools have a legal obligation to protect their employees, and others, including children, from harm and should continue to assess health and safety risks and consider how to meet equalities duties in the usual way. Following the steps in this guidance will mitigate the risks of coronavirus (COVID-19) to children and staff and help schools to meet their legal duties to protect employees and others from harm.  The Health and Safety Executive published guidance on [first aid](https://www.hse.gov.uk/coronavirus/first-aid-and-medicals/first-aid-certificate-coronavirus.htm) during coronavirus (COVID-19) which will support local risk assessments and provides guidance for first aiders. It is clear that treating any casualty properly should be the first concern. Where it is necessary for first aid provision to be administered in close proximity, those administering it should pay particular attention to sanitation measures immediately afterwards including washing hands. | Read new guidance and action accordingly. |
| Support available for schools with regard to supply teachers | Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and [Crown Commercial Service’s agency supply deal](https://www.gov.uk/guidance/deal-for-schools-hiring-supply-teachers-and-agency-workers) when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge. | Schools can continue to engage supply teachers and other supply staff during this period. We recommend that schools consider using DfE’s and [Crown Commercial Service’s agency supply deal](https://www.gov.uk/guidance/deal-for-schools-hiring-supply-teachers-and-agency-workers) when hiring agency workers, as this offers a list of preferred suppliers that must be transparent about the rates they charge.  Schools can get direct support from Crown Commercial Services on how to use the agency supply deal by emailing [supplyteachers@crowncommercial.gov.uk](mailto:supplyteachers@crowncommercial.gov.uk) with the school’s details and contact details. | Access support where needed. |
| Performance management and appraisal for teachers |  | Maintained schools must continue to adhere to the School Teachers’ Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.  Appraisals and performance management for support staff should be carried out in accordance with the employee’s contract of employment. DfE does not specify pay or terms and conditions of employment for support staff. | Appraisal and performance management policy and processes adapted accordingly. |
| Educational visits | We continue to advise against domestic (UK) overnight and overseas educational visits. This advice remains under review. | We continue to advise against domestic (UK) overnight and overseas educational visits. This advice remains under review.  The Association of British Insurers (ABI) has produced information on [travel insurance implications](https://www.abi.org.uk/products-and-issues/topics-and-issues/coronavirus-qa/) following the coronavirus (COVID-19) outbreak. If you have any further questions about your cover or would like further reassurance, you should contact your travel insurance provider. | Access implication information if needed. |
| Music, dance and drama in school | Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. | All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.  Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.  Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at [working safely during coronavirus (COVID-19): performing arts](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in and attending events is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below.  Schools that offer specialist, elite provision in music, dance and drama may also wish to consider this guidance alongside the DCMS guidance on the performing arts.  **Minimising contact between individuals**  You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum. If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.  You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.  Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on [handling equipment](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#handling-equipment).  **Performances**  If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS [performing arts](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts) guidance, implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the guidance on delivering [outdoor events](https://www.eventsindustryforum.co.uk/index.php/11-features/14-keeping-workers-and-audiences-safe-during-covid-19).  **Peripatetic teachers**  Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.  Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, you could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.  If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:   1. Maintain distancing requirements with each group they teach, where appropriate. 2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing. 3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.   Further information on the music education hubs, including contact details for local hubs, can be found at [music education hub](https://www.artscouncil.org.uk/music-education/music-education-hubs#section-1), published by the Arts Council England.  **Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups**  When planning music provision for the next academic year, schools should consider additional specific safety measures. Although singing and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.  **Playing outdoors**  Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.  **Playing indoors**  If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on [air conditioning and ventilation during the coronavirus outbreak](https://www.hse.gov.uk/coronavirus/equipment-and-machinery/air-conditioning-and-ventilation.htm).  **Singing, wind and brass playing**  Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all present, including audiences) and strict social distancing and mitigation as described below can be maintained.  **Social distancing**  In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.  **Seating positions**  Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.  **Microphones**  Use microphones where possible or encourage singing quietly.  By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.  **Handling equipment and instruments**  Measures to take when handling equipment, including instruments, include the following.  **Handwashing**  Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.  **Avoiding sharing instruments**  Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets.  If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment available at [hygiene: handwashing, sanitation facilities and toilets](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/factories-plants-and-warehouses#factories-5-5).  Instruments should be cleaned by the pupils playing them, where possible.  **Handling scores, parts and scripts**  Limit handling of music scores, parts and scripts to the individual using them.  **Suppliers**  Consider limiting the number of suppliers when hiring instruments and equipment. Schools should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.  **Pick up and drop off points**  Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.  **Individual lessons and performance in groups**  Individual lessons in music, dance and drama can resume in schools, FE colleges and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures set out above on peripatetic teachers.  If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.  In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.  Specific safety measures for individual music lessons are set out in the following sections.  **Social distancing**  Measures should include specific social distancing between pupil and teacher (current guidance is that if the activity is face-to-face and without mitigations, 2 metres is appropriate), accounting for ventilation of the space being used. Pupil and teacher should be positioned side by side if possible.  **Avoid sharing instruments**  Avoid sharing instruments and equipment wherever possible and place name labels on equipment to help identify the designated user, for example, percussionists’ own sticks and mallets  If instruments and equipment have to be shared, they should be regularly disinfected (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on [cleaning and handling equipment](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/performing-arts). Instruments should be cleaned by the individuals playing them, where possible  **Scores, parts and scripts**  Limit the handling of music scores, parts and scripts to the person using them.  If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for [working in homes](https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/homes), and the guidance for [out-of-school provision](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/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak). | Read adapted guidance and adjust music, dance and drama planning accordingly. |
| Wraparound provision and extra-curricular activity | Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.  We recognise that this will be logistically challenging for schools, particularly for clubs that would normally offer support across year groups, where parents are using multiple providers, or where childminders are picking up/dropping off pupils. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.  Schools can consult the guidance produced for summer holiday childcare, available at [Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak](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/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak)as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. Where parents use childcare providers or out of school activities for their children, schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place. | Schools should work to resume any breakfast and after-school provision, where possible, from the start of the autumn term. Schools should also work closely with any external wraparound providers which their pupils may use, to ensure as far as possible, children can be kept in a group with other children from the same bubble they are in during the school day.  If it is not possible or practical to maintain the same bubbles being used during the school day (for example, if the number of bubbles in place during the school day prove impractical to adopt within the wraparound provision) then providers should maintain small, consistent groups. We recognise that schools may need to respond flexibly and build this provision up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable children have a healthy breakfast and are ready to focus on their lessons, provide enrichment activities, and also support working parents.  Schools can consult the guidance produced for [providers who run community activities, holiday clubs, after-school clubs, tuition and other out-of-school provision for children](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/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak), as much of this will be useful in planning extra-curricular provision. This includes schools advising parents to limit the number of different out-of-school settings providers they access, as far as possible. Where parents use childcare providers or out of school extra-curricular activities for their children, schools should encourage parents and carers to seek assurance that the providers are carefully considering their own protective measures, and children should only attend settings that can demonstrate this. DfE has also issued [guidance for parents and carers](https://www.gov.uk/government/publications/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak/guidance-for-parents-and-carers-of-children-attending-out-of-school-settings-during-the-coronavirus-covid-19-outbreak), which schools may want to circulate. | Work closely with external wrap around care providers to maintain bubbles as far as possible, or maintain small consistent groups if not.  Signpost guidance for parents and carers |
| Physical activity in schools | Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities  Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.  Activities such as active miles, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing. | Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.  Sports whose national governing bodies have developed guidance under the principles of the government’s guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at [return to recreational team sport framework](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation/return-to-recreational-team-sport-framework).  Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.  Schools should refer to the following guidance:   * [guidance on the phased return of sport and recreation](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation) and guidance from [Sport England](https://www.sportengland.org/how-we-can-help/coronavirus) for grassroot sport * advice from organisations such as the [Association for Physical Education](https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf.) and the [Youth Sport Trust](https://www.youthsporttrust.org/coronavirus-support-schools) * guidance from Swim England on school swimming and water safety lessons available at [returning to pools guidance documents](https://www.swimming.org/swimengland/pool-return-guidance-documents/)   Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.  Activities such as active miles, making break times and lessons active and encouraging active travel help to enable pupils to be physically active while encouraging physical distancing. | Provide only team sports on list available  Maximise natural ventilation flows.  Read Swim England guidance. |
| New resources available for pupil wellbeing and support | The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see [DfE - Supporting pupil and student mental wellbeing](https://www.eventbrite.co.uk/e/dfe-supporting-pupil-and-student-mental-wellbeing-tickets-110796856380) for further details. This includes hearing from experts on the impacts of the pandemic on pupils’ mental wellbeing and recovery techniques, and from education leaders about the actions they have been taking.  The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the [events page](https://www.sendgateway.org.uk/training-events.html) of the SEND Gateway. You can opt to join Whole School SEND’s [community of practice](https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html) when you sign up for an event to receive notifications about future training and resources as they are published.  DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on [teaching about mental wellbeing](https://www.gov.uk/guidance/teaching-about-mental-wellbeing), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It was published early given the importance of supporting pupils’ mental health and wellbeing at this time.  Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:   * support the rebuilding of friendships and social engagement * address and equip pupils to respond to issues linked to coronavirus (COVID-19) * support pupils with approaches to improving their physical and mental wellbeing | The government has recently launched the [Wellbeing for Education Return programme](https://www.gov.uk/government/news/8m-programme-to-boost-pupil-and-teacher-wellbeing), which will provide training and resources for teachers and staff in all state-funded schools to respond to the wellbeing and mental health needs of children and young people as a result of coronavirus (COVID-19). The training provides practical examples to support staff, children and young people within a school.  Local authorities have received funding to employ skilled staff to deliver the training to schools and provide ongoing advice and support from the autumn until March 2021.  Schools can prepare by nominating a lead to receive the training, and who will then have the capability to disseminate the learning and practice to staff and pupils within the school. The training will be available in the autumn term.  DfE, Public Health England and NHS England hosted a free webinar for school and college staff on 9 July 2020 to set out how to support returning pupils and students. A recording of this is available:  This includes experts discussing the impacts of the pandemic on pupils’ mental wellbeing and recovery techniques, and education leaders discussing the actions they have been taking.  The Whole School SEND (WSS) consortium will be delivering some training and how-to ideas for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings.  WSS have co-produced 2 leaflets, funded by DfE, to support young people with SEND and their families to have conversations with schools about [successful returns following a period of absence](http://www.sendgateway.org.uk/download.562CD801-B654-41A5-862E3DF51096D027.html) and about [transition planning for post-year 11 destinations](http://www.sendgateway.org.uk/download.3EBB9861-73CA-4624-A1E2D4BC8ABFE6C0.html). WSS have also produced resources to support the schools’ workforce to prepare for the return, such as the [COVID-19 SEND review guide](http://www.sendgateway.org.uk/download.AFCE48A2-4932-4462-983D77E17A4AAA01.html) which settings can use to reflect on their provision and a [handbook](http://www.sendgateway.org.uk/download.19DF2054-9B87-436C-9D3C8774964FA5EC.html) to support teachers to take a whole school approach to supporting pupils following a traumatic event.  You can access WSS resources on the [Whole School SEND Resource page](https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/) of the SEND Gateway and professionals in the schools’ workforce can [sign up to the Community of Practice](https://www.sendgateway.org.uk/whole-school-send/join-our-community-of-practice.html) to be kept up to date with further information.  DfE has also published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on [teaching about mental wellbeing](https://www.gov.uk/guidance/teaching-about-mental-wellbeing), which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom. It has been published early given the importance of supporting pupils’ mental health and wellbeing at this time.  Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:   * support the rebuilding of friendships and social engagement * address and equip pupils to respond to issues linked to coronavirus (COVID-19) * support pupils with approaches to improving their physical and mental wellbeing   Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the free [MindEd learning platform for professionals](https://www.minded.org.uk/), which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a [coronavirus (COVID-19) staff resilience hub](https://covid.minded.org.uk/) with advice and tips for frontline staff. Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the Designated Safeguard Lead or deputy) should follow their child protection policy and part 1 of the statutory safeguarding guidance [keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and consider any referral to statutory services (and the police) as appropriate.  Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the [healthy child programme](https://www.gov.uk/government/publications/healthy-child-programme-0-to-19-health-visitor-and-school-nurse-commissioning) can offer a range of support including:   * support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues * support for pupils with additional and complex health needs * supporting vulnerable children and keeping children safe   Schools and school nurses need to work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. | Choose a lead to receive Wellbeing for Education Return programme training.  Access Whole School SEND resources.  Continue to follow Child Protection Policy and KCSIE |
| Behaviour expectations | We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker and young carers, will need additional support and access to services such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.  The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.  Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to consider exclusions, including the rates, patterns and reasons for exclusion and to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school. | We acknowledge that some pupils will return to school having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as children with a social worker, previously looked-after children who left care through adoption or special guardianship, and young carers, will need additional support and access to services such as educational psychologists, social workers and counsellors. Additionally, provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.  The disciplinary powers that schools currently have, including exclusion, remain in place. Permanent exclusion should only be used as a last resort. Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.  Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the relevant legislation. Ofsted will continue to look for any evidence of off-rolling. Off-rolling is never acceptable. Ofsted is clear that pressuring a parent to remove their child from the school (including to home educate their child) is a form of off-rolling. Elective home education should always be a positive choice taken by parents without pressure from their school.  With regard to statutory guidance on exclusions from maintained schools, academies and pupil referral units in England, head teachers should, as far as possible, avoid excluding any looked-after child. Where a looked-after child is at risk of exclusion, the designated teacher should contact the relevant authority’s virtual school head as soon as possible to help the school decide how to help the child and avoid exclusion becoming necessary. Where a previously looked-after child is at risk of exclusion, the designated teacher should speak with the child’s parent or guardian and seek advice from their virtual school head to avoid exclusion where possible. |  |
| Primary assessment | We are, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:   * the phonics screening check * key stage 1 tests and teacher assessment * the Year 4 multiplication tables check * key stage 2 tests and teacher assessment * statutory trialling   The statutory rollout of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to our early adopter year in 2020 to 2021.  The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment) and also arrangements for implementation of the engagement model (for the assessment of pupils working below the national curriculum and not engaged in subject specific study) and will provide an update to schools before the end of the summer term. | We are, therefore, planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:   * the phonics screening check * key stage 1 tests and teacher assessment * the year 4 multiplication tables check * key stage 2 tests and teacher assessment * statutory trialling   For 2020 to 2021 academic year only, schools will be required to administer a past version of the phonics screening check to year 2 pupils during the second half of the 2020 autumn term. Year 2 pupils who meet the expected standard in the autumn check will not be required to complete any further statutory assessments in phonics. Year 2 pupils who do not meet the expected standard in the autumn check will be expected to take the statutory check in June 2021. Further guidance for schools will be published by the Standards and Testing Agency in September 2020.  The statutory rollout of the reception baseline assessment has been postponed until September 2021. During the summer term 2020, schools had the opportunity to sign up to the 2020 to 2021 early adopter year.  In light of the impact of coronavirus (COVID-19) outbreak, the 2020 to 2021 academic year will be a transitionary year (subject to the necessary legislation being made) to allow schools time to prepare for, and start embedding, the engagement model. The engagement model is the new attainment framework (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.  The 2020 to 2021 academic year will be a transitionary year where schools that have prepared to implement the engagement model will be able to report against it and schools that need more time to implement this change will have the option to assess against P scales 1 to 4, for one final year. The engagement model will become statutory from September 2021 and further information can be found at [the engagement model](https://www.gov.uk/government/publications/the-engagement-model). | Prepare to administer past version of phonic screening check to year 2 pupils during the second half of the autumn term. Await further guidance from STA.  Consider engagement model in 2020/21 and prepare for statutory introduction in 2021 |
| Exams | For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual will launch a consultation on proposed adaptations to exams shortly.  There will also be an exam series taking place in autumn 2020. Following the cancellation of summer 2020 exams, the exam boards will be providing students with calculated grades (except in some exceptional cases) this summer, which students will use to move onto their next step. DfE has, however, also [announced that there will be an opportunity for students to sit exams in the autumn](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.parliament.uk%2Fbusiness%2Fpublications%2Fwritten-questions-answers-statements%2Fwritten-statement%2FCommons%2F2020-03-23%2FHCWS176%2F&data=02%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7Ca91766acdbea4a7f8c8508d84e66dcd5%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637345550979748833&sdata=Zp0QCMiitzbdVeGRKmnSrFfZCjnf5XicGJ6ewoz5WT4%3D&reserved=0) and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, DfE’s guidance on [Centre responsibility for autumn GCSE, AS and A level exam series](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fgovernment%2Fpublications%2Fresponsibility-for-autumn-gcse-as-and-a-level-exam-series%2Fcentre-responsibility-for-autumn-gcse-as-and-a-level-exam-series-guidance&data=02%7C01%7Ckatherine.wells%40buckinghamshire.gov.uk%7Ca91766acdbea4a7f8c8508d84e66dcd5%7C7fb976b99e2848e180861ddabecf82a0%7C0%7C0%7C637345550979748833&sdata=bo2dSST3tRkYICQ4SxpgCyIHStU%2BsE56nMx%2BJbNjF3k%3D&reserved=0) sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. We are also exploring further ways in which it might be possible to minimise additional burdens on centres whilst ensuring that exams remain accessible for students, and we will provide further information on this. | For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of their education due to lockdown in the 2019 to 2020 academic year. It is vital that these pupils are able to catch up and access exams that lead to the qualifications they need to progress. We are, therefore, planning on the basis that GCSEs and A levels will take place in summer 2021 but with adaptations, including those which will free up teaching time. Ofqual has consulted on proposed adaptations to exams and published its decisions at [proposed changes to the assessment of GCSEs, AS and A levels in 2021​](https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2021).  On Monday 17 August 2020, Ofqual and the government confirmed that, following the cancellation of summer 2020 exams, students will be awarded the centre assessment grade submitted by their school or college for A and AS level and GCSE (except in cases where the centre assessment grade is lower than the grade calculated by the exam board, where the calculated grade will stand).  Both final GCSE grades and revised A and A level grades were issued to schools and colleges in the week beginning 17 August 2020, and students will be able to use these grades to move onto their next step.  There will also be an opportunity for students to sit exams in the autumn and Ofqual has confirmed these exams will be available in all subjects. Where a student wishes to sit an exam, DfE’s guidance on [centre responsibility for autumn GCSE, AS and A level exam series](https://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/centre-responsibility-for-autumn-gcse-as-and-a-level-exam-series-guidance) sets out that we expect the centre that entered them for the summer series to enter them in the autumn series and take overall responsibility for ensuring that they have somewhere appropriate to sit their exams. Our Exam Support Service will launch at the start of the autumn term to support schools and colleges to manage this process. | Review Ofqual proposed adaptations to exams and published decisions.  Consider consultation questions and respond accordingly.  Determine requirements for Autumn exams with GCSE and A Level students and plan accordingly.  Contact exam support service if support required. |
| Additional resources available for delivering remote education | A range of resources to support schools in delivering remote education is available:   * curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intends to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school. * DfE has produced a [quality assured list of remote education resources](https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources) which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/) * from that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being in developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum. * Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector. * government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through [The Key for School Leaders](https://covid19.thekeysupport.com/remote-learning/). The Key also provides feature comparison and case studies on how schools are making the most of these platforms. * a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/). * laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils). Local authorities and academy trusts will continue to own and use these devices following pupils returning to school in the autumn term. They will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19). If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure. These devices will be owned by the school. * In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on [increasing internet access for vulnerable and disadvantaged children](https://get-help-with-tech.education.gov.uk/about-bt-wifi) is available.   Further support is available from:   * The National Cyber Security Centre, on [which video conference service is right for you](https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations) and [using video conferencing services securely](https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely) * annex C of the guidance on [Safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19), , as well as statutory guidance on online safety in Annex C of [keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2). | The following range of resources to support schools in delivering remote education is available.  **Online education resources for home learning**  DfE has produced a [quality-assured list of remote education resources](https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources) which are available to schools and parents for free over the summer term.  Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the [EEF’s COVID-19 support guide for schools](https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/).  **Video lessons**  From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being in developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.  **SEND**  Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.  **Digital education platforms**  There’s government-funded access to one of 2 free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through [The Key for School Leaders](https://covid19.thekeysupport.com/remote-learning/). The Key also provides feature comparison and case studies on how schools are making the most of these platforms.  **EdTech Demonstrator programme**  This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/).  **Laptops, tablets and 4G wireless routers**  Laptops, tablets and 4G wireless routers were made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. Local authorities and academy trusts will continue to own these devices.  Following pupils returning to school in the autumn term, [laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak](https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19). These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.  **Wifi hotspots**  In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on [increasing internet access for vulnerable and disadvantaged children](https://get-help-with-tech.education.gov.uk/about-bt-wifi) is available.  Support on delivering remote education safely is available from:   * [Safe remote learning](https://swgfl.org.uk/resources/safe-remote-learning), published by SWGfL * [Online safety and safeguarding](https://www.lgfl.net/online-safety/default.aspx), published by LGfL, which covers safe remote learning * The National Cyber Security Centre, which includes [which video conference service is right for you](https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations) and [using video conferencing services securely](https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely) * [Safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19), published by DfE * annex C of [keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) | Laptops continue to be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. Contact Buckinghamshire Council  Review additional resources |
| Changes to SEND legislation |  | From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their ‘reasonable endeavours’ to secure or arrange the specified special educational and health care provision within EHC plans. To ensure that children and young people receive the support they need to return to school, we will not be issuing further notices to modify this duty unless the evidence changes. Our focus is now on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans.  The temporary changes to the law on the timescales for EHC needs assessments and plans, which give local authorities and others who contribute to the relevant processes more flexibility in responding to the demands placed on them by coronavirus (COVID-19), will expire as planned on 25 September 2020. Further information on the temporary changes to the law on EHC needs assessment and plan processes is available at [changes to the law on education, health and care needs assessments and plans due 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).  We remain committed to listening to and working with local authorities, parent carer representatives and specialist SEND organisations, to ensure that the lifting of the temporary changes is managed in a way that supports the needs of children and young people with SEND.  Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown (following discussion with the parents or young person) and offer additional support and phased returns where needed, as a reasonable adjustment to support a disabled child to return successfully to school. | Be aware of changes in timescales  Consider additional support following discussions with parents and pupils as a reasonable adjustment to support a disabled child to return successfully to school |