Guidance
Guidance for full opening: schools

Updated 3 August 2021

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We have published this guidance to:

- provide more advice on risk management
- provide clarification on the age requirements related to face coverings on public transport
- set out revised guidance on cleaning now more been published
- set out that the Department for Education will be supporting schools over the summer to prepare for full opening in September
- give more information about pupils with education, health and care plans
- give more information about managing contractors and other visitors to schools, including supply teachers
- clarify some other minor changes and process
- provide additional advice on what pupils are clinically vulnerable and clinically extremely vulnerable
- expand on use of masks and exemptions
- provide a link to the recorded webinar on mental health and wellbeing, clarify expectations on testing in schools, and link to a Bug resource to support how children should behave in schools
- provide advice on exam results day

Introduction

It is our aim that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.

This guidance is intended to support schools, both mainstream and alternative provision, including sixth forms, and children's social care providers (including children's homes, secure children, special educational nurseries and psychiatric units), and independent schools to follow the control measures set out in this document in the most practical way and to manage the risks associated with coronavirus (COVID-19) with special educational needs and disabilities (SEND) including those with complex health and care plans, in mainstream schools.

Separate guidance is available for early years, further education colleges and for special schools.

This guidance is in 5 sections. The first section sets out the actions school leaders should take to minimise risks from coronavirus (COVID-19) in their school and wider school. This is public health advice, endorsed by Public Health England (PHE).

The rest of the guidance is for implementing the Department for Education (DfE) expects schools to operate in this new context. This includes:

- school operations
- curriculum, behaviour and pastoral support
- attendance monitoring
- contingency planning to provide continuity of education in the case of a local outbreak

This guidance has prepared with input from school leaders, unions and sector bodies and in consultation with PHE and the Health and Safety Executive (HSE).

We will keep this guidance under review and update as necessary.

Welcoming children back to school

When we made the decision to close schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19). In addition, the NHS was at risk of being overwhelmed. We took the difficult decision to close schools, colleges and childcare providers to ensure that vulnerable children, key workers and children of key workers could still access education, childcare and social care in small bubbles', and extending schools from 9 am, with year 10 and 12 opening on a rotas basis, to provide education for a small number of children in each year group. Since 23 June, primary schools have been able to welcome back their whole pupil cohort when they have space to do so.

We know the impact this has had on children has changed. The prevalence of coronavirus (COVID-19) has decreased, our NHS, test and Trace system is up and running, and we are clear about the measures that need to be put in place to create safer environments within schools.

Returning to schools is vital for children's education and for their wellbeing. Time out of school has disrupted children's learning, but it has also had a significant impact on their mental health and wellbeing. The longer school has been closed, the more it has impacted on children's future ability to learn, and therefore their ability to secure access to good jobs when they leave school and college.

The risk to children from coronavirus coming to from coronavirus (COVID-19) is very low and there are negligible health impacts of being out of school. We know that children are not the drivers of this virus. Children are less likely than adults to be infected and contribute to the widening of children's inequalities.

Lower academic achievement also transmutes into long-term economic costs due to many years spent in education. This affects the standard of living for children, pupils will have over the course of their entire life. For many households, school closures have also meant that parents, in order to fulfil their responsibilities, have had to remain from their jobs or to arrange childcare.

In relation to working in schools, which is not possible to ensure a totally risk-free environment, the Department for Education's (DfE) overarching principle is to minimise contacts/mixing to the extent possible, recognising that staff and educational settings need not to be at any greater risk from the disease than many other occupations. There is no requirement for children to maintain 2 metres apart in school.

Given the improved position, the balance of risks is now overwhelmingly in favour of children being back in school full-time for education. Public Health England (PHE) advice is unchanged: the risks to pupils from coronavirus (COVID-19) in school are low. PHE explains the risks schools need to take to reduce risks still further. As a result, we can now ask that all children return to school full-time, and we can remove most other restrictions. This will be an important step towards normality for the wider economy and society.

We are therefore asking schools to prepare to welcome all children back this autumn term, and to plan on the basis that there will be no bubbles in the community, meaning planning at a school level about how to balance minimising any risks from coronavirus (COVID-19) against the educational, mental health, and other benefits of children being in school. Children and young people. Schools should have their existing measures in place, arrangements to welcome all children back. There are no plans at present to reintroduce additional curbs to contain the spread of the coronavirus.

The measures set out in this guidance provide a framework for school leaders to put in place to minimise risks from coronavirus (COVID-19) in their school. It is not possible to eliminate all risks associated with coronavirus (COVID-19) in schools, but we do expect measures to be taken to manage the risks to pupils and staff in line with the hierarchy of control. This is a well-established framework for managing workplace health and safety. It means that, in addition to the measures we will put in place to protect clinically vulnerable children and those who live with them, we will also put in place other measures that will reduce risks for everyone in the school community. The vulnerable children and those who live with them will benefit from these measures, but we do not expect them to be able to return to school if they are more than safe.

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We expect schools and local authorities to work jointly, staff and children's mental health remains a priority, when agreeing the best approaches for their circumstances. Where the local authority has a significant number of children who are not attending school, it should discuss these, and the actions they are offered and in this document, with schools to do this. We want all pupils and staff to be back in school, and believe the conditions are in place to allow this to happen, and we have prepared this guidance on a risk-based and proportionate basis.

The rest of the guidance sets out more details on how DfE expects schools to operate in the autumn term. This covers:

- school operations, including attendance, workforce, visitors, catering
- curriculum, behaviour and pastoral support
- assessment and accountability, including plans for inspection
- contingency planning in case of staff or outbreaks of multiple pupils or staff or local lockdowns

Section 1: Public health advice to minimise coronavirus (COVID-19) risks

We are asking schools to prepare for all pupils to return full-time from the start of the autumn term. In exceptional circumstances, local lockdowns. Schools should not put in place bubbles.

Schools should comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should therefore manage their health and safety risk assessments and draw up plans for the autumn term that take into account the risks to their pupils and staff from coronavirus (COVID-19). We have adapted from a hierarchy of protective measures that will be familiar from the summer term. Essential measures include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between individuals where possible and minimise potential for transmission of coronavirus (COVID-19)

How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:

- grouping children together
- avoiding contact between groups
- arranging classrooms with forward facing desks
- staff maintaining distance from pupils and other staff as much as possible

Risk assessment

Employers must protect people from harm. This includes taking reasonable steps to protect staff, pupils and others from coronavirus (COVID-19) within the education setting.

Schools have remained open to some pupils since 23 March, welcoming more pupils back from 1 June. Schools should therefore have already assessed the risks and implemented control measures to manage the risks from coronavirus (COVID-19) in a manner suitable for their circumstances.

As part of planning for full return in the autumn term, it is a legal requirement that schools review their risk assessment to ensure it is up-to-date and that it takes into account risks arising from the pandemic (that they have not already addressed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should consult their staff or their representatives on health and safety matters, including the implications of coronavirus (COVID-19). Schools should ensure that they implement control measures in line with their risk assessment. They should also brief all staff, including staff in contract to ensure that they are fully aware of the measures in place.

School employers should take active arrangements in place to monitor that the controls are:

- effective
- working as planned
- updated appropriately considering any issues identified and changes in public health advice

For more information on what is expected of school employers in relation to health and safety risk assessments during the new normal, see annex A.

The system of controls: protective measures

Having assessed their risks, schools must work through the below system of controls, ensuring they have in place the measures set out in this guidance to manage the risks identified in their assessment, and to find, school, and place them to deliver a broad and balanced curriculum for their pupils. Schools should take account of their pupils and their staff.

If schools follow the guidance set out here they will effectively reduce risks in their school and create an extremely safe environment.

System of controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response' to any infection, and are sustained in more detail in the sections below.

Prevention:
5 minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms or who have tested positive for the virus, household who are ill, do not attend school.
2 clean hands thoroughly more often than usual
3 ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
4 minimise enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
5 minimising cross-contamination introduction and maintenance of control measures across your school
6 where necessary, wear appropriate personal protective equipment (PPE)

Response to any infection:
7 engage with the NHS Test and Trace process
8 manage confirmed cases of coronavirus (COVID-19) amongst the school community
9 Co-operate any outbreak by following local health protection team advice
Numbers 1 to 9 should be followed in every case where they are relevant.

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have coronavirus (COVID-19) in their home, do not attend school

Ensuring that pupils, staff and other adults do not come into the school if they have coronavirus (COVID-19) symptoms, or have tested positive in the last 7 days, or live in a household with someone who has tested positive for coronavirus (COVID-19) is one of the most essential actions to reduce the risk of transmission in schools and to keep the school community safe.

All schools must follow the process and ensure all staff are aware of it.

If anyone in the school develops 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 should not come into school. They should follow the current NHS guidance for household with possible or confirmed coronavirus (COVID-19) infection, which lays out that they should self-isolate for at least 10 days and should arrange to book a test for coronavirus (COVID-19) as soon as possible.

If they have tested positive for coronavirus (COVID-19), they should not come into school during the isolation period. They should return the 10 day isolation period from the day they develop symptoms.

This only applies to those who begin their isolation on or after 30 July.

Other members in household living and sharing a bedroom or shared bathroom for 2 days have same the symptomatic person first high symptoms.

If a child is attending school, they should initially self-isolate in their bedroom, and then, if they develop symptoms, they should initially self-isolate in their bedroom or in their school support per contact. Others will benefit more from the measures in place, such as the increased ventilation, cleaning, and the additional hygiene, which will protect the health of other pupils and staff, and will reduce or isolation for residential educational visits.

As a usual practice, for example, cold, HRT if someone is seriously ill injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP or hospital, but should self-isolate.

Anything of staff who have tested positive for coronavirus (COVID-19) and who have been in close contact with them do not need to go home to self-isolate unless they themselves develop symptoms or test positive. Staff who live with the pupil or staff who symptomatic or who test positive (as below) do not need to self-isolate, unless they are requested to do so by NHS Test and Trace.

Parents must avoid their needs thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area where the ill person has been should be cleaned after they have left it (at least 72 hours after they have left it) as proposed by the infection control guidance for educational settings (COVID-19, coronavirus of non-healthcare settings guidance.

Public Health England's clear that children's clear the temperature of pupils is not recommended as a method of preventing the spread of the coronavirus (COVID-19).

2. Clean hands thoroughly more often than usual

Coronavirus (COVID-19) is an easy virus to kill when it is on skin. This can be done with soap and water or with hand sanitizer. Ensuring that children and staff clean their hands regularly, including when they arrive at school, when they return from recess, when they change rooms and before and after eating. Regular and thorough hand washing needs to be reminded for the foreseeable future. Parents should encourage hand and respiratory hygiene.

Some pupils with complex needs will struggle to maintain as good respiratory hygiene as others and will need more frequent reminders or assistance (for example, prompted, assisted). This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.

Public Health England does not (based on current evidence) recommend the use of masks by the general school population in schools. Public Health England (PHE) advice is schools as pupils and staff return to a prevalent pre-school, and school-based mixed inadvertently increase the risk of transmission. There may also be negative effects on behaviour and communication. Schools should be aware of the exemptions to the transport (transport children under the age of 11, when attending school or education outpatient, or when a drop or a supervised.

3. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach

The 'catch it, bin it, kill it' approach continues to be very important, as schools must ensure that they have enough tissues and bins available in the school to support pupils and staff to follow this. Pupils and staff should be encouraged to use their own tissues whenever and there with complex needs to support pupils with the right, and all pupils understand that this is now part of their school routine. The e-Bug is developing a DfE-funded resource for primary and secondary schools, including teaching about good hand and respiratory hygiene.

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4. Minimise enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

Plenty to consider and implement:

- putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:
- more frequent cleaning of rooms and shared areas that are used by different groups
- cleaning touched surfaces being cleaned more often than normal
- toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet. different groups being allocated their own toilets (could be considered if risk assessment deems it necessary, for a small number of pupils)

Public Health England has published revised guidance for cleaning non-healthcare settings. Schools should be being prepared in addition to the cleaning advice on cleaning frequently touched surfaces and ventilation.

5. Minimising cross-contamination and maintenance control measures across your school

Minimising contacts and mixing between people reduces transmission of coronavirus (COVID-19). This is important in general, and schools must consider how to implement this. Schools must do everything possible to minimize contacts and mixing between students/pupils and between students and staff.

It is important to consider the wellbeing benefits of the method of contacts between children and staff. This can be achieved through some measures (or bubbles) such as:

- through maintaining distinct and isolated 'bubbles'
- ensuring that there is enough space between them and change depending on age and stage of education
- children's ability to distance
- the size and of the school
- the feasibility of keeping distinct groups separate while offering a broad curriculum (especially at secondary)

It is likely that for younger children the emphasis will be on operating groups, and for older children it will be on ensuring that the use of space and movement can be supported to maintain distance and limit the touch staff when possible.

Points to consider and implement:

Step to group children

Consistent groups reduces the risk of transmission by limiting the number of pupils and staff in contact with other children or staff they do not live within the group. They have been a feature of schools in the summer term in reception children, and especially the youngest children, have been able to socialise and play with their peers in a way that is not the additional protective measures. Maintaining distinct groups or 'bubbles' (for example, in primary schools, pupils in a class or year group) and ensuring they do not mix with others need to self-isolate, and keep that number as small as possible.

However, the use of small groups restricts the opportunity for movement of pupils and presents both educational and logistical challenges, including the cleaning and use of classrooms and other facilities. It may also affect the ability to teach a broad and balanced curriculum and to deliver the full range of support and services to children and families, but it particularly difficult in secondary schools.

It may prepare for the autumn term, management consider groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of education and other services, it is not necessary to maintain bubbles within their system of controls and minimise the use of the protective measures.

In secondary schools, and certainly in the older age groups at key stage 4 and key stage 5, it will be harder to ensure that children do not mix with other children. It may also make the full range of curriculum options and students to receive special teaching difficult. If this can be achieved with small groups, they are recommended. All primary schools should be able to welcome back their pupils in their year groups. Secondary schools smaller groups the risk of a full return. Year 7 can be prioritised. Year 7 can be prioritised will help to reduce the number of people who are asked to isolate should someone in a group become ill with coronavirus (COVID-19).

Schools should ensure their circumstances and if class cover groups are not complete and pupils are being taught in their bubble by a teacher who is not their usual school teacher, they can be accommodated in year group cover. Subject teachers can cover the of the group. They should be kept apart from other groups where possible and older children should be encouraged to keep their distance. Schools will need to ensure that they can manage the risk to staff who teach across more than one group, and to ensure that they can manage the risk to those who are in more than one group. Additional measures from the system of controls become even more important, to minimise contacts and mixing between groups. Staff who teach across groups should be tested and vaccinated. Also consider children and not be able to maintain social distancing, and it is acceptable for them not to distance within their group.

With the approaches of separating year groups and maintaining distance, schools will be setting policies, and will bring benefits even if implemental partially. Some measures will be more practicable than others, and will vary from school to school. Schools will also consider timing the arrival and departure of pupils, for example, by staggering arrival times, and providing separate entrances and exits, and routes for pupils to use to move around the school. Schools should also consider how to ensure pupils can move from classroom to classroom as little as possible. Schools should also consider staggered break times and lunch times and flexible opening times or the timing of lessons.

Schools should also plan how shared staff spaces are set up and used to help staff to maintain their own groups. Schools should also consider how to manage the use of shared facilities such as playgrounds and sports facilities.

Schools should make small adaptations to the classroom to support distancing where possible. That could include making pupils sides by sides and facing forwards rather than face to face or back to back, and might include moving unnecessary furniture out of classrooms and corridors.

Measures elsewhere

Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.

When timetabling, groups should be kept apart and movement around the school to be minimised. Where practical, each group should be assigned to a classroom or area of classroom, and should have their own entrance, exit, and playtime. Schools should

Measures for arriving at and leaving school

Schools should stagger arrival and departure times, ideally between schools. If these patterns differ, schools should consider provided staggered arrival and departure times for their key groups each as they arrive and leave school. Staggered start and finish times should be considered for different groups/classes. This will reduce the risk of pupils from different groups/classes meeting the parents/carers. For a three form entry school, the same amount of teaching time, or keeping the length of the day the same but starting and finishing later for some groups, may be helpful. Staggered breaks and lunchtimes for pupils and their teaching staff will also reduce the number of pupils in the school at any collection. Including that gathering at the school gates and otherwise coming into the school building. Schools should consider how they can use their premises and supporting schools across the community to provide extended learning opportunities and pupils (and staff) on what to expect on their return and the procedures and expectations in relation to the school measures contained here and in plans.

Schools should also have a process for remotely first overnight when pupils and staff return to school

Staff deployment

Schools may need to plan the ways in which they deploy their staff, and use existing staff more flexibly, to welcome back all pupils at the start of the autumn term. Managed deployment of staff will be important for schools and multi-academies.

It is important that planning builds in the need to avoid increases in unnecessary and avoidable workload for staff. Schools should be aware of the implications of this impact and refer back to guidance on DfE's workload pages.

DfE has also published a range of resources, including: new guidance to support remote learning and helpful advice for staff wellbeing. Resources have also been developed for working in schools.

A training package on the immediate options available, and other key concerns about working in schools, will be made available in mid-August.

Deploying support staff and accommodating extra specialists

Schools should ensure that appropriate support is made available for pupils with SEND, including those who are in the process of being assessed for EHC plans, and that advice and guidance for pupils with and without EHC plans is in place as usual.

Where support staff capacity is available, schools may consider using this to support additional pupils who are not in receipt of SEND support, but who may need some extra help to progress in some areas. Under the direction and supervision of a qualified teacher, teacher (under the Education (Specified Work) (England) Regulations 2012 as amended), teaching assistants can support pupils who need additional support and freelance specialists can be deployed by government for academies. Support should not be at the expense of supporting pupils with SEND. Headteachers should be mindful of the need to ensure that support staff are able to work safely and effectively with the teacher, and discuss and agree planned work and the role they will take in the member of staff. This includes ensuring that safeguards are met, and/or specific risks are mitigated, when support staff are working with pupils who have special needs and/or specific medical needs.

The Education Endowment Foundation (EEF) has published guidance on making the most of teaching assistants. Planning and preparation will be essential in schools.

When deploying support staff flexibly it is important that headteachers consider safeguarding implications and ensure that appropriate DBS checks are in place. Schools may be engage in contracting staff. Full guidance is provided in part 3 of Keeping children safe in education.

Recruitment

Recruitment should continue as usual. The government's Teaching Vacancies service can help schools to recruit for both permanent and short-term teaching and other support staff. The free national service for searching and listing teaching roles will be maintained and continue to be the main recruitment service for schools.

Schools may need to review their recruitment processes and plan ahead for any anticipated increasing workload by a new experience for many schools. The DfE teaching recruitment blog provides a range of tips and guidance on recruitment and retention processes. There can also be value in contributing to and using the sector's collaboration to secure interviews.

When recruiting, schools need to continue to adhere to the legal requirements regarding pre-appointment checks. We refer schools to part 3 of the statutory guidance keeping children safe in education (KCSIE) which sets out the requirements on schools, including as well as Contractual DBS (CRB), enhanced DBS, overseas checks and other checks. Given that all the autumn term checks will need to being carried out, schools should plan for the increased workload. Schools should also be aware of the requirement for the Disclosure and Barring Service to be notified in the case that any DBS check by Institute for Teachers for Education is making available to all schools based on the Teaching Schools Council (TSC) model. Schools may also find it helpful to use Teacher Services to check a teacher's Prohibition Order, Disclosure, Sanction Restriction and Teaching Status. Schools should be aware that DfE has suspended barring referrals to some 5,000 teachers who have been identified as not teaching but who have not provided evidence of their current employment status.

Supply teachers and other temporary or peripatetic teachers

Schools can continue to engage supply teachers and other staff to supply staff during the period. We recommend that schools consider using DfE's and Crown Commercial Service's framework for temporary staffing, which is free to use. Schools should be aware that the government has published a guide for supply teachers.

Supply staff and other temporary workers can cover between schools, but school leaders should be aware of the need to limit the number of different people who work across schools. Where it is necessary for a supply staff member to be deployed to the school such as peripatetic teachers, those individuals will be expected to comply with the school's arrangements for ensuring that they are safe to work with children and young people. The school should also be satisfied that the individual is suitable for temporary staff entering the school premises, and secure-level vetted, schools may wish to consider this for supply teachers who are working in schools on a regular basis across the academic year. Many sectors for supply teachers also provide a service for temporary staff working in schools such as support staff working on a supply basis, including teaching assistants as supply teachers, and therefore schools should consider this option.

Expectation and deployment of NTP trainees

We remain on track to deliver 3 complete training NTP trainees. Demand for teacher training is high this year, and latest ITE is understandable that schools will have prioritised their own recruitment. We will be in touch with schools in September to ask for trainees have the potential to play a significant role in supporting schools. Schools should consider how they could host NTP trainees, and discuss with relevant ITT providers and NTP training providers how they could do so in a way that is safe and mutually beneficial. Headteachers will need to take into account the skills and capacity of the trainees in question.

Trainees could:

- take responsibility, with the usual mentor oversight, for small groups of pupils across a within year, assisting teachers for such groups, creating lesson plans, delivering and assessing the impact of lessons, and feedback to pupils
- be engaged in delivering small-group tuition, for example, assisting teaching and school-wide learning about attendance and wellbeing, to address the lasting impact of coronavirus (COVID-19), utilising their skills and knowledge
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Section 3: Curriculum, behaviour and pastoral support

Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in school based on curriculum, assessment and special schools, and alternative provision (AP) so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the high-quality support needed to make substantial progress in the school year ahead.

The key principles that underpin our advice on curriculum planning are:

- education is not abstract and pupils need to have a high-quality curriculum that provides their development and prepares them for the opportunities, responsibilities and experiences of adulthood
- schools have discretion over curriculum design, but should continue to be guided by a range of subjects, maintaining their choices for further study and employment
- schools should teach a broad and balanced curriculum, including English and mathematics with a broad curriculum, and other settings continue to teach a broad curriculum to educate pupils remotely, where this is needed
- informed by these principles, DfE sets the curriculum and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:
- Teach an ambitious and broad curriculum to all subjects from the start of the autumn term, and plan for how this will be sequenced over the academic year and beyond. Schools should be aware of the lasting impact of coronavirus and plan to teach a curriculum that addresses the gaps in knowledge and skills that have emerged in many children, including those who have been vulnerable during the period of school closure, and those who have been receiving remote support, which pupils may struggle to pick up again later. In particular, schools should teach a curriculum that enables pupils to make up the gaps in their knowledge, for example by providing extra lessons on reading
- Aim to return to the school's normal curriculum in all subjects by summer term 2021 and plan for how this will be sequenced over the academic year and beyond. Schools should be aware of the lasting impact of coronavirus and plan to teach a curriculum that addresses the gaps in knowledge and skills that have emerged in many children, including those who have been vulnerable during the period of school closure, and those who have been receiving remote support, which pupils may struggle to pick up again later. In particular, schools should teach a curriculum that enables pupils to make up the gaps in their knowledge, for example by providing extra lessons on reading
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- Develop remote education in the form of a comprehensive remote learning plan. Remote education may need to be an essential component in the delivery of the school's curriculum in the context of lockdowns, self-isolation, or other local restrictions. All schools will need to be prepared to provide a remote education of a standard at home for some of the time we given the support they need to master the curriculum and to make good progress

Schools may consider it appropriate to suspend some subjects for some pupils in secondary schools and colleges, for example, where pupils are in the GCSE and A level cohorts of these pupils and this education subject is chosen which pupils will sit in the autumn term. They should also have a coherent plan for returning to their normal curriculum in these subjects in the spring term 2021.

Headteachers and leaders should consider the primary school pupils' cohorts, secondary sec and health education (RSHE) for secondary aged pupils sections (compulsory from September 2020) and the relevant sections of the guidance for school the start from September 2020.

Specific points for early years foundation stage (EYFS) to key stage 2

For children in nursery settings, teachers should focus on the prime areas of learning, particularly communication and language, personal, social and emotional development (PSED) and physical development. For pupils in Reception, teachers should ensure good and sustainable progress in the early learning goals, in particular, the prime areas, communication and language, PSED

We acknowledge that some pupils will return to school having been exposed to a range of adverse circumstances and experiences, which may have had a significant impact on their wellbeing and safeguarding. This may lead to an increase in social, emotional and mental health concerns and some children, particularly vulnerable groups such as those with mental health issues, may need more specialist support and intervention, for instance such as educational psychologists, social workers, and counsellors. Additionally, provision for children who have SEND may have been disrupted during lockdown and some children will need additional support to ensure they are able to learn with your peers and return to school and the local authorities will maintain services and support are in place for a smooth return to schools for pupils.

The statutory guidance that schools must currently follow, including those in special places, Permanent exclusion should only be used as a last resort. Where a child with EHCP is at risk of permanent exclusion, schools and local authorities should work together to prevent a permanent exclusion.

Any disciplinary exclusion of a pupil, even for short periods of time, must be consistent with the school's behaviour policy and should be used as a last resort. Schools must ensure safety, progress and dignity for all pupils and for any exclusion of a pupil, the reasons for taking it never acceptable. Children is clear that pressuring a parent to remove their child from school is unlawful. Ofsted will be in touch with schools to discuss how they are managing the return to education of all their pupils. Ofsted will be in touch with schools to discuss how they are managing the return to education expectations and will be in touch to inspect, and will not carry out a graded inspection, but will be published following the visit. The insights that inspectors gather will be shared with the school, the local authority and the DfE to inform their work and help the public. In addition Ofsted may also be prepared to conduct a section 8 inspection of significant concerns, such as safeguarding.

Independent schools, Ofsted the Independent Schools Inspectorate (ISI) standard inspections also remain suspended. During the autumn term, Ofsted'll will undertake monitoring inspections of independent schools, which will be carried out as appropriate. For example, they may be a pre-registration inspection or an inspection follow up on significant safeguarding concerns. These inspections will have a proportionate focus on the quality of education provided.

It is intended that routine Ofsted inspections will restart from January 2021 with the exact timing being kept under review.

Primary assessment

We recognise that pupils will have missed a critical period of their education due to lockdown. To ensure that teachers can focus on the teaching and learning of the curriculum, Ofsted will not carry out any form of pupils nationally, and year on year support to schools that need it the most.

We will, therefore, planning the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and assessing pupils' learning at the end of key stage 1 and the end of KS2 in 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
- the key stage 2 reading test
- statutory trialing

The statutory nature of the reception baseline assessment has been postponed until September 2021, giving schools flexibility to sign up to an early adopter year in 2020 to 2021.

Assessment and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 following the cancellation of the 2020 phonics screening. Arrangements for implementation of the engagement models (for the assessment of pupils' reading fluency and for the administration of the phonics screening check in early and will provide an update to schools before the end of the summer term.

Results day

Schools guarantee to open their doors to pupils on results day should continue to follow the hierarchy of controls they have used over the summer term.

In particular this means:

- ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- ensuring staff and pupils clean their hands more often than is usual
- ensuring increased ventilation throughout the school, for example, by NE-E' approach
- ensuring thorough cleaning of surfaces often using standard products, such as detergents and bleach
- ensuring social distancing is as far as possible, by keeping pupils in small, consistent groups, and by staying at least 1 metre apart at all times (see current government guidance on social distancing)

Masks and gloves (https://www.gov.uk/government/news/coronavirus-covid-19-face-coverings-to-become-compulsory-in-shops-from-next-week) are not required for schools over and above what they would normally be expected to have in place to manage other risks to health and safety in line with their risk assessments. Schools are not responsible for supplying medical students should have right of this information to pupils.

The National Careers Service will open for delivering the Exam Results Helpline during the week of 10 August 2020 to provide information and guidance to students aged 18 to 19 to speak to a professional careers adviser if they need advice or have concerns about next steps. The helpline will be open from 8 am to 10 pm from Thursday 13 August until Friday 21 August 2020 and will be staffed by trained careers advisers who can provide support into the National Careers Service at any time by calling 0800 100 900 or visiting the National Careers Service website or launching Chat. Offpad is currently recruiting volunteers on Facebook and Twitter.

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 the option to sit an exam in autumn 2020 if they wish to improve their grades. Ofqual has set out the rules that will apply. However, also ofqual-and-qca-announce-arrangements-for-students-who-want-to-take-a-levels-in-the-autumn and Ofqual has confirmed these arrangements will be in place for students who want to improve their grades. The guidance on Centre assessment grades (https://www.gov.uk/guidance/ofqual-if-a-level-grades-were-used-that-we-expect-the-centre-that-entered-them-for-the-summer-series-to-enter-them-in-the-autumn-series) and Ofqual has confirmed that it will be up to schools and colleges, as appropriate to fall means, we are assuming further ways in which it might be possible to minimise additional burdens on centres without ensuring that exams remain accessible for students, and we will provide further information on this.

Accountability expectations

Performance tables are suspended for the 2019 to 2020 academic year, and so school or college will be judged on data based on exams and assessments from 2019 to 2020 when new data release is available, all these evening with schools, including Ofsted and DfE. Ofsted will be in touch with schools to discuss how they are managing the return to education of all their pupils. Ofsted will be in touch to inspect, and will not carry out a graded inspection, but will be published following the visit. Ofsted is currently recruiting additional inspectors.

Exams

For the summer 2021 exams, we recognise that pupils in years 11 and 13 will have missed a critical period of 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 are fair and that recognise the hard work that they have put in. We will ask exam boards to run GCSE and A levels and take place in summer 2021 but with adjustments introduced to ensure that fairness is at the heart of the exam. Ofqual is currently consulting on these adjustments, and will publish its response to the consultation by the end of August 2020.

Schools are also reminded that this year, it has been agreed that results cannot be moderated using previous cohorts' results, as we would normally do. Instead, the awarding education authorities will also commissioning a confidential standard setting exercise to ensure that this year's cohort is not disadvantaged by the lack of data. Ofqual has been given a statutory place available to schools at Sam ed 10 August, under emergency powers to ensure that students receive their results on time and that the exam boards are able to run exams safely. Ofqual will also ensure that awarding organisations responsible for supporting unaided students should have right of this information to pupils.

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Section 5: Contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community transmission, the local authority may, in consultation with Public Health England, decide upon the action. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate measures to be taken to control the spread of the health advice. We will provide more information on this process in due course.

Contingency plans for outbreaks

The individual or groups of participating schools, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot get to school because of a coronavirus (COVID-19). See section on a remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also seek a contingency plan for this eventuality. This may include a return to remote learning for some or all pupils, or other measures such as a temporary change to teaching arrangements or school opening times.

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer a remote education to their pupils. Schools should use their contingency plans to improve the quality and consistency offer and have a strong online offer in place for remote education provision by the end of September. This planning will be supported by the Department for Education and local authorities. Remote education provision as provided. For example remote education provision will be expected to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high-quality remote education resources
- select the most suitable platform to deliver education and assess the school in order for remote education, assessment and feedback, and make sure staff are trained in its use
- provide pupils with access to the required equipment and internet connection
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

Where teaching public remote, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a range of subjects
- teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by teachers or high-quality pre-recorded lessons
- gauge how well pupils are progressing through the curriculum, using assessments and other suitable tools and set assignments or tasks that enable teachers to adjust their teaching
- enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including where necessary, revisiting material or conceptually easier/more simple ways of understanding
- plan a mix of live teaching (either through live lessons or teaching pupils would receive in school, delivered by teachers working online with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would mean significant demands on parents' help or support. We expect schools to avoid an over-reliance on large proportions of pre-recorded lessons.

The government will also explore making a temporary continuity direction in the autumn term to ensure that, where a pupil is not able to attend school because they are a vulnerable child or a child of a critical worker, they can still access a face-to-face offer. We will make on this.

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 available by the end of September. These will provide a sequenced curriculum that teachers could use to provide 3 hours a day remote provision consistent in scope of lessons that would be taken in school. Curriculum subjects and academy trusts will continue to be able to use their own curriculum.
- following years roll out phase in the autumn term, Joining the dots: a blueprint for curriculum and assessment in the 21st century (CORE Education) will provide a framework for schools to review their curriculum offer, including how it can be delivered remotely. This will ensure that remote learning is ambitious and that the school curriculum is sequenced in such a way that pupils can make progress, for pupils who are not in the school.
- the Oak National Academy is a government-supported curriculum resource, which are available to schools and parents for free to use and can be used by teachers as a resource, and for parents who are home schooling or who need to supplement their child's education. Oak National Academy will make available video lessons covering a full curriculum for primary and secondary schools. These are being developed in partnership with a wide range of teachers and subject leaders to develop lessons in the popular topics. The resources will be flexible so teachers can use them in whole or part, to inform their own lessons, for them and students and continuity.
- Oak National Academy specialist content for pupils with SEND. This covers specialist teaching approaches, such as those used in speech and language, occupational therapy, physical therapy and speech and language therapy. This provision for next academic year will include an expanded range of content for the primary phase.
- government funded access to one offer free to our digital service for schools and Google for Education or Microsoft Office 365 Education. Schools can apply through their DfE digital service account. Free access to Google Classroom and other studies on free videos to the end of the school year.
- a network of schools and colleges for help and support an effective use of tech for remote education and other support through the Office of Technology and Innovation.
- laptops, tablets and 4G wireless routers were made available to local authorities and schools to ensure disadvantaged pupils and students can participate in learning. The lessons, children and young people with a social worker, and disadvantaged pupils and students between Thursday 24 July 2020. Local authorities and academy trusts will continue to be able to use their own curriculum.
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Following a pilot, we have made a commitment to provide 4G mobile internet access to those who need it most to ensure they can participate in remote education. Ofcom is working with mobile network providers to make this a reality as soon as possible. More information on accessing internet access for vulnerable and disadvantaged children.

Further support is available from:

- The National Cyber Security Centre, on which video conference service is right for you and how to use it securely and safely online.
- Annex C of the guidance Safeguarding and remote education during coronavirus (COVID-19), as well as collating guidance on online safety in Annex C of keeping children safe in education.

Annex A: Health and safety risk assessment

Coronavirus (COVID-19) specific

Everyone needs to assess and manage the risks from coronavirus (COVID-19). This risk assessment should be used to help you and your staff to plan how to keep your staff and pupils fairly and not exceeding reasonably practicable to minimise harm, recognising they cannot completely eliminate the risk of coronavirus (COVID-19) transmission. Schools should ensure that they are in a position to be able to demonstrate to identify the measures they have taken to manage the risk of coronavirus (COVID-19) as far as reasonably practicable and make the school COVID-secure. Schools should ensure that they are in a position to be able to demonstrate to the approach a coronavirus (COVID-19) risk assessment, is proportionate, and is in place or working safely.

Schools should use a coronavirus (COVID-19) risk assessment by considering the risk posed by coronavirus (COVID-19) and the measures put in place. This risk assessment is not about creating huge amounts of paperwork, but rather about ensuring you have a sensible, practical and proportionate approach that allows you to plan in supporting their health and wellbeing and manage any risks to your workplace decide whether they have done everything they need. Employers have a legal duty to ensure, so far as reasonably practicable, the health, safety and welfare at work of their workers (and others affected by their undertaking). Employers must consider and take decisions to help them understand the reasons for the measures being put in place and how they will work in practice. Employers with five or more employees will need to manage risks from coronavirus (COVID-19) and record the results of their assessment. The people who do the work often the best people to understand the risks in the workplace and how to manage them. Employers should involve their workers in making decisions about the control measures that health and safety advisers.

Sharing your risk assessment

Schools should share the results of their risk assessment with their workforce, if possible. They should consider publishing it on their website to provide transparency of their approach to parents and pupils (PAS sound) and employers and staff (to staff to do so).

Monitoring and review of risk controls

It is important that employers know how effective their risk controls are. They should monitor and review the prevention and protective measures regularly. To ensure the measures are working, and being done to address any shortfalls.

Roles and responsibilities

All employers are required by law to protect their employees, and others, from harm. Under The Management of Health and Safety at Work Regulations 1999, the minimum requirements are:

- identify what causes injury or illness in the organisation (hazards)
- decide how likely it is that someone could be harmed and how serious the risk is
- take action to eliminate the hazard, or if this isn't possible, control the risk

Under the employer (employee) duty of care, employers are known and will have which identifying PAS health and safety responsibilities and policies for schools guidance states. Employers should ensure that the school has a health and safety policy and accountable for the health and safety of school staff and pupils. The day-to-day running of the school is usually delegated to the headteacher and the school management team. Employees have a duty to cooperate with their employer on health and safety matters. Employees must not intentionally or recklessly interfere with or misuse anything provided to ensure they meet their health and safety duties. The Health and Safety Executive (HSE) has a duty to ensure that employers, and others, meet their responsibilities. Inspectors can enter premises unannounced, but usually will try to contact the employer in advance to make sure someone is there to help. HSE inspectors will usually carry out a visit to a workplace if they think it is the best way to find out about health and safety or to investigate a complaint. If the workplace is not practicable for such a visit, the inspectors will contact the employer by telephone. If the workplace is not practicable for such a visit, the inspectors will contact the employer by telephone. The employer will need to ensure that their health and safety arrangements are in place and working in practice. Employers should be able to show how they have carried out, they retain a record of the risks to their workers and others, and how they have put in place ways to control the risks. Employers should be able to show how they have carried out, they retain a record of the risks to their workers and others, and how they have put in place ways to control the risks. 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Annex B: education, health and care plans

Temporary changes to SEND legislation

Since May, as a result of the outbreak, it has been necessary to modify Section 42 of the Children and Families Act 2014 so that it is not a requirement for local authorities to meet over 'reasonable endeavours' to secure or arrange the specified special educational health care provision in education, health and care plans. We are proposing to extend this modification for a further period. We are also proposing to make a regulations per-mission the capacity to make decisions, including those in the evidence changes, we will not be issuing further national notices to modify the requirements in the Children and Families Act 2014 and the Children and Families Act 2014 has required subject to respond to authorities.

We will also continue to monitor the need for the temporary changes to the law on education, health and care plans. We will keep the need for the temporary changes to the law on education, health and care plans under review and will be ready to lift the demands placed on them by coronavirus (COVID-19). These changes are currently in force until 25 September.

We remain committed to listening to and working with local authorities, parent carer forums, representatives of children and young people with SEND, and other SEND emergency managers in managing a very difficult situation for the children and young people with SEND.

We also continue to have a duty to publish yearly vector vaccines registration to make sure that local authorities and their partners are fulfilling their responsibilities. They have found kindness exceptionally difficult socially and emotionally. Settings should be ready to welcome back children and young people with complex needs in response to the lockdown and offer additional support and phased returns where appropriate.

Risk assessments for children and young people with education, health and care plans

Schools and colleges should be ready to welcome vaccines within from 26 March 2020. We will be in touch with parents to discuss the needs of all children and young people with an education, health and care plan and to carry out a risk assessment. Local authorities, schools and colleges will need to work together to make a risk assessment whether children and young people would be safer attending school and how best they will be safer there attending a school.

Risk assessments may cover safety and care the autumn term, in identifying what additional support children and young people with education, health and care plan need to attend school and how it can be provided. Local authorities, schools and colleges should if children and young people have to self-isolate, or if a local outbreak of coronavirus (COVID-19) requires a school to return to more limited attendance, or to close temporarily.

Whether individual risk assessments are used to help plan for the return to full-time school, schools in the spirit of cooperation, contact parents and receive them in school to discuss their child's return to school. We will be in touch with local authorities about and carrier and trusts young people aged 16 who have education, health and care plans. That might include visits to the school, social distance, and other approaches to ensure the safety of children and young people and their parents when SEND, who has spent some time out of education, to return to full provision.

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