

Education and Childcare during Coronavirus

Uffington Plan for the Reopening of Schools with effect from September 2020 (Phase 2)



Introduction

This plan is based upon government guidance to support schools as we prepare for all pupils to return to school in September. Now that the prevalence of coronavirus has decreased, the government are clear about the measures that need to be in place to create safer environments in schools. It is felt that for the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus. School attendance will once again be mandatory from September 2020.

This document details how Uffington School will plan to balance and reduce any risks from coronavirus with providing a full educational experience for our pupils, including reducing the number of contacts a pupil has during the school day as part of implementing the system of controls to reduce the risk of transmission.

This plan also details how the school will respond to any confirmed cases of coronavirus within the school community and how it will respond in the event of a local lockdown.

This document covers the following areas:

- School Operations including Infection Control
- Curriculum, Behaviour and Pastoral Support
- Contingency planning in case of self-isolation of multiple pupils or staff or local outbreaks

In the first instance, this plan is intended to apply until the end of the Spring Term 2021, but will be reviewed and updated in response to local and national circumstances. The effectiveness of the operation of the plan will be a standing item on the agenda at all governor meetings.

PART 1 – SCHOOL OPERATIONS AND INFECTION CONTROL

RISK ASSESSMENT – SCHOOL OPERATIONS TO PROMOTE EFFECTIVE INFECTION PROTECTION AND CONTROL		
Who is at risk	Control measures	How
	MEASURES IN RED ARE MANDATORY AT ALL TIMES	
Staff and pupils	Minimise contact with individuals who are unwell by ensuring that those who have symptoms, or who have someone in their household with symptoms, does not attend or visit the school	Clear communications to parents, staff and visitors: <ul style="list-style-type: none"> • Signage • Parentmail • Website • Social media
	Cleaning hands more thoroughly more often than usual	<ul style="list-style-type: none"> • Thorough hand washing / cleansing with sanitiser on entry to building, at regular intervals during the day, including before and after eating, and on leaving • Children to be supervised to ensure that this takes place and to provide support to those who need it • Hand sanitiser to be available in all rooms at designated stations; very young children should be supervised to minimise the risk of ingestion • Encourage children and staff to keep their hands away from their eyes, nose and mouth • Additional outdoor handwashing facilities to be installed ready for use by September (<i>kindly funded by the PTA</i>)

RISK ASSESSMENT – SCHOOL OPERATIONS TO PROMOTE EFFECTIVE INFECTION PROTECTION AND CONTROL

Who is at risk	Control measures	How
	<p>Ensuring good respiratory hygiene</p>	<ul style="list-style-type: none"> • Promote the ‘catch it, bin it, kill it’ approach through verbal reminders and signage • Provide lidded pedal bins for the disposal of tissues • Contents of tissue bins to be double-wrapped before disposal • Ensure bins used to dispose of tissues are emptied throughout the day • Ensure good ventilation through the opening of windows and propping doors open where deemed safe to do so
	<p>Enhanced cleaning including cleaning frequently touched surfaces often, using standard cleaning products including bleach</p>	<ul style="list-style-type: none"> • All tables, chairs, light switches, toilets, basins and door handles to be cleaned between school sessions and in the middle of the day • Play equipment and toys to be cleaned daily using Milton solution / antibacterial spray or quarantined for 48 hours after use (72 hours for plastics) • Computers, telephones and other electronic equipment should not be shared unless cleaned with antibacterial wipes in between use • All reusable cleaning cloths to be washed after use at 60°C (<i>lidded bin in caretaker’s cupboard for storage of used cloths / mop heads – HS / RS will wash</i>)

RISK ASSESSMENT – SCHOOL OPERATIONS TO PROMOTE EFFECTIVE INFECTION PROTECTION AND CONTROL

Who is at risk	Control measures	How
	Minimising contact between individuals and maintaining social distance where possible	<ul style="list-style-type: none"> • Social distancing to be modelled by staff and promoted among all children, especially those in KS2. <i>n.b. The government recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their own group. Adults should avoid close face to face contact and minimise time spent within one metre of anyone. However, distancing will not be possible nor expected when working with children with complex needs or requiring close contact care, including first aid.</i> • Make maximum use of the outdoor learning environment • Limit numbers using staffroom and offices to two at any one time <p>Under Staff Supervision</p> <ul style="list-style-type: none"> • Access classrooms from outside wherever possible, i.e. via fire doors • Limit the number of children using toilets / washbasins to two at any one time • Limit number of children in corridor at any one time and ensure that children do not loiter in the corridor • Only essential items* to be brought into school; staggered access to cloakroom areas <i>*PE kit if required; lunch box; coat, hat and gloves; inhalers, etc</i>
	Personal Protective Equipment	<ul style="list-style-type: none"> • Staff to wear gloves when providing personal care including first aid; these to be disposed of immediately after use in lidded bin • Face masks, aprons and eye protection to be worn by supervising adults if a pupil develops symptoms while in school
Clinically Vulnerable Adults and Children		<ul style="list-style-type: none"> • Staff to be advised to take extra care in observing social distancing

RISK ASSESSMENT – SCHOOL OPERATIONS TO PROMOTE EFFECTIVE INFECTION PROTECTION AND CONTROL

Who is at risk	Control measures	How
	Class / Group Sizes	<ul style="list-style-type: none"> • Class groups to stay away from other people and groups as far as possible • No transfer of pupils between groups permitted during the school day* <i>*Pupils are allowed to mix on designated school transport and in wrap-around provision; staff are permitted to move between class groups in order to deliver a full curriculum but should be mindful of social distancing. Siblings may be in different groups.</i>
	Engage with the NHS Test and Trace process	<ul style="list-style-type: none"> • Actively engage with NHS Test and Trace system by: <ul style="list-style-type: none"> ▪ Recording all those who enter the school site on a daily basis ▪ Encouraging any member of the school community displaying symptoms to seek a test without delay

OTHER PROTECTIVE MEASURES

Timetabling

- Staggered start and end times – clear protocols regarding drop off and pick up, *i.e. no more than 10 minutes before scheduled times*
 - Y5/6 0840 – 1525
 - Y3/4 0850 – 1515
 - KS1 0900 – 1505
 - EYFS 0905 – 1500

- Staggered breaks including lunchtime

	Morning break	Lunchtime	Afternoon break	Teaching time inc. 30 minutes for worship and registration
Y5/6	1110* - 1125	1230 - 1315	1430 - 1440	5hrs 35mins
Y3/4	1055 – 1110*	1230 - 1315	1415 - 1425	5hrs 30mins
KS1	1015 - 1030	1200 - 1245	1355 - 1405	4hrs 55mins
EYFS	1030 - 1045	1145 - 1230	1345 - 1355	4hrs 45mins

**Morning break: Y5/6 exit from cloakroom fire exit / Y3/4 enter through fire door /main entrance door*

- Class-based collective worship: teacher / pupil-led in class and live stream *(20 minutes daily)*
- Maximise opportunities for outdoor learning; teaching staff to work with colleagues to share available space

Catering / Lunchtime Arrangements

- Farm Kitchen will resume their hot meals service from 21st September. Packed lunches will be provided in the interim.
- Introduction of rolling lunch breaks from 1145 to 1315 each day
 - All hands must be thoroughly washed before serving or eating lunch *(staff supervision of children required)*
 - Children from different bubbles to sit separately *(Y5/6 packed lunches to eat in the classroom)*
 - Dining tables to be cleaned between sittings
 - Where two bubbles are playing outside at the same time, they must stay within designated areas and not mix with children from other bubbles *(playground to be demarcated by cones)*

OTHER PROTECTIVE MEASURES

Catering / Lunchtime Arrangements		11:45 – 12:15	12:15 – 12:30	12:15 – 12:30	12:30 – 13:00	13:00 – 13:15
	EYFS / KS1	Eat lunch	Playtime			
	KS2				Eat lunch	Playtime
	2 x staff inside*	Serve / supervise		Cleaning	Serve / supervise	Cleaning
	2 x staff outside*	Playtime duty as children finish	Playtime duty		Playtime duty as children finish	Playtime duty

**rota system*

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| Playtimes | <ul style="list-style-type: none"> • Staggered break times to reduce the number of children using outdoor areas at any one time (<i>see Timetabling</i>) • All play equipment must be thoroughly cleaned after use or quarantined for 48 hours (72 hours for plastics) • Staff to monitor the number of children using cloakrooms and washrooms during breaks |
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| Classrooms | <ul style="list-style-type: none"> • All unnecessary items to be removed where there is space to store it elsewhere • Soft furnishings, soft toys and other toys that cannot be cleaned easily to be removed • Any equipment which needs to be shared across groups, including outdoor play equipment, should be cleaned frequently and meticulously or quarantined for 48 hours (72 hours for plastics) before being used by another group • Desks to be spaced apart and facing forwards – two children to a desk side by side • Children to enter and leave the room in order from front to back depending upon the entrance / exit used • Sharing of equipment and resources to be kept to a minimum; children and staff should have their own set of frequently-used equipment such as pencils and rulers • Books and games may be shared within the classroom as long as they are cleaned regularly • Pupils may take books and other paper-based resources home although online resources should be used wherever possible, e.g. Google Classroom, Bug Club and Education City. <i>n.b Staff may take paper-based resources home but are advised to wash hands before and after handling children's books.</i> • Personal water bottles to be used– <i>large, wide-necked design which can easily be refilled with a jug</i> • Each classroom to have core stock of cleaning / sanitising materials plus first aid kit and accident book. |
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OTHER PROTECTIVE MEASURES

Travel to school

- Families to be encouraged to walk, cycle or travel by private car
 - Children using designated school transport: *There is no requirement for children under the age of 11 to socially distance or wear a face covering while using designated school transport.*
Face Coverings: If a child arrives at school wearing a face covering, they must be asked not to touch the front of the face as the covering is removed. Disposable masks must be disposed of in the designated pedal bins in each classroom with reusable face coverings placed in a bag that can be sealed and taken home. Hands must be washed thoroughly after removal. Adults using face coverings must adhere to the same protocol.
 - Parents to hand over children at the school gate – no access to the school site permitted without an appointment*
- *In the first instance, parents of children joining the EYFS in September will be able to escort their children to the class outdoor area where they will be greeted by staff. This arrangement will remain only as long as is needed for the children to settle into a new routine.*

Visitors

- Visits to the school to be kept to a minimum: wherever possible, use online meeting platforms and telephone communications
- Parents to enter the school premises by appointment only
- Essential visitors such as contractors to be advised of control measures on signing in and asked to sanitise hands
- Supply teachers, peripatetic teachers, therapists and other temporary staff visiting the school to be advised of control measures on signing in and asked to minimise contact and maintain as much distance as possible from other staff
- All visitors to be advised that they must not enter the building if they are displaying any of the symptoms of the virus
- All visitors will be asked to provide contact details on entry to the building unless they are known to the school, e.g. parents and governors; these will be retained by the school for a period of one month and then destroyed

OTHER PROTECTIVE MEASURES

Extra-curricular Clubs, including music, and Visits

No educational visits will take place in Terms 1 and 2

The school will consider reinstating visits from January 2021 with the school seeking reassurance from providers that facilities and practices are COVID-19 secure before any arrangements are made.

- **Extra-curricular clubs, including those run by external providers, will resume in October as long as this is deemed safe.** External providers will be asked to adhere to the school's infection control measures at all times, including distancing.
- Instrumental tuition involving wind instruments will be limited to small groups with children (maximum 15) positioned side-to-side or back-to-back. Windows to be open to ensure good ventilation during music lessons.
- Sports coaching will be permitted as long as providers can maintain distance and provide a guarantee that all equipment brought into school has been thoroughly cleaned. Coaching in contact sports will not take place until it is deemed safe.

SCHOOL OPERATIONS - ADDITIONAL INFORMATION

Transition

- All home learners to have the opportunity to engage in live sessions with class teacher and visit school before the end of the summer term
- Children in EYFS to meet with Mrs Clayton and Mrs Ludford before the end of the summer term
- Transition programme for children joining the EYFS in September from June 2020
- All families of children joining the EYFS in September to be offered one to one video call before the end of the summer term in place of home visits
- Phased start for children joining the EYFS in September:
 - 3rd / 4th September – scheduled school visits for children and their parents
 - 7th – 18th September – all children to attend mornings only (drop off from 9:10-9:20am with sessions ending at midday)
 - 21st September onwards – all children to attend full-time (drop off from 9:00 - 9:15am during Term 1; 9am from Term 2)
- Additional support package for children who are anxious about the return to school:
 - Staff to be trained in trauma-informed practice (*KYRA Teaching School September training day*)
 - Targeted support for children using LCC resources (*to be published July 2020*)

School Uniform

- All children to wear school uniform from September
- Where appropriate, children to wear PE kit on certain days to ease pressure on areas usually used for changing

SCHOOL OPERATIONS - ADDITIONAL INFORMATION

Attendance

School attendance will be mandatory* again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

**Information to be shared with parents and carers before the summer holidays.*

- If, on reopening in September, there are concerns about a child's attendance, the headteacher to work with the family to address any worries and seek to ensure that the child returns to school without delay
- Children unable to attend school because they are complying with clinical and / or public health advice to be offered access to remote education without delay

Physical Activity including PE and Swimming

The school will operate in accordance with guidance from the government and Association for Physical Education:

"Recreational sport can only happen once Government and Public Health England have approved an action plan submitted by each sport detailing how COVID-19 risks can be mitigated and managed."

- Activities taking place in PE lessons and Physical Activity sessions to be strictly non-contact
- The following sports are deemed to be non-contact cricket, multi-skills, rounders, softball and tennis
- Individual sports are allowed, e.g. athletics, boccia, dance and orienteering Scrupulous attention to cleaning and hygiene to be implemented due to the way people breathe during exercise
- Sports equipment to be cleaned between each use (*if sharing the same equipment – every 20 – 30 minutes*)
- Sharing of equipment to be planned for and discouraged

SCHOOL OPERATIONS - ADDITIONAL INFORMATION

Physical Activity
including PE and
Swimming

- Staff to plan for use of equipment that is easier to use and clean at the end of the session
- Children to attend school in PE kit on designated days to limit the need to use “changing rooms”

IMPLEMENTATION

- All children to have additional curriculum physical activity to compensate for shorter lunchtimes and limited play space
- Each class bubble to agree on a set of equipment for exclusive use during Term 1
- KS2 to continue with ‘summer sports’ for Term 1
- EYFS and KS1 to focus on athletics and multiskills activities during Term 1
- KS2 to be encouraged to bring their own ball and racket / bat for playtime and some PE lessons
- Children to be given the opportunity to bring a named skipping rope for playtime

SWIMMING

There are no guidelines for swimming at the present time. Measures may include:

- Wearing swimwear under uniform
- If numbers are limited, selecting those children who have yet to achieve 25m for lessons
- Operating ‘bubble’ system for lessons

PART 2 - CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT

A Broad and Balanced Curriculum	<ul style="list-style-type: none"> ● Teaching staff to engage in Lincolnshire Recovery Curriculum programme: <i>CLARC</i> and <i>Recover Lincolnshire</i> ● All children to receive full curriculum offer with subject-specific adjustments as required from September
Key Skills:	
Phonics / Spelling	<ul style="list-style-type: none"> ● All children to engage in phonics / spelling activities every day ● Weekly home learning task to be set on Google Classroom
Reading	<ul style="list-style-type: none"> ● Children from Y1 to Y6 to take reading test by mid-September to establish baseline and allocate book bands ● All children to engage in reading activities every day: <ul style="list-style-type: none"> ▪ Reading for fluency and meaning across the curriculum ▪ Class story time ▪ Guided reading once a week ▪ Home reading
Handwriting	<ul style="list-style-type: none"> ● All children to practise handwriting skills every day according to age and stage (<i>fiddly fingers activities for children in EYFS</i>) ● Weekly handwriting award to recognise effort, progress and attainment
Number	<ul style="list-style-type: none"> ● All children to practise number facts every day according to age and stage: number bonds, tables facts, etc.

PART 2 - CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT

Well-being:

Emotional Health and Well-being

- All children to spend time each day engaged in The Five Ways to Well-being
- Class time each day to reflect upon what has been done to maintain and improve mental health and well-being
- Children identified as struggling with transition to be assigned key point of contact for one to one / small group support (*nurture groups?*)

Physical Activity

- All children to have the opportunity to be physically active every day:
 - daily run offered to all children in KS2
 - PE lessons
 - Active playtime activities

Catch Up:

Recovery Curriculum

Teaching staff to engage with government-recommended recovery curriculum to ensure that all children have the opportunity to consolidate prior learning and 'catch up' on missed learning in Reading, Writing and Mathematics:

- Materials to be circulated from July 2020
- Plan for implementation – Training day / Staff meetings Term 1 onwards

Assessment

Teaching staff to use formative assessment in reading, writing and mathematics to identify which children require targeted intervention by the end of September

Government funding

Headteacher and staff to engage in strategic planning for effective use of government funding to support children requiring intervention, including tuition for the most disadvantaged children based upon recommended recovery curriculum

- Identify those children requiring intervention, including those with SEND and complex needs

PART 2 - CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT

Special Educational Needs

SENCO to work with staff to review Individual Plans for children on the SEND register:

- Review targets by the end of Term 1
- Identify baseline, identifying gaps in learning
- Plan targeted intervention

Staff and other adults working with children requiring personal care or therapy must take precautionary measures to keep themselves safe:

- Handwashing prior to and after any sessions
- Maintain distance where possible
- PPE (mask and gloves) should be worn when carrying out intimate care
- Equipment such as gym balls to be cleaned thoroughly at the end of the session
- Children to have personal supply of equipment where this cannot be cleaned easily, e.g. Theraputty

Behaviour

- Revised policy including specific measures related to COVID19 to be shared among all staff and published on school website July 2020
- Class teachers to share expectations regarding conduct as part of transition process and consolidate on a daily basis once school is reopened
- Staff training in regulation (*Family Action toolkit*)
- Individual behavioural support plans for any children who struggle to adjust to being back in school

PART 3 - CONTINGENCY PLANNING IN CASE OF SELF-ISOLATION OF MULTIPLE PUPILS OR STAFF OR LOCAL OUTBREAKS

APPENDIX A – RESPONSE TO AN INFECTION

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, and ensuring anyone developing those symptoms during the school day is sent home, are essential actions to reduce the risk in schools and further drive down transmission of coronavirus (COVID-19). All schools must follow this process and ensure all staff are aware of it.

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](#)', which sets out that they must self-isolate for at least 7 days and should [arrange to have a test](#) 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 a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area, which is at least 2 metres away from other people. *The headteacher's office will be the designated area for children displaying symptoms who are awaiting collection.*

If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else. *The staff toilet would be the nearest and easiest to isolate until cleaning has taken place.*

PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the [safe working in education, childcare and children's social care settings, including the use of personal protective equipment \(PPE\)](#) guidance.

As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.

Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.

Everyone must wash his or her hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. See the [COVID-19: cleaning of non-healthcare settings guidance](#).

Public Health England is clear that routinely taking the temperature of pupils is not recommended, as this is an unreliable method for identifying coronavirus (COVID-19).

APPENDIX B – NHS TEST AND TRACE

Schools must ensure they understand the NHS Test and Trace process and how to contact their local [Public Health England health protection team](#). Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:

- [book a test](#) if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit
- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace
- [self-isolate](#) if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)

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Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](#), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

The government will ensure that it is as easy as possible to get a test through a wide range of routes that are locally accessible, fast and convenient. We will release more details on new testing avenues as and when they become available and will work with schools so they understand what the quickest and easiest way is to get a test. By the autumn term, all schools will be provided with a small number of home testing kits that they can give directly to parents/carers collecting a child who has developed symptoms at school, or staff who have developed symptoms at school, where they think providing one will significantly increase the likelihood of them being tested. Advice will be provided alongside these kits.

Schools should ask parents and staff to inform them immediately of the results of a test:

- If someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating.

- if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus \(COVID-19\) infection’](#) and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste. This is because a cough or anosmia can last for several weeks once the infection has gone. The 7-day period starts from the day when they first became ill. If they still have a high temperature, they should keep self-isolating until their temperature returns to normal. Other members of their household should continue self-isolating for the full 14 days.

APPENDIX C – MANAGING CONFIRMED CASES OF CORONAVIRUS AMONGST THE SCHOOL COMMUNITY

Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace.

The health protection team will carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate.

The health protection team will work with schools in this situation to guide them through the actions they need to take. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. Close contact means:

- direct close contacts - face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin)
- proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual
- travelling in a small vehicle, like a car, with an infected person

The health protection team will provide definitive advice on who must be sent home. To support them in doing so, we recommend schools keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see [section 5 of system of control](#) for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome.

A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others.

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’](#). 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’](#)

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 \(COVID-19\)](#).

APPENDIX D – CONTAINING ANY OUTBREAK

If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.

In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.

In consultation with the local Director of Public Health, where an outbreak in a school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.

APPENDIX E - REMOTE LEARNING AS A RESULT OF SELF-ISOLATION OR SCHOOL CLOSURE IN THE EVENT OF CONFIRMED CASES, LOCAL OUTBREAK OR LOCKDOWN

In the event of children being sent home to self-isolate or because the school is required to close, we will continue to provide education to pupils. Lessons will be provided via Google Classroom and other learning platforms including Active Learn, Education City and the Oak National Academy. The class teacher will monitor the level of engagement in learning and offer support so that children do not fall behind. This work will not be optional; we will expect pupils working at home to complete all work set, supported appropriately by both school and home.

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a range of subjects according to their age and ability
- offer a planned and well-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 a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, when necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme of equivalent length to the core teaching pupils would receive in school, including regular contact with class teachers

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This plan was written based upon the guidance in the following document:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>