

Key factors for consideration - March

Consideration	Guidance notes	Chipping Hill response
How many students should make up a bubble?	<p>This depends on the age of the students and the school context. With older secondary students, the guidance states that it is likely that bubbles will need to be the size of a year group “to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching”.</p> <p>It is recommended that students form bubbles that are the size of a full class “if this can be achieved”. The same advice applies to primary schools.</p>	<p>All classes to effectively work independently during core class learning.</p> <p>Only staff and children allocated to a specific classroom will be allowed to enter that classroom.</p>
What if primary schools can’t make class-size bubbles work?	<p>The guidance suggests that schools should prioritise delivering a “broad and balanced“ curriculum, even if that means forming larger bubble groups in some cases.</p> <p>“Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year-group-sized ‘bubbles’,” the guidance states.</p> <p>Bubble groups should still be kept apart from other groups “where possible”, regardless of how big they are.</p>	<p>To meet specific T& L requirements it will be required to extend bubble groups at certain times. However this must only be for specific learning aspects that cannot be supported through class allocated support:</p> <p>EYFS outdoor continuous provision only</p>
Do students still have to socially distance within their bubbles?	<p>Yes, where possible. Older children should be encouraged to keep their distance from one another within their groups and to keep their distance from staff.</p> <p>However, younger children, who are not able to maintain social distancing, will not be expected to do so. In these cases, the emphasis is likely to be on “separating groups” rather than on distancing.</p>	<p>Classrooms must be set up to promote social distancing and limit spread of infection at all times. For older children this may manifest as rows and not directly facing each other.</p> <p>When group working it is imperative that groups do not interact regularly with other groups. Children will have allocated groups with which they can collaborate. Groups can be reviewed and altered at the end of each week if necessary</p>
Should each bubble remain in a dedicated area of the school?	<p>Not necessarily; however, groups should be kept apart where possible and movement around the school site should be kept to a minimum.</p> <p>Large gatherings, such as assemblies of more than one group at a time, should be avoided.</p>	<p>Classes will remain in their class area and will not access the corridor unless for health concerns.</p> <p>Assemblies will continue via google meet - timings will be reviewed.</p>

	Schools can choose to keep children in their class groups for the majority of their classroom time, but also allow mixing into wider groups for specialist teaching or wraparound care.	To meet specific curriculum needs or accelerate where staffing is impeded otherwise, however children from different bubbles must be apart at least two metres: Phonics booster sessions Targeted intervention for SEND/disadvantaged Catch-up programmes
Do teachers have to remain with a dedicated bubble?	No. All teachers and other members of staff “can operate across different classes and year groups in order to facilitate the delivery of the school timetable”. However, where staff need to move across bubbles, they should ideally try to maintain two metres' distance from other adults and as much distance from pupils as possible. Again, the emphasis is on doing what you can while continuing to provide “a full educational offer”.	Class allocated staff will maintain interaction with their class only. Should there be an instance where cross class learning must take place this will be on a case by case scenario and has to be agreed by SLT. Staff must minimise interaction with other staff where practicable. Lunchtimes taken in staff rooms within each building to minimise interaction. Windows should be open and social distancing must be observed at all times. Staff must not enter kitchen, office or other classrooms - use phones Exceptions include: <ul style="list-style-type: none"> • PPA time • SEND team collaboration • EYFS outdoor provision • Leadership development (as required)
Can children from the same household be in different bubbles?	Yes. According to the guidance, siblings may be in different groups.	Children have right to access age related curriculum
If one student falls ill, does the whole bubble have to go home and self-isolate?	The guidance does not state that whole year groups will necessarily have to isolate if one case of Covid-19 is reported. Instead, schools should refer to their local health protection team to decide what to do on a case-by-case basis. The health protection team will then carry out a rapid risk assessment and provide definitive advice on who must be sent home. However, any student or member of staff who develops symptoms of coronavirus in school must be sent home to self-isolate for seven days and get tested. To support this process, all schools will be given “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	Children displaying symptoms will be removed from the class to a designated area outside. Staff members must wear provided PPE and supervise from at least 2 metres. Parents contacted and must collect immediately. Report and follow advice from ECTT and PHE

	that have developed symptoms at school, where they think providing one will significantly increase the likelihood of them getting tested”.	
What about children who are more vulnerable because of pre-existing health conditions, or have family members who are vulnerable?	These students should be able to be included in bubbles as normal. Current shielding advice is set to pause on 1 August, subject to a continued decline in community transmission rates. If the rate of the disease rises in a specific area of the country, vulnerable people may be advised to shield again for a period of time, so schools need to be prepared for this eventuality.	Follow advice from PHE but also ensure interactions with other children and social distancing is optimal for the designated child.
How do you avoid contamination of shared spaces?	Schools must introduce enhanced cleaning arrangements, including putting in place a cleaning schedule for frequently touched surfaces and more frequent cleaning of shared areas that are used by different bubbles. Different bubbles do not need to be allocated their own toilet blocks, but toilets will need to be cleaned regularly and pupils must be encouraged to clean their hands thoroughly after using the toilet.	Children will only have access to their classroom, this includes wet play, lunchtime, pod toilet (no waiting). Toileting exceptions: Falcons will use two corridor toilets on right in corridor Eagles use the pod Harriers to use two corridor toilets on left in corridor Hawks to use the pod Kites use toilet adjacent to class Ospreys use the medical room
How do you manage practical subjects that require specialist equipment?	Classroom-based resources, such as books and practical apparatus, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or bubbles, such as sports, art and science equipment, should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.	Children will be allocated their own books and writing resources. Reading books will be chosen for children and allocated on a Friday, returned books placed in a box for the weekend. Resources should be wiped and cleaned with disinfectant after use. They should remain in classes at the end of the day to be cleaned again and returned to the designated area before the start of each day. Staff must put resources back in designated places for the use of others.
Can Breakfast club and Super supper club operate?	Currently children are only permitted to attend before or after school clubs on the site of the school they are attending and they should remain within their usual school bubble. The guidance states: School-based wraparound providers, such as breakfast and after school clubs, can operate for children if they are: operating on the same premises as the school those children are attending only caring for children of that school and no others	Wrap around care will continue to be provided. Protective measures and social distancing will be in place akin to that within classes. Children will be kept within class bubbles - distances between year groups maintained.

	<p>Those who do open should ensure they are following the same protective measures being taken by schools during the day and work with schools to follow their arrangements, such as keeping children in the same small consistent groups that they are in during the school day.</p> <p>If wraparound providers are unable to implement the same protective measures as the school, they should remain closed for the time being.</p>	
<p>Can children attend after school clubs including sports clubs?</p>	<p>Guidance states that children should remain in bubbles throughout the school day and where possible should not mix. Schools should also limit the use of shared spaces.</p> <p>The government guidance on the phased return of sport states that children are permitted to exercise outside with others, in a group of no more than 6 including a coach/trainer as long as they are remaining 2m apart at all times.</p>	<p>After school clubs will continue to be provided with guidance protocols adhered to at all times.</p>
<p>What does the Test and Trace programme mean for schools?</p>	<p>As part of the national test and trace programme, if other cases are detected within the cohort or in the wider setting, Public Health England's local health protection teams will conduct a rapid investigation and will advise schools and other settings on the most appropriate action to take.</p> <p>In some cases, a larger number of other children/ young people may be asked to self-isolate at home as a precautionary measure – perhaps the whole class, site or year group.</p> <p>It is not expected that closure of the whole school will be necessary where schools are following advice around infection control.</p>	<p>Chipping Hill staff will adhere to the Test and Trace process for the singular reason of protecting the health of our children and each other</p>

Guidance review and application of solutions :

Control Measures (following PHE Advice)

A 'system of controls', which build on the hierarchy of protective measures in place currently, must be implemented. These are grouped into prevention and response. All elements of the system of controls are essential but the way in which they are implemented is at the discretion of schools themselves.

Prevention:

1. Minimise contact with those who are unwell - [remove to designated area and staff supervising must wear provided PPE](#)
2. Clean hands thoroughly more often than usual - [All staff and children wash hands before each day, at break, lunch and practical activities](#)
3. Practice good respiratory hygiene - [posters displaying cover, throw and wash protocol](#)
4. Enhanced cleaning - [site team of 6 with deep clean protocol in place. Staff clean practical apparatus after use \(disinfectant provided\)](#)
5. Minimise contact between individuals and maintain social distancing wherever possible - [staff and children access class only except in designated instances](#)
6. Wear appropriate personal protective equipment (PPE) **only** when necessary - [to supervise a person displaying symptoms. No face mask otherwise](#)

Response:

7. Engage with the NHS Test and Trace process - [for safety of ourselves and our children](#)
8. Manage confirmed cases of COVID-19 amongst the school community - [follow ECC and PHE guidance](#)
9. Contain any outbreak by following Local Health Protection Team advice - [follow LHPT guidance](#)

Bubbles

- Keep groups separate (in 'bubbles') and maintain distance between individuals. - [class bubbles only except in designated circumstances noted in FAQ](#)
- Determine appropriate group sizes:
 - Smaller groups are recommended but if class-sized groups are not compatible with offering a full range of subjects or managing logistics, you can look to implement year group sized 'bubbles'. - [see FAQ](#)
 - When using larger groups, the other measures from the system of controls become even more important. - [groups from different bubbles must socially distance even in interventions and when accessing outdoor provision](#)

Within the classroom

- Children to be seated at forward facing desks, sat side by side, with distancing. - [age relevant \(Year 3 onwards\) and space dependent. Minimise opportunity to face each other where practicable](#)
- Staff in primary schools:
 - Avoid close face to face contact and minimise time spent within 1m of anyone. - [feedback within 1 minute and group teaching at a distance of at 1m plus from children \(2m where feasible\)](#)

- All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable, especially relevant to secondary. - [see FAQ and only with agreement from SLT](#)
- For individual and very frequently used equipment, such as pencils and pens, staff and pupils should have their own items that are not shared. - [designated pupil equipment](#)
- Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces. - [see FAQ](#)
- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently, meticulously and always between bubbles. - [see FAQ](#)
- Improve ventilation, for example, by opening windows. - [each morning before pupil arrival](#)
- Take particular care in music lessons and PE lessons. These should be limited to small, consistent groups, outside where possible. – [Year group music provision to continue and socially distanced in the school halls. Deep cleaning of the halls with ventilation after use. One year group per day. All instruments cleaned after the session. One class for three weeks then change. All PE to be undertaken outdoor e.g. athletics and dance \(screen to be provided for iMove\)](#)

Outside of the classroom

- Avoid big gatherings, like assemblies. - [assemblies in class and using google meet](#)
- Limit movement around the school. - [no access to corridors for children unless unwell \(must be supervised if unwell\)](#)
- Stagger break and lunch times. - [see timetable](#)
- Stagger start and finish times, but not reducing teaching time. - [see timetable](#)
- Plan how shared staff spaces are set up and used to help staff to distance from each other. - [Staff remain in building they teach for all aspects, only access office where necessary](#)
- Avoid the use of public transport where possible, especially peak times.- [n/a for children, staff to socially distance and wear face masks on transport](#)
- School transport should follow the same controls as in-school, as much as possible. - [n/a](#)
- Pupils and staff who wear face masks to school should remove them safely when they arrive at school and dispose of them safely. - [no face masks in classrooms \(visors may be worn when supporting pupils with high incidence SEND/Speech & Language intervention\) but must be worn when adults are moving around the building](#)
- Where visitors to the site can come outside of school hours, they should. A record should be kept of all visitors.- [visitor guide created for protocols](#)

Support for Children with SEND

- Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual - [see FAQ and adhere to distancing protocols](#)
- Schools should ensure that appropriate support is made available for pupils with SEND. Teaching assistants and specialist staff from both within and outside the school can work with pupils in different classes or year groups. - [see FAQ](#)

School Operations

1. Transport - a new framework for the autumn term

- Schools should encourage parents, staff and pupils to walk or cycle to school where possible. - [in email to parents](#)

2. 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. - [accurate completion of registers](#)
 - Schools should not put in place rotas. - [n/a](#)
 - Communicate clear and consistent expectations around school attendance to families. - [in letter to parents](#)
 - Identify and develop plans to re-engage pupils who are reluctant or anxious about returning. - [in letter to parents](#)
 - Use the additional catch-up funding, as well as existing resources and support, to put measures in place for those families who will need additional support to secure pupils' regular attendance.- [see Catch up plan](#)
 - Notify the child's social worker, if they have one, of non-attendance. - [HT to lead](#)
3. **Pupils who are shielding or self-isolating**
- Shielding advice for all adults and children will pause on 1 August. This means that the pupils who will remain on the shielded patient list **can** return to school as can those who have family members who are shielding. - [HT to lead](#)
 - If rates of the disease rise in local areas, children (or family members) from that area, and that area only, will be advised to shield during the period where rates remain high and therefore may be temporarily absent. [HT to lead](#)
 - Some pupils who are generally under the care of a specialist health professional may need to discuss their care with their health professional before returning to school in March. [HT to liaise with SEND team and address as appropriate](#)
 - Where a pupil is unable to attend school because they are shielding or self-isolating, schools must offer them access to remote education. Absence will not be penalised in these circumstances. - [Blended approach with access to assemblies, learning packs and weekly contact from pastoral team](#)
4. **School workforce**
- It is expected that most staff will attend school. - [HT to discuss with specific staff as required](#)
 - School leaders should be flexible in how those extremely clinically vulnerable members of staff are deployed to enable them to work remotely or in roles in school where it is possible to maintain social distancing. - [HT to discuss with specific staff as required](#)
 - It remains that those who can work from home should do so. School leaders should consider what is feasible and appropriate for non-teaching roles. - [HT to discuss with specific staff as required](#)
 - People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace. - [HT to discuss with specific staff as required](#)
 - Pregnant women are in the 'clinically vulnerable' category and are advised to follow the relevant guidance available for clinically-vulnerable people. - [HT to discuss with specific staff as required](#)
 - Some people with particular characteristics may be at increased risk from coronavirus. If people with these significant risk factors are concerned, schools should discuss their concerns, explain the measures in place to reduce risks and try to accommodate additional measures where appropriate. - [HT to discuss with specific staff as required](#)
 - Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.- [see this and additional documents](#)
5. **Support Staff**
- Teaching assistants may be deployed to lead groups or cover lessons, under the direction and supervision of a qualified, or nominated, teacher. - [As necessary due to illness but will not be at the expense of supporting pupils with SEND.](#)
6. **Temporary/ Peripatetic Teachers, ITT Trainees and Volunteers**

- Supply staff and temporary workers **can** move between schools, but you should consider how to minimise the number of visitors to the school. - [n/a](#)
- These individuals should take particular care to maintain distance from other staff and pupils. - [n/a](#)
- DFE strongly encourages schools to consider hosting ITT trainees and there are some suggested roles listed in the guidance. - [complete](#)
- Volunteers may be used to support the work of the school, as would usually be the case. – [follow protocols expected of staff – see volunteer handbook and visitor leaflet for guidance](#)
- Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible. - [follow protocols expected of staff – see volunteer handbook and visitor leaflet for guidance](#)

7. Recruitment

- Schools should continue to recruit remotely over the summer period. - [HT to lead](#)
- When recruiting, schools must continue to adhere to the legal requirements regarding pre-appointment checks. - [HT to lead](#)
- Safeguarding checks can be carried out remotely. From the start of the autumn term checks will revert to being carried out in person. - [HT to lead](#)

8. Staff going on holiday abroad

- Requirement for people returning from some countries to quarantine for 14 days on their return. - [staff to think carefully about regulations regarding countries being visited](#)
- Staff will need to be available to work in school from the start of the autumn term. - [liaise with HT](#)
- If staff members must quarantine during term time, you should consider if it is possible to enable them to work from home temporarily. - [work from home protocol](#)

9. Safeguarding

- Schools should review their child protection policy to reflect the return of more pupils. - [complete](#)
- Designated safeguarding leads (and deputies) should be provided with more time to support staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where appropriate. - [as required and including HT, SLT and PSW](#)

10. Premises, Facilities and catering

- Significant adaptations are not expected. - [see March organisation document](#)
- Small adaptations on an additional basis, may be required, based on your risk assessment. - [Refer to RA](#)
- Schools should not plan to deliver any of their education on other sites. - [n/a](#)
- All the usual pre-term building checks should be undertaken prior to the autumn term start. - [site protocol](#)
- In classrooms, it will be important that schools improve ventilation, (for example, by opening windows). - [as school protocol](#)
- Kitchens should be fully open from the start of the autumn term and normal legal requirements will apply about provision of food, including FSMs and UFSMs. - [Lunches provided and served in classes, delivered by catering staff. New flexible menu in place with focus on packed lunches and hot meals served in boxes \(e.g. Fish and chips, hot dogs, etc.\)](#)

11. Educational visits

- Advise against domestic (UK) overnight and overseas educational visits - [review Year 6 residential](#)
- Schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood. - [not in academic year 2020/1 and dependent on reviewed advice/location](#)

- Risk assessment will be needed. - [RA's as protocol](#)

12. School uniform

- Schools are encouraged to return to their usual uniform policies in the autumn term. - [school uniform to be worn](#)
- No additional cleaning of uniforms is required.- [parents of child to be contacted if in same uniform for more than two days](#)

13. Extra-curricular provision

- Breakfast and after-school provision should resume if possible - [see FAQ](#)
- Children accessing these clubs should remain within the bubbles being used during the school day. If this is not possible then schools should use small, consistent groups. - [see FAQ, space and staffing issue](#)
- Contact sports should not take place. - [see FAQ](#)

Curriculum and Behaviour

1. Curriculum

- Primary:
 - EYFS - focus on the prime areas of learning and consider outdoor learning. - [refer to recovery curriculum and T&L recovery pedagogy](#)
 - Key stages 1 and 2 - [prioritise identifying gaps and re-establish good progress in the essentials](#). Curriculum to remain broad. Refer to [recovery curriculum and T&L recovery pedagogy](#)
- Take particular care in music lessons and PE lessons. These should be limited to small, consistent groups, outside where possible. - [see FAQ](#)
- It is more effective to prioritise topics in a subject rather than removing whole subjects. - [Refer to recovery curriculum and T&L recovery pedagogy](#)
- Return to normal curriculum by Summer Term 2021. - [accelerated programme see Recovery pedagogy](#)

2. Behaviour

- Schools should consider updating behaviour policies with any new rules and communicate clearly to staff, pupils and parents. - [complete, refer to recovery curriculum and T&L recovery pedagogy](#)
- The disciplinary powers that schools currently have, including exclusion, remain in place. - [as appropriate](#)

Assessment and Accountability

1. Inspection

- Ofsted inspections will remain suspended for good and outstanding schools. – [SEF/SDP/Catch up/Recovery curriculum in place](#)
- There will be sample visits to schools to see how they are managing the return, considering curriculum and remote education expectations. They will not result in a judgement but a brief letter will be published. - [documentation and practice aligned](#)
- Ofsted and ISI inspections will restart from January 2021. – [address as required](#)

2. Primary Assessment and Examinations

- All primary assessments postponed in Summer 2021 and awaiting update on baseline testing Autumn 2021. - [reflect on Gap analysis, compare to assessment requirements and aspect weighting, generation of KPI's, HQT and targeted conferencing/catch up/intervention](#). Self-efficacy vital

3. **Accountability expectations**

- Performance tables are suspended for the 2021 academic year, and no school or college will be judged on data based on exams and assessments from 2021. - [HT to lead](#)

Contingency planning for outbreaks

- Information due on the process around local outbreaks. - [review and apply as appropriate](#)
- Continue to develop remote learning curriculum alongside taught curriculum in case pupils are quarantined or another lockdown. - [Review expectations for remote learning curriculum and adapt current offer to include daily face time alongside online video tutorials \(link to Oak National\)](#)

Engaging with the NHS Test and Trace process

- Schools must ensure they understand the NHS Test and Trace process and how to contact their local Public Health England health protection team. ECC and PHE have provided advice on this. - [follow guidance for the well-being of ourselves](#)
- Schools to be issued with limited supply of home testing kits to give to symptomatic pupils and staff if they display symptoms at school. - [school purchase of additional resourcing](#)

Other points to note:

- There are no plans at present to reimburse additional costs incurred as part of that process. - [adaptation of bids](#)
- Schools with over 50 staff are now expected to publish risk assessments. - [complete](#)