

## FULL OPENING OF SCHOOLS FROM SEPTEMBER 2020 - ACTION CHECKLIST

In July 2020, the government issued the following main guidance for schools on full opening from September 2020:

- [Guidance for full opening: schools](#) - for primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools.
- [Guidance for full opening: special schools and other specialist settings](#) – for special schools, special post-16 institutions (SPIs) and other specialist education settings, such as hospital schools

The above guidance documents include the following key sections:

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

Section 2: School operations

Section 3: Curriculum, behaviour and pastoral support

Section 4: Assessment and accountability

Section 5: Contingency planning for outbreaks

*Cheshire East's Risk Assessment Checklist* covers Section 1 of the guidance as this is around the systems of control and how the school needs to put measures in place to reduce risk.

This document addresses the remaining sections of the guidance (Section 2 to Section 5) and pulls the main actions from these into a checklist, with the supporting links to guidance.

This document is intended as a support tool for schools in planning for full opening from September 2020; its completion is optional.

## SECTION 2 - SCHOOL OPERATIONS

Action	Action Complete Yes - ✓ No - X	Planned Actions
<b>Transport</b>		
The school has worked with the local authority, trusts, dioceses and others to <b>identify and address any transport issues</b> for full opening in September.		
Arrangements are in place to ensure that <b>pupils are transported in line with government guidance</b> , ie: <ul style="list-style-type: none"> <li>• pupils are grouped together on transport, where possible to reflect the bubbles that are adopted within school</li> <li>• use of hand sanitiser upon boarding and/or disembarking</li> <li>• additional cleaning of vehicles</li> <li>• organised queuing and boarding where possible</li> <li>• distancing within vehicles wherever possible</li> <li>• the use of face coverings for children over the age of 11, where appropriate, for example, if they are likely to come into very close contact with people outside of their group or who they do not normally meet.</li> </ul>		
The school has <b>identified where it might be necessary to provide additional dedicated school transport services</b> , including in places where these services do not currently operate.		
The school has taken steps to <b>depress the demand for public transport and to increase capacity within the system.</b>		
The school has <b>worked with partners to consider staggered start times</b> to enable more journeys to take place outside of peak hours.		
The school has encouraged parents, staff and pupils to <b>walk or cycle to school if at all possible.</b>		
The school has considered using <b>'walking buses'</b> , if appropriate.		

<b>Guidance</b> <a href="#">safer travel guidance for passengers.</a>		
<b>Pupil Attendance</b>		
<p>The school has <b>clearly set out its expectations</b> around school attendance to families <b>and communicated with parents ahead of the school year that pupils of compulsory school age must be in school</b> unless a statutory reason applies.</p>		
<p>Those <b>pupils who are unable to attend school</b> because they are complying with clinical and/or public health advice have been identified and are able to <b>access to remote education immediately</b></p>		
<p>The school has plans in place to <b>monitor engagement with this remote education</b> activity from pupils who are unable to attend school</p>		
<p>If parents of pupils with significant risk factors are concerned, the <b>school has discussed their concerns and provided reassurance of the measures</b> they are putting in place to reduce the risk in school</p>		
<p>The school has <b>identified pupils who are reluctant or anxious about returning</b> or who are at risk of disengagement and have developed plans for re-engaging them.</p>		
<p>The school has <b>put measures in place for those families who will need additional support to secure pupils' regular attendance</b>, including use of the additional catch-up funding schools, existing pastoral and support services, attendance staff and resources and schools' pupil premium funding.</p>		
<p>The school has <b>worked closely with other professionals</b>, as appropriate, to support the return of pupils to school, including continuing to notify the child's social worker, if they have one, of non-attendance</p>		
<b>Guidance</b> <a href="#">current advice on shielding</a>		

School Workforce		
The school has <b>identified any staff who can work from home</b> (this will not be applicable to most school staff, but where a role may be conducive to home working for example, some administrative roles, school leaders should consider what is feasible and appropriate_.		
Plans are in place to support <b>staff who have been shielding to return to work</b>		
The school has considered <b>staff in the most at risk categories</b> to ensure they are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.		
Where <b>staff with significant risk factors are concerned</b> , schools have discussed their concerns and explained the measures the school is putting in place to reduce risks. Where appropriate, the school has accommodated additional measures.		
The school considered its <b>equalities duties</b> in relation to health and safety risks.		
The Governing body and school leaders have <b>considered the mental health and wellbeing of staff</b> (including school leaders themselves) and have explained to all staff the measures they are proposing putting in place and involve all staff in that process. The school has sufficient mechanisms in place to support staff wellbeing.		
The school has discussed and agreed any <b>changes to staff roles with individuals</b> and is satisfied that the person has the appropriate skills, expertise and experience to carry out the work and that only those who have the appropriate checks are allowed to engage in regulated activity.		
The school has <b>reviewed its existing practices</b> to avoid increases in unnecessary and unmanageable workload burdens.		
The school has ensured that <b>appropriate support is made available for pupils with SEND</b> , for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.		

<p>The school has considered using <b>support staff to support catch-up provision or targeted interventions.</b></p>		
<p><b>Plans are in place for any recruitment over the</b> summer period and the school continues to adhere to the legal requirements regarding pre-appointment checks.</p>		
<p>The school has considered the need for <b>supply staff and other temporary workers</b> and has plans to use longer assignments, agreeing a minimum number of hours across the academic year, where appropriate.</p>		
<p>The school has considered <b>hosting ITT trainees</b> and what tasks these could take on in the school.</p>		
<p>School leaders have <b>discussed leave arrangements with staff</b> before the end of the summer term to inform planning for the autumn term and agreed any temporarily working arrangements to enable them to work from home where it is not possible to avoid a member of staff having to quarantine during term time.</p>		
<p>The school has arrangements in place to ensure that <b>volunteers are properly supported</b> and given appropriate roles and that proper checks and risk assessments are in place.</p>		
<p><b>Guidance</b></p> <p><a href="#">Clinically-vulnerable, including pregnant women</a></p> <p><a href="#">Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19</a></p> <p><a href="#">COVID-19: review of disparities in risks and outcomes report</a></p> <p><a href="#">Extra mental health support for pupils and teachers</a></p> <p><a href="#">Education Support Partnership</a></p> <p><a href="#">Workload reduction toolkit</a></p> <p><a href="#">Case studies to support remote education</a></p> <p><a href="#">Making the best use of teaching assistants</a></p> <p><a href="#">Experience of implementing interviews remotely</a></p>		

<a href="#">How to prepare for remote interviews</a> <a href="#">Early career framework reforms</a> <a href="#">Crown Commercial Service's agency supply deal</a> <a href="#">Legislation</a> and guidance relevant to ITT. <a href="#">See information on ChESS</a> Cheshire East template re staff who have change in their roles		
<b>Safeguarding</b>		
The school has considered revising its <b>child protection policy</b> (led by their Designated Safeguarding Lead) to reflect the return of more pupils.		
<b>Designated safeguarding leads (and deputies) have been provided with more time, especially in the first few weeks of term</b> , to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate.		
<b>Guidance</b>		
<a href="#">Keeping children safe in education</a> <a href="#">Coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.</a>		
<b>Catering</b>		
The school has made arrangements to <b>ensure that the kitchen will be fully open</b> from the start of the autumn term and comply with the guidance for food businesses on coronavirus (COVID-19).		
<b>Guidance</b>		
<a href="#">Guidance for food businesses on coronavirus (COVID-19).</a>		
<b>Estates</b>		
Following its risk assessment, the school has considered <b>whether any small adaptations to the site are required.</b>		
All the usual <b>pre-term building checks</b> have been undertaken to make the school safe before full opening in September.		

<p>The school has considered the <b>need for good ventilation</b> in line with the Health and Safety Executive guidance.</p>		
<p><b>Guidance</b>  <a href="#">Legionella risks during the coronavirus outbreak.</a>  <a href="#">Emerging from lockdown.</a>  <a href="#">Air conditioning and ventilation during the coronavirus outbreak.</a></p>		
<p><b>Educational Visits</b></p>		
<p>The school has undertaken full and thorough <b>risk assessments and has consulted the health and safety guidance in relation to all planned educational visits</b> (including for pupils with SEND connected with their preparation for adulthood) and these are done in line with protective measures, such as keeping children within their consistent group.</p>		
<p><b>School uniform</b></p>		
<p>The school has made decisions regarding <b>school uniform</b>, including how pupil non-compliance will be managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</p>		
<p><b>Extra-curricular provision</b></p>		
<p>The school has considered resuming any <b>breakfast and after-school provision</b>, where possible, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</p>		

### SECTION 3 - CURRICULUM, BEHAVIOUR AND PASTORAL SUPPORT

Action	Action Complete Yes - ✓ No - X	Planned Actions
<b>Curriculum expectations</b>		
The school has in place an <b>ambitious and broad curriculum in all subjects</b> from the start of the autumn term, making use of existing flexibilities to create time to cover the most important missed content.		
The school has considered how <b>all subjects can contribute to the filling of gaps in core knowledge</b> , with an aim to return to the school's normal curriculum in all subjects by summer term 2021.		
The school has considered any <b>modifications to the curriculum that may be needed at the start of the year</b> , so teaching time is prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.		
<b>Plan on the basis of the educational needs of pupils</b>		
<b>Curriculum planning is informed by an assessment of pupils' starting points</b> and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.		
<b>Develop remote education so that it is integrated into school curriculum planning</b>		
The school has a plan to ensure that <b>any pupils educated at home</b> for some of the time are given the support they need to master the curriculum and so make good progress.		
The schools has considered whether it needs to suspend some subjects for some pupils in exceptional circumstances and has a <b>coherent plan for returning to the normal curriculum</b> for all pupils by the summer term 2021.		

<p>The school is ready to <b>start teaching</b> relationships and health education (<b>RHE</b>) for primary aged pupil schools and relationships, sex and health education (<b>RSHE</b>) for secondary aged pupils from September 2020 (to start teaching by at least the start of the summer term 2021).</p>		
<p><b>Specific points for early years foundation stage (EYFS) to key stage 3</b></p>		
<p>The school's plans focus on the <b>prime areas of learning</b>, in line with the government guidance.</p>		N/a
<p><b>Specific points for Key Stages 4 and 5</b></p>		
<p>The school has plans to ensure that <b>pupils have extra support to catch up on any content they have missed.</b></p>		
<p>The school has considered, in exceptional circumstances, if it is in the best interests of <b>any year 11 pupil to discontinue an examined subject</b>, eg, because the school judges that they would achieve significantly better in their remaining subjects as a result.</p>		
<p>The school has <b>reviewed any plans for early entry among year 10 pupils in summer 2021</b> and whether it is in the best interests of the pupil to take their exams and assessments the following year when they are in year 11.</p>		
<p>The school has considered how to <b>reduce the risks where there is singing, chanting, playing wind or brass instruments or shouting</b>, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation.</p>		
<p><b>Physical activity in schools</b></p>		
<p>The school has a plan for <b>how physical education, sport and physical activity will be provided</b> whilst following the system of controls measures, including keeping pupils in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. Outdoor sports should be prioritised where possible.</p>		

<p>The school has considered carefully how arrangements will work with <b>external coaches, clubs and organisations for curricular and extra-curricular activities</b> within their wider protective measures.</p>		
<p><b>Guidance</b>  <a href="#">Guidance on the phased return of sport and recreation</a>  <a href="#">Sport England</a>  <a href="#">Association for Physical Education</a>  <a href="#">Youth Sport Trust</a></p>		
<p><b>Catch-up support</b></p>		
<p>The school has decided how the catch up funding will be spent and <b>how catch-up support will address children’s individual needs</b>, in particular for those with complex needs.</p>		
<p><b>Guidance</b>  <a href="#">Guidance on effective interventions to support schools.</a>  <a href="#">National Tutoring Programme,</a></p>		
<p><b>Pupil wellbeing and support</b></p>		
<p>The school has considered the <b>provision of pastoral and extra-curricular activities</b> to all pupils and has plans on how it will <b>support the wellbeing</b> of returning pupils from September.</p>		
<p>The school has plans for how it will provide more <b>focused pastoral support</b> where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible, in particular for groups such as children in need.</p>		
<p>The school has considered how it is <b>working with school nursing services</b> to support the health and wellbeing of their pupils, including delivery of the healthy child programme (includes immunisation).</p>		

<p><b>Guidance</b></p> <p><a href="#">DfE - Supporting pupil and student mental wellbeing</a></p> <p><a href="#">Events page</a> of the SEND Gateway</p> <p>Whole School SEND's <a href="#">Community of Practice</a></p> <p><a href="#">Teaching about mental wellbeing</a></p> <p><a href="#">Coronavirus (COVID-19) staff resilience hub</a></p> <p><a href="#">Healthy child programme</a></p>		
<p><b>Behaviour expectations</b></p>		
<p>The school has considered updating its <b>behaviour policies</b> with any new rules/policies and communicated rules/policies clearly and consistently to staff, pupils and parents with clear expectations of pupil behaviour.</p>		
<p>The school has considered the <i>checklist for school leaders to support full opening around behaviour and attendance</i> and <b>plans to work with those pupils who may struggle to reengage in school</b> and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.</p>		
<p>Schools has plans to work with local services (such as health and the local authority) to ensure the services and <b>support are in place for a smooth return to schools for pupils</b>, in particular vulnerable groups such as children with a social worker, SEND and young carers.</p>		
<p>The school has plans to ensure that any <b>disciplinary exclusion of a pupil is consistent with the relevant legislation</b> (even for short periods of time). Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.</p>		
<p><b>Guidance</b></p> <p><a href="#">Behaviour and discipline in schools</a></p> <p><a href="#">Checklist for school leaders to support full opening: behaviour and attendance</a></p>		

#### SECTION 4 - ASSESSMENT AND ACCOUNTABILITY

Action	Action Complete Yes - √ No - X	Planned Actions
The school is <b>prepared for a visit from inspectors</b> to discuss how they are managing the return to education of all their pupils, including the curriculum and remote education expectations.		
The school has <b>responded to Ofqual's consultation</b> on proposed adaptations to exams.		
The school has considered any <b>plans it needs to make for students to sit exams in the autumn.</b>		
<b>Guidance</b> <a href="#">Announced that there will be an opportunity for students to sit exams in the autumn</a> <a href="#">Centre responsibility for autumn GCSE, AS and A level exam series</a> <a href="#">Coronavirus (COVID-19): school and college accountability.</a>		

#### SECTION 5 - CONTINGENCY PLANNING FOR OUTBREAKS

Action	Action Complete Yes - √ No - X	Planned Actions
<b>Contingency plans for outbreaks</b>		
The school has a <b>contingency plan in place</b> in the event of a local outbreak, including how it will remain open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.		

### Remote education support

The school has plans in place to ensure that it can **offer immediate remote education** using a range of resources, in line with government guidance, where a class, group or small number of pupils need to self-isolate, or there is a local lockdown.

### Guidance

[Increasing internet access for vulnerable and disadvantaged children](#)

The National Cyber Security Centre, on [which video conference service is right for you](#) and [using video conferencing services securely](#)

[Safeguarding and remote education during coronavirus \(COVID-19\)](#)

[Keeping children safe in education](#)

[Quality assured list of remote education resources](#)

[EEF's COVID-19 support guide for schools](#)

[The Key for School Leaders.](#)

[EdTech Demonstrator Programme.](#)