** AUTUMN-READY CHECKLIST FOR SCHOOLS**

**SUMMER TERM 2020**

Based on the [DfE Guidance full opening of schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) dated 2nd July 2020.

Please ensure latest version of the guidance is used and the below checklist updated accordingly.

A.

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| THEME: **BASICS** | | | | |
| **No.** | **ACTION** | **Owner** | **Deadline** | **RAG** |
|  | Check ‘must’ statements in DfE guidelines |  |  |  |
|  | Review RAs already in place to be Autumn Ready (Appendix A) |  |  |  |
|  | Build regular monitoring capacity for the above |  |  |  |
|  | Ensure Critical Incident Management Plan is in place for working in the case of Covid-19 case/s; to include collaboration with local health protection teams |  |  |  |
|  | Check all updated material including statements and policies to adapt to the latest requirements are on website |  |  |  |

B.

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| THEME: **OPERATIONAL – PREMISES** | | | | |
| **No.** | **ACTION** | **Owner** | **Deadline** | **RAG** |
|  | Check PPE is ordered and available for 2 circumstances (unwell child/intimate care) |  |  |  |
|  | Check that hand-sanitiser stations/handwashing facilities are prepared |  |  |  |
|  | Ensure adequate supplies of hand sanitiser/soap/wipes will be available for the needs of the school |  |  |  |
|  | Check window/ventilation capacity |  |  |  |
|  | Ensure waiting area for collection of unwell child is prepared as per guidelines |  |  |  |
|  | ‘Catch-it-bin-it’ ready; bins/tissues etc. order |  |  |  |
|  | Check H+S for areas of school to be re-opened e.g. Legionella consideration |  |  |  |
|  | Conduct H+S audit of premises for safe opening in Autumn with Governor i/c H+S |  |  |  |
|  | Prepare new cleaning expectations and schedules for Autumn |  |  |  |
|  | Order materials for the above |  |  |  |
|  | Plan for cleaning of outdoor learning resources/sports equipment etc. |  |  |  |
|  | Plan for reconfiguration of rooms where necessary |  |  |  |

C.

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| THEME: **OPERATIONAL - TIMETABLE** | | | | |
| **No.** | **ACTION** | **Owner** | **Deadline** | **RAG** |
|  | Devise timetable that does everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum. |  |  |  |
|  | Plan for handwashing breaks and opportunities throughout school day e.g. after travel to school |  |  |  |
|  | Staggered starts planned? |  |  |  |
|  | Start to school day routine to plan for removal (storage/disposal) of face masks upon entry to the school |  |  |  |
|  | Staggered lunches/breaks planned? |  |  |  |
|  | Logistics of space utilisation for ‘bubbles’ and year groups; impact on practical subject teaching plans |  |  |  |
|  | Allocation of staffing for teaching |  |  |  |
|  | Allocation of staffing for duties and pinch-points e.g. break/lunch |  |  |  |
|  | No assembly: alternatives considered?  Schools should avoid large gatherings, such as assemblies or collective worship, with more than one group. Adaptations made for this as assemblies and collective worship are an important aspect e.g. zoom video into all classrooms? |  |  |  |
|  | Build-in pastoral opportunities to support pupils’ return to school experience (see section J) |  |  |  |

D.

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| THEME: **OPERATIONAL – CATERING + TRANSPORT** | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | Transport plans in conjunction with LA |  |  |  |
|  | Ensure catering is ready to start up again; share modified plans e.g. staggered times |  |  |  |
|  | Check staggered plans and logistics arrangements of dining hall |  |  |  |
|  | Plan to be ready for FSM requirements |  |  |  |

E.

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| THEME: **STAFFING + HR** | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | All staff in for start of Autumn Term |  |  |  |
|  | Separate contact with shielding/vulnerable; NB shielding changes 1.8.20 |  |  |  |
|  | Holiday plans/quarantine potential update |  |  |  |
|  | Review timetable and check staffing arrangements and allocations |  |  |  |
|  | Potential changes to learning spaces and allocations to be planned |  |  |  |
|  | PPA time and use of staff room protocols to be arranged; consider when, where and how staff will take breaks |  |  |  |
|  | Contact SCITT trainees; continue process if using |  |  |  |
|  | Prepare INSET training |  |  |  |
|  | Communicate changes to policy and process – Behaviour and Conduct/SG/Curriculum |  |  |  |
|  | DSL and wider SG team: time to address emerging needs |  |  |  |
|  | Staff used across sites/school e.g. peripatetic/supply – risk assess |  |  |  |

F.

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| THEME: **COMMUNICATIONS**  Consider best vehicle for communication: seminar/Q and A/Platforms/emails/letters/Form tutor presentations/Staff group sessions e.g. teams | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | To parents: expectations or new term e.g. attendance/start times/timetable changes/materials/face-masks |  |  |  |
|  | To students: how to manage return to school, expectations, support; changes to the day etc.… |  |  |  |
|  | To staff: expectations/bespoke to individual need as above |  |  |  |
|  | To staff: timetable allocations as above |  |  |  |
|  | To staff: changes in policy and process |  |  |  |

G.

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| THEME: **POLICIES** | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | Revisit RA’s (as Section A) |  |  |  |
|  | Review Behaviour and Conduct Policy and process; plan how best to disseminate and embed across all stakeholders; This is particularly the case when considering restrictions on movement within school and new hygiene rules |  |  |  |
|  | As above, to review rewards policies… |  |  |  |
|  | Review Safeguarding Policy and process; plan how best to disseminate and embed across all stakeholders; attendant training needs… |  |  |  |
|  | Ensure posters are displayed around the school with new expectations made clear to all (as per changes to policies above) |  |  |  |
|  | Review Curriculum Policy (online/virtual/remote) |  |  |  |

H.

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| THEME: **CURRICULUM** | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | Remote curriculum planning |  |  |  |
|  | Consolidation of missed work: plans to address this |  |  |  |
|  | Up to and including KS3, plan with prioritization within subjects of the most important components for progression |  |  |  |
|  | Transition consolidation e.g. KS2 into 3 |  |  |  |
|  | Teaching in different/potentially non-specialist rooms |  |  |  |
|  | Equipment – avoid sharing; plans to address the advice |  |  |  |
|  | RA to cover contact/high risk activities e.g. singing/playing musical instruments/sports activities/Drama |  |  |  |
|  | Ask staff to consider impact on their teaching approaches (see TES article\* as a starter for 10) |  |  |  |

I.

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| THEME: **ASSESSMENTS + EXAMS** | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | Plan baseline assessments at start of term to assess gaps |  |  |  |
|  | GCSE and A Level results days (13th/20th August – plans for the day/s?) |  |  |  |
|  | Planning for Autumn Series for GCSE and A Levels; all subjects |  |  |  |
|  | Review plans for early entry GCSE in Year 10 |  |  |  |
|  | Plan for statutory primary assessments will take place in summer 2021; the EYFS profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021.   * the phonics screening check * key stage 1 tests and teacher assessment * the Year 4 multiplication tables check * key stage 2 tests and teacher assessment * statutory trialling |  |  |  |
|  | Plan for reception baseline assessment to be postponed until September 2021, (schools have flexibility to sign up to our early adopter year in 2020 to 2021) |  |  |  |
|  | STA are reviewing requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment); updates TBC before end of Summer Term 2020 |  |  |  |

J.

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| THEME: **STUDENTS** | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | Ensure staff are made aware of welfare flags for returning students |  |  |  |
|  | Revise processes for escalating safeguarding/welfare concerns about a child |  |  |  |
|  | Plan provision of pastoral and extra-curricular activities to all pupils designed to:   * support the rebuilding of friendships and social engagement * address and equip pupils to respond to issues linked to coronavirus (COVID-19) * support pupils with approaches to improving their physical and mental wellbeing |  |  |  |
|  | Ensure that school is ready to provide a more focused pastoral support where issues are identified that individual pupils may need help with. For excample:   * Return to school anxieties * peer support * stress * fear * trauma * bereavement |  |  |  |
|  | Plan for supporting the needs of particular groups you are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school |  |  |  |
|  | Plan to use schools nursing services or similar, to consider the following:   * support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues * support for pupils with additional and complex health needs * supporting vulnerable children and keeping children safe |  |  |  |
|  | Plan for delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs which will underpin priorities for service delivery. |  |  |  |

K.

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| THEME: **SAFEGUARDING** | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | Revise child protection policy (led by DSL) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, [keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2) and should refer to the [coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers) |  |  |  |
|  | Provide DSLs and DDSLs with more time, especially in the first few weeks of term, 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, and agencies and services should prepare to work together to actively look for signs of harm. |  |  |  |
|  | Communicate with school nurses to safeguard and support wellbeing |  |  |  |
|  | Check all new student transfer arrangements e.g. transition from Year 6 Primary into Year 7 –safeguarding materials shared to include any concerns from lockdown period |  |  |  |

L.

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| THEME: **OFSTED AUTUMN TERM** | | | | |
| No. | ACTION | Owner | Deadline | RAG |
|  | Share latest updates with SLT and staff RE: expectations |  |  |  |
|  | Use this planning tool to self-assess your adaptations made to ensure school can open safely for all students and staff in September |  |  |  |
|  | Review the culture of effective safeguarding in the school (see section above SAFEGUARDING) as a result of changing requirements due to Covid-19 |  |  |  |
|  | Review the adaptation of the curriculum as meets the needs of the returning learning community (see section above CURRICULUM) as a result of changing requirements due to Covid-19 |  |  |  |
|  | Use areas identified by Ofsted as the basis for an Autumn Term visit to assess current practice, consider what documentation may be required to inform and support a visit from Ofsted and address any gaps:   * identifying the barriers schools have faced and are still facing in managing the return to full education for pupils * how leaders are ensuring pupils resume learning the school’s extant curriculum, including the blend of classroom teaching and, where necessary, remote education * how pupils are settling back into expected routines and behaviours * how any identified and specific health and well-being issues for particular pupils are being addressed and what may be needed at local and/or national level to support this * safeguarding |  |  |  |