



Liverpool College

Reopening of Liverpool College

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Timeframe this document covers:

The proposal set out in this paper covers the period from 1 June 2020 until the end of the Liverpool College summer term: Friday 10 July 2020 as this is the period covered by the government guidance available at the time of writing. The guidance referenced in this document is correct at time of writing but these guidance documents are being continually updated and we will continue to monitor and implement any changes in advice.

Summary:

In response to the government's request that schools begin a phased reopening for certain year groups from 1 June 2020 at the earliest (in addition to continuing to provide provision for priority groups), the governors and College leadership team carefully considered how this could be realistically delivered in a safe, sustainable and educationally worthwhile way while acknowledging that any plans had to be flexible enough to respond to changing circumstances.

This document outlines a proposal for the phased reopening of Liverpool College. It will therefore be different from plans that other schools may undertake either locally or nationally. This is because our proposal is based on our assessment of the effective, sustainable and safe implementation of national guidance within the specific circumstances of our school, in particular:

- a realistic assessment of the measures that could be put in place to control the risks to pupils and staff;
- the availability of outdoor space and classroom and other facilities on our campus;
- staffing availability and workload;
- an acknowledgement of the strengths of our current online educational provision while recognising the limitations of this for the socialisation that is needed for the educational development of our youngest pupils and the benefits of face to face teaching;
- our calendar; and
- parental demand.

The governors and College leadership team believe that it is a carefully balanced and sustainable proposal that keeps as its central focus the safety and wellbeing of our pupils and staff while seeking to achieve maximum educational value and impact within the constraints we find ourselves in during these unprecedented times.

Context:

On March 18 2020, the Secretary of State for Education announced that all schools in England would close on March 20 as a result of the coronavirus pandemic.

Since the closure, Liverpool College has provided distance learning to its pupils. The College has also been the site of a so-called HUB as part of the city of Liverpool's response. The HUB provides day care for priority groups - children of key workers and vulnerable children from our own Prep and Pre Prep and various local primary schools. In addition, we have operated a secondary phase pastoral hub for pupils from our own school who for personal reasons need to be in school.

On 10 May, the Prime Minister announced a roadmap towards recovery, including plans for the phased return of some children to school as part of the government's "recovery strategy".

What schools have been asked to do:

Primary Phase

The DfE has asked primary schools to plan to welcome back children in Reception, Year 1 and Year 6, alongside priority groups, from week commencing 1 June 2020 (some of guidance states “at the earliest”). It is also the government’s hope that all primary school children will be able to come back to school before the summer holidays, if it is feasible, although no timetable has yet been set for this.

Secondary Phase

From 15 June 2020, secondary schools are asked to offer some face-to-face support in school to pupils facing exams next year (Year 10 and Year 12) to supplement their current online learning (alongside the full time provision for priority groups). The DfE emphasise that this is not a return to full timetables and that schools should limit the attendance of the Year 10 and 12 cohort in the setting at any one time and to keep students in small groups. Schools should also ensure that the use of public transport for travel to and from school/college is minimised, especially at peak times.

Priority Groups (children of key workers and vulnerable children)

The messaging for priority groups is also changing - all eligible children are now encouraged to attend – it will no longer be necessary for parents of eligible children to keep them at home if they can.

The DfE’s rationale for their approach is:

- there is high scientific confidence that children of all ages have less severe symptoms than adults if they contract coronavirus and there is moderately high scientific confidence that younger children are less likely to become unwell if infected with coronavirus
- limiting the numbers of children going back to school and college initially then gradually increasing numbers, guided by scientific advice, reduces risk of increasing the rate of transmission
- schools and other settings can make changes to how they are organised and put measures in place to reduce risks¹

This timetable and phased return all remain dependent on the government’s 5 key tests set out in the [UK Government’s COVID-19 recovery strategy](#) being met and operating effectively but schools have been asked to plan on this basis, ahead of any confirmation that these conditions have in fact been met.

Since the announcement on 10 May, the DfE has released a series of guidance documents to support school planning:

¹ <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/reopening-schools-and-other-educational-settings-from-1-june#what-does-the-latest-scientific-advice-say>

- [Actions for education and childcare settings to prepare for wider opening from 1 June 2020](#)
- [Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers](#)
- [Implementing protective measures in education and childcare settings](#)
- [Opening schools for more children and young people: initial planning framework for schools in England](#) which has been supplemented by a [Planning guide for primary schools](#) and released on 25 May, [Guidance for secondary school provision from 15 June 2020](#)

It is important to note that parents will not be fined if their child is eligible to attend school and they choose not to. Schools will also not be accountable for attendance levels at this time.

It is also true that there have been a lot of questions and concerns raised by school leader and teaching unions, local authorities as well as some scientists and public health professionals about the government’s plan for phased wider reopening.

Why these year groups?

The DfE have explained their rationale for the focus on these year groups as the first phase of a wider reopening as follows:

The three year groups within mainstream primary have been prioritised because they are key transition years – children in Reception and year 1 are at the very beginning of their school career and are mastering the essential basics, including counting and the fundamentals of reading and writing, and learning to socialise with their peers. We know that attending early education lays the foundation for lifelong learning and supports children’s social and emotional development. Year 6 children are finishing Key Stage 2 and are preparing for the transition to secondary school, and will benefit immensely from time with their friends and teachers to ensure they are ready.

We will prioritise younger children in the first phases of wider opening, for several reasons. Firstly, because there is moderately high scientific confidence in evidence suggesting younger children are less likely to become unwell if infected with coronavirus; and secondly because evidence shows the particularly detrimental impact which time spent out of education can have upon them. In addition, older children are more likely to have higher numbers of contacts outside of school so pose a greater transmission risk, and they are typically better able to learn at home.

The two year groups in mainstream secondary schools and colleges have been prioritised because they are preparing for key examinations next year, and are most at risk of falling behind due to time out of school or college.²

² <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020#year-groups-in-first-phase-of-wider-opening>

What is the expected curriculum offer?

The DfE has confirmed that no schools will be penalised if they are unable to offer a broad and balanced curriculum during this period and acknowledges that schools are best placed to make decisions on how to support and educate their pupils based on their own context.

Early years settings are expected to use reasonable endeavours to deliver the learning and development requirements as far as possible in the current circumstances.

Where year groups are returning to school, the DfE state that they would expect school leaders and teachers to:

- consider their pupils' mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn
- assess where pupils are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks
- identify and plan how best to support the education of high needs groups, including disadvantaged pupils, and SEND and vulnerable pupils
- support pupils in Year 6, who will need both their primary and secondary schools to work together to support their upcoming transition to Year 7³

Continuing Remote Education: schools should also use best endeavours to support pupils attending school as well as those remaining at home, making use of the available remote education support.⁴

Further advice is provided in the [Planning Guide for Primary Schools](#).

What Protective Measures are expected to be in place?

The DfE have put forward a number of suggested measures:

One of the protective measures we can take to reduce transmission is to have smaller group and class sizes. We know that, unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account.

Schools should therefore work through the hierarchy of measures set out in our [guidance](#):

- avoiding contact with anyone with symptoms
- frequent hand cleaning and good hygiene practices
- regular cleaning of settings
- and minimising contact and mixing

It is still important to reduce contact between children and staff as far as possible, and settings can take steps to achieve that and reduce transmission risk by ensuring children, and staff where possible, mix in a small group and keep that small group away from other people and groups.....In mainstream schools and college settings the basic principle is that

³ <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020#implementation-managing-risk-and-rate-of-transmission>

⁴ <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#remote-education-during-wider-opening>

classes should be halved. Normally one teacher should be allocated to a group but if there are any teacher shortages then support staff may be used to lead groups, under the direction of a teacher. More detail is provided in our [protective measures guidance](#).

Public Health England are clear that if early years, school and college settings do this, and crucially if they also apply comprehensive infection control measures, such as taking steps to ensure symptomatic individuals do not attend settings, regular hand cleaning, respiratory hygiene and cleaning measures and handling potential cases of the virus as per our advice, then the risk of transmission will be lowered.

Where settings can keep children and young people in those small groups 2m away from each other, they should do so. While in general groups should be kept apart, brief, transitory, contact such as passing in a corridor is low risk.⁵

Also, in terms of mitigating risks to individual pupils and staff due to personal health or family circumstances, the following guidance has been issued:

- children, young people and staff who have been classed as [clinically extremely vulnerable due to pre-existing medical conditions](#) have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible.
- Clinically vulnerable (but not clinically extremely vulnerable) people are those considered to be at a higher risk of severe illness from coronavirus. Few if any children will fall into this category, but parents should follow medical advice if their child is in this category. Staff in this category should work from home where possible, and refer to the detail in our protective measures guidance
- a child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting
- if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the [guidance on shielding](#), it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home⁶

The DfE have also confirmed that staff and pupils will be eligible for testing if they become ill with coronavirus symptoms, as will members of their households.

⁵ <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020#implementation-managing-risk-and-rate-of-transmission>

⁶ <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020#approach-first-phase-of-wider-opening-of-educational-and-childcare-settings-from-1-june-2020-depending-on-the-most-up-to-date-assessment-of-the-risk-posed-by-the-virus>

What if schools can't facilitate these measures?

The DfE acknowledge that each setting's circumstances will be different (eg. there are not enough classrooms / spaces available in the setting). The guidance⁷ states that if necessary, schools retain flexibility to focus first on providing places for the priority groups (key worker children and vulnerable pupils) and then, to support children's early learning, settings should prioritise groups of children as follows:

- early years settings – 3 and 4 year olds followed by younger age groups
- infant schools - nursery (where applicable) and reception
- primary schools – nursery (where applicable), reception and year 1

The Liverpool Position:

As you will be aware from national news reports, Liverpool city council announced that Liverpool schools will not open on 1 June to pupils beyond the priority groups, citing safety concerns for pupils and staff.

This decision was communicated to parents by Mr Steve Reddy (Director of Children & Young People's Service) on 15 May– you can read this communication [here](#).

In addition, the Liverpool position is also that once pupils do return in primary schools, potentially in mid June, it would start with just Year 6 pupils (and not Reception, Year 1).

Liverpool College Circumstances:

The wording in the guidance and communication around school reopening at local and national level has contained lots of “asking” schools, not instructing. As an academy school, it was not entirely clear to us where the authority for decision making on reopening would ultimately lie.

It has since been confirmed to us that the final decision on whether to invite pupils back does rest with individual schools and governing bodies, as it will be based on when and if each school's assessment of the risk is that it is safe for pupils and staff to do so.

The governors and College leadership team therefore approached the task of assessing whether and how the school can expand its opening deliberatively and carefully.

⁷ <https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020#implementation-managing-risk-and-rate-of-transmission>

Boarding

The governors and College leadership team made the decision, in the context of our boarders who would return to school being in Y12 and the majority being from outside the UK and therefore likely subject to travel restrictions, that we will not be re-opening the boarding halls before next academic year.

Key Considerations that informed our response:

1. Safety

The overriding concern of the governors and College leadership team was for the health and safety of our pupils and staff. In the current situation we find ourselves in, it was clear that “safe” cannot be understood as “no risk” but rather that safe referred to acceptable and clearly understood levels of risk for pupils and staff and that we believed that sensible measures could be put in place to control those risks for children and staff.

The governors and College leadership team relied on government scientific advice to inform an evaluation of the relative safety of opening schools. The position of the school was that if the government advice was that it was safe to open school and that the risks of opening school could be substantially and meaningfully diminished to acceptable and understood levels through the implementation of all the guidance, the governors and College leadership team should in the first instance evaluate whether the implementation of all the guidance was possible in our circumstances.

2. Sustainability

From June 1, the College would need to continue to provide for the education of its pupils.

In the first instance, this would be achieved by expanding to the greatest extent possible, the attendance of pupils who are the children of key workers or vulnerable pupils or those who for pastoral reasons need to attend school in the pastoral hub.

In addition, whether school reopened or not, the College would need to continue to provide a full programme of on-line learning to every year group. This is because we must assume that some pupils would not be able or would not be willing to attend school even after an opening.

Finally, the guidance provides very specific recommendations about the grouping of pupils, levels of staffing, physical distancing and hygienic practices during face to face teaching on campus at school.

The governors and College leadership team had to be certain that all three types of education could sustainably be provided throughout this term and for the duration of current guidance.

3. Capacity, Timing & Flexibility

The governors and College leadership team were aware that the guidance meant that there would be a limit on physical and staffing resources available for face to face teaching. We also had to have reference to staff wellbeing and workload in our planning and the need to implement more flexible working practices if needed for individual staff.

In order to develop and increase capacity, review impacts and ensure compliance with all guidance, the governors took into account the school's current and future capacity to provide face to face teaching on campus. The governors and College leadership team also considered our ability to deliver the required protocols on cleaning.

This meant that any opening of school would need to be phased based on the College's view of its capacity to ensure full compliance with all guidance and would need to be able to be scaled up or down quickly based on government and scientific guidance and on the College's own on-going review of risk and of its success in implementing all guidance.

The governors and College leadership team also had to consider that our summer term is due to end on Friday 10 July which is earlier than other local and national schools so there would be less time available for on campus learning.

4. Educational Value and Intent

The governors and College leadership team considered the value that face to face teaching would bring to the education of pupils, in particular for disadvantaged pupils, within the circumstances imposed by the guidance. Governors and the College leadership team therefore considered the educational plan of the College and weighed whether the benefit of its implementation to pupils increased the acceptability of any risk to the safety and wellbeing of pupils, staff and College families.

The governors and College leadership team were also mindful of the fact that not all pupils would be able to return to Liverpool College during the summer term. We needed to ensure that these pupils had equality of opportunity for learning in comparison to those in school to prevent a gap widening still further over the last half term.

In summary, our plans needed to meet the following challenges:

- Maintain the current high quality of remote learning
- Make it educationally valuable for pupils to be in school rather than learning remotely
- Mitigate against widening the gap between those in school and those choosing/needing to remain home schooling
- Sustaining quality face-to-face provision given the potential variable availability of teachers and a much-reduced contact ratio
- Workload for teachers and support staff
- Provision for our most vulnerable pupils
- Pastoral provision for all
- Preparation for transition between Key Stages in September

5. Divergence from Local and National Guidance

Consideration was also given by the governors and College leadership team to any potential risk in terms of safety, liability and also of reputation, of following any approach to reopening school that is different from the guidance issued by the government and also Liverpool city council. Would the confidence and buy-in of parents and staff also be affected by a different approach?

Actions Undertaken:

The DfE provided an [initial planning framework](#) to help guide schools in planning a wider reopening that we have utilised.

1. Risk Assessment and Site Evaluation

Mrs Cassidy and Mr Newton (H&S Officer) have completed a **Risk Assessment** for the reopening of the school. This document sets out the decisions taken and measures put in place to prepare for the phased reopening of the school and ensure the school continues to operate in a safe way. **A copy of the risk assessment is attached.**

Some of identified actions in the risk assessment have already been completed and we will work to complete the remaining actions by the specified deadlines.

They also developed a series of basic principles that underpin all our plans – these are set out in Appendix A of the Risk Assessment.

As part of the assessment process, they undertook a detailed physical survey and assessment of the whole site to see how the government guidelines and required protective measures can be implemented, including changes to classrooms and other spaces to allow social distancing, as well changes to routines such as one way systems through buildings. The outcome of this review is set out in Appendix A to the Risk Assessment and Appendix A and B shows evidence of the work of staff to implement social distancing measures.

Equality impact assessments also informed our planning but remain under review in line with public health and other guidance.

2. Cleaning and Hygiene Protocols:

Cleaning and hygiene are essential elements in keeping both pupils and staff safe. An enhanced cleaning regime, in line with the Government guidelines [COVID19: Cleaning in non healthcare settings guidance.](#), has been developed and outlined to our cleaning staff by Mr Newton during a meeting that took place on Friday 22 May.

Cleaners will deep clean all areas that have been designated for immediate use when school reopens. Thereafter, the deep clean programme will continue until all areas of the College have been thoroughly cleaned.

Once the pupils have returned, used areas will be thoroughly cleaned at least once a day, with ongoing cleaning during school hours. This will ensure that contact points, work surfaces, door handles, taps etc. are all thoroughly cleaned and disinfected regularly. Please also see the Risk Assessment for cleaning and waste disposal, classrooms and also procedures within the response to a suspected/confirmed case of Covid-19 in school. Pupils will be asked to wash hands frequently; hand sanitiser and anti-bacterial wipes will also be placed in each classroom.

In an enhancement of government guidelines, PPE equipment will be available for staff who are supervising some pupils with additional needs as required and those dealing with sick children.

Extra hand sanitiser stations around the site will be in situ in time for the reopening.

3. Staff Availability:

Staff were requested to self-identify if they fell into the following categories:

- **A. Clinically extremely vulnerable individual** (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter to rigorously follow shielding measures in order to keep themselves safe).
- **B. Clinically vulnerable individual** who is at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the [staying at home and away from others \(social distancing\)](#) guidance) and have been advised to take extra care in observing social distancing.
- **C. Live in a household with someone who is extremely clinically vulnerable**, as set out in the [guidance on shielding and protecting people defined on medical grounds as extremely vulnerable](#),

We have taken the view that any member of staff who falls into the above categories should work at home, unless they specifically want to work in College. Those specific members of staff have been asked to seek advice from their GP before we will consider them for work on site.

4. Views sought from staff and parents:

Staff

Staff were asked to send their questions and concerns directly to the Principal during this planning period. Mr Turbitt (Staff Governor) also contacted staff to invite them to contact him about any issues they may have on a planned return. Mr Turbitt has fed these back to the leadership team and raised them directly during governor discussions.

We also requested those staff who don't fit into the categories above but do live in a household with someone who is clinically vulnerable (but not clinically extremely vulnerable) to contact Mrs Cassidy directly if they have concerns or questions about returning to school – these will be dealt with on a case by case basis.

Parents

A simple survey was sent to parents of pupils in Reception, Years 1, 6, 10 and 12 on Thursday 21 May to gauge parental mood around school re-opening and develop an understanding of the likely demand on any provision. They were asked to answer yes or no to the question: *At the current time if school was to re-open for certain year groups and with all the government guidance in place, will you be sending your son/daughter into Liverpool College?*

The results of the survey as of 12pm on Friday 22 May were:

Year	No	Yes
Total	140	293* (55%)
Rec	34	35
1	29	43
6	24	26
10	33	62
12	20	55

**72 yes unknown year group*

Total replies: 528 (some people completed the survey twice as they changed their mind).

Proposal for the Reopening of Liverpool College

After taking into account the DfE guidance and assessing how it can be implemented within our particular circumstances and assessing what provision produces an acceptable and manageable level of risk, the College Leadership Team put forward for governor approval a schedule and programme, developed with the senior leadership teams in the primary and secondary phases, to partially reopen Liverpool College in a phased manner. The Governing Body met to review, assess and challenge the proposal and agreed to its implementation.

The proposal that was presented and approved is set out below. It is important to note that this proposal only covers up until 10 July 2020 (the end of summer term). It is also important to recognise that this will always be a 'provisional' plan as we must be prepared to be flexible and make changes as necessary if national, local or school specific circumstances change. Our assessment of risk and safety is an ongoing action and always dependent on satisfying the following criteria:

- I. The Government confirming that their 5 key tests for this phase of the recovery strategy have been met and any future conditions set for further expansion of school provision are met.

2. Current and any future guidance issued to schools and wider public health directives can be safely and effectively implemented
3. We have the required capacity to safely deliver our provision within the protocols that we have established.

(a) Provision for Priority Groups (key workers/vulnerable pupils)

On **Monday 1 June**, the College will be open to all vulnerable pupils and children of key workers.

The basic principles and routines including staggered arrival and departure, social distancing measures and lunch arrangements have been outlined in Appendix A of the Risk Assessment.

Primary

The Hub will operate in the same way as it has done previously, but the primary sector will now transition to an educational provision rather than a 'safe place'. Pupils will be taught using the lessons that will be placed on the SeeSaw platform. As year groups return, Hub pupils will join their fellow pupils to form pupil groups (or bubbles) of no more than 15 pupils. We have made plans for a larger cohort because more parents will need to return to work as key workers including our own staff may need childcare, although indications show that numbers will not grow significantly.

For the week beginning 1 June, Pre Prep pupils will be stationed in the Pre Prep building. For the week beginning 8 June, with the planned arrival of Reception and Year 1, the remaining Year 2 pupils will join the Prep School Hub pupils, who are based on ground floor corridor in the Prep building.

Secondary

The secondary phase Hub pupils will be based on the first floor of the Prep building. As we already have a large cohort, we are not expecting a vast increase in numbers but again there could be an increase in numbers as more parents return to work as key workers (including our own staff) and need to make use of the provision.

Pupils will focus on their learning using Show My Homework and will take part in the increasing number of online lessons.

We will also seek to expand our support of pupils in the older year groups by scheduling individual pastoral meetings as required.

(b) Primary Educational Schedule

Reception and Year 1

Following Government guidelines with regards to the opening of schools, we propose that Reception and Year 1 resume school on **Monday 8 June**. We have concluded that we will

not be able to complete all the necessary preparation work (eg. cleaning and set up of rooms) to start before this date.

Mrs Gannon has prepared a learning schedule for Reception and Year 1 which staggers their lesson times appropriately ([Appendix A](#)). During these lesson times pupils will be taught the lessons that will be placed on the SeeSaw platform. This prevents pupils who cannot attend school, as they are shielding or their parents have chosen not to send them into school, from being disadvantaged as they will have access to the same learning opportunities. It also ensures that the class teacher or specialist teacher is able to guide the learning to ensure continuity, sequential learning and appropriate challenge. To accommodate the learning schedule, a staffing timetable with rooming has been created, along with proposed groupings of not more than 15 pupils.

The basic principles and routines including staggered arrival and departure, social distancing measures and lunch arrangements have been outlined in Appendix A of the Risk Assessment.

Year 6

We propose that Year 6 resume school on a staggered basis - **Thursday 4 June** for one class and for the whole year group from **Friday 5 June**. Again, a 1 June return is not practical due to preparation work. Please see the proposed learning schedule for those pupils returning to school that Mrs Pease has written ([Appendix B](#)). As with Reception and Year 1, the pupils will be taught lessons that will be placed on the SeeSaw platform.

As outlined in Appendix A of the Risk Assessment, Year 6 will be housed in the MV Building, as the Prep classrooms are too small to seat a group of 14 pupils. The basic principles and routines including staggered arrival and departure, social distancing measures and lunch arrangements have been outlined in Appendix A of the Risk Assessment.

Y6 transition planning will also begin led by Mrs Pease and Mrs Duffy.

All Other Year Groups

Year groups other than Reception, Year 1 and Year 6 will continue with their online learning provision. All subjects have reviewed their curriculum to ensure that the curriculum delivery is coherent, sequential and most appropriate for home learning.

Mrs Pease is also monitoring the quality of Y2 seesaw work to ensure sufficient challenge to aid transition to Prep.

Individual support plans are in place for each child who may be at increased risk or has additional needs.

Next Steps

We are developing and assessing plans for a possible expansion of year groups in school (in line with the government's stated intention to expand the number of primary pupils back at school) but as yet there is no timetable or guidance from the DfE about this. We would not look to increase the number of year groups back until government guidance is issued that states it is safe to do so.

A "Learning Lockdown Record" will be produced from SeeSaw which will provide parents with a unique end of year report for our primary children in 2020 (DfE has issued revised reporting guidelines on 22 May).

(c) Secondary Phase Educational Schedule

As with Prep and Pre Prep, the remote curriculum remains the primary means of curriculum delivery in the secondary phase.

Year 10

We will introduce a "learning schedule plus" which has the same schedule of lessons as current remote learning but has an increasing number of virtual face to face Teams lessons which have proven very successful (see [Appendix C](#)). We are also hoping to introduce some Practical sessions and subject days for NEA (non- examined assessments) e.g. DT via Teams in later weeks.

From **Tuesday 16 June**, an invited group of pupils who have been struggling to access or make progress with remote learning will be invited into school two days a week (Tuesday and Thursday). These pupils will be grouped together into "bubbles" in line with social distancing measures while on campus. The timetable in school will mirror the remote learning schedule and these pupils will participate in the same Teams lessons as their peers (delivered by specialist staff) but the lessons will be facilitated in class by 'cover' teachers (specialist where possible) thereby giving more support to these pupils.

We could extend this in-school access to more pupils if appropriate at a later date.

Year 12

Students will remain engaging in remote learning at home with an increasing number of virtual face to face Teams lessons following the current learning schedule ([Appendix C](#)).

From **Wednesday 17 June**, selected Y12 pupils, will be invited to attend school one day a week for support with pastoral concerns, EPQ or UCAS progress. These sessions will be facilitated by the Sixth Form leadership team. While on campus, these pupils will be grouped together into "bubbles" in line with social distancing measures.

Any pupil and student attendance on campus will be in accordance with the basic principles and routines (staggered arrivals and departures, classroom use, social distancing and hygiene measures) set out in Appendix A of the Risk Assessment.

Pupils will bring a packed lunch to school (arrangements can be made to provide a packed lunch for pupils entitled to FSM if required) and these will be eaten in identified break out spaces for each individual 'bubble'.

Year 7-9 and 11

These year groups will continue with their online learning provision. All subjects have reviewed their curriculum to ensure that the curriculum delivery is coherent, sequential and most appropriate for home learning.

To aid transition between key stages, Y9 remote learning will continue to be focused on GCSE subjects while Y11 transition remote learning tasks are available on line with new 'N12' year group.

Individual support plans are in place for each child who may be at increased risk or has additional needs.

Next Steps

If government guidance permits, we would ultimately hope to have the opportunity to invite each of these year groups back into school for at least one day before the summer holidays. Separate plans would need to be developed and risk assessed if we get to this stage.

Attendance:

All pupils attending lessons on site will be marked present in registers that will be created in SIMS. Primary Hub pupils' registers will continue to be sent through to the DFE, as per guidelines. Tracking of attendance of pupils on site is vital, not only for safeguarding purposes but also for potential tracing and contact within the testing, tracing and contact Covid-19 scheme.

Attendance monitoring for home learning is already established and will continue to feature. This is carried out by tracking pupils who log into Show My homework in the secondary phase. On a twice weekly basis, the Heads of House contact all pupils who have not logged on. Pupils who do not log on and struggle to complete work are encouraged to attend the Hub. In primary, attendance is monitored through engagement with SeeSaw. Non engagement is followed up by contacting parents and, if necessary, by carrying out home visits. This will continue after 1 June, for all pupils who are not in College.

An indication of attendance rates for the prioritised year groups has been collected from an online survey. This method will continue to be used on a weekly basis to gauge attendance. The expectation is that parents will indicate their child's proposed attendance at College. Pupils will however not be turned away if they present themselves at school without parents

completing the survey. If the pupil groups are full, the pupils will be accommodated within the Hub.

We will of course encourage parents of pupils, in the prioritised year groups and priority groups (particularly vulnerable children), to send their children to school, but unless the guidance changes, the ultimate decision rests with the parents.

Uniform:

As part of our protective measures, pupils attending on site will not be required to wear their everyday uniform. For primary phase pupils, Mrs Gannon and Mrs Pease will contact relevant parents with the specific clothing requirements. Secondary phase pupils should wear non uniform, casual clothes.

All clothes worn should be easily washable, clean and washed after each daily use.

Addendum:

[Guidance for secondary provisions](#) was published by the DfE on 25 May after the proposal for Year 10 and Year 12 provision set out above was presented and agreed to by governors. Our planned provision remains as set out above as it is in line with the guidance now issued but we will look at ways that we could potentially extend in-school provision, if appropriate, in line with this specific guidance.

**Reception and Y1 Daily Learning Schedule
Return to school June 2020**

Reception times	Sample activity programme	Year 1 times
8.45	Staggered arrival at school	9.00
9.00-10.00	English: reading, writing, phonic sand spelling activities	9.15 – 10.15
10.00-10.30	PE and Games: Adventure playground, cosmic yoga, ball games, online workouts, creative PE	10.40 – 11.10
10.30 - 10.45	Break and snack time	10.15 – 10.35
10.45- 11.30	Numeracy: number bonds, times tables, number games.	11.30 – 12.30
11.30- 12.00	Lunch	12.30 – 1.00
12:00-1.00	PE and Games in the outdoor areas	1.00 – 2.00
1.00-2.00	History / Geography / Science topic time For example, complete an activity based on your current topic, create a fact-file, research your local area.	2.00 – 2.50
2.00-3.00	Art and Crafts activities	2.50 – 3.50
Home time 3.45	Plenary and story time	Home time 4.00

Year 6 proposed daily learning schedule on return to school

	Y6P Group 1	Y6P Group 2		Y6Q Group 3	Y6Q Group 4
8.40-9.10 am	PE (on separate fields)	PE (on separate fields)	9.00- 9.30am	PE (on separate fields)	PE (on separate fields)
9.10-10.10	Maths Mastery	Maths Mastery	9.30-10.30	Maths Mastery	Maths Mastery
10.10-10.30	Break	Break	10.30-10.50	Break	Break
10.30-11.30	English and Literacy, including Read to Write	English and Literacy, including Read to Write	10.50-11.50	English and Literacy, including Read to Write	English and Literacy, including Read to Write
11.30- 12.40pm	Lunch 12.15	Lunch 12.25	11.50-1pm	Lunch 11.50	Lunch 12.00
12.40-1.30	Geography / History / RE / PSHE / Art / Music	Geography / History / RE / PSHE / Art / Music	1-2pm	Sport	Forest School
1.30-2.00	Year 6 into 7 transition activities	Year 6 into 7 transition activities	2-2.50pm	Geography / History / RE / PSHE / Art / Music	Geography / History / RE / PSHE / Art / Music
2-3pm	Sport	Forest School	2.50-3.15	Year 6 into 7 transition activities	Year 6 into 7 transition activities

Y10 Learning schedule and timings:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10-11	Maths	Block A	Block C	Biology	English
11-12	English	English	Physics	Chemistry	Physics
12.30-1.30	Biology	Chemistry	Maths	Geography PE Retail Business	Art Music Spanish
1.30-2.30	Drama History IT Computer Science	Block B	Block D	Maths	Classics Latin DT

Y12 Learning schedule and timings:

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9 - 9:30					
9:30 - 10	Media		Media		
10 - 10:30		Politics		Politics	Politics/ History
10:30 - 11	Classics		Eng Lang		
11- 11:30				History	Physics
11:30 - 12	Eng Lit	DT	PE	DT	
12- 12:30	Maths	History	Maths	Span	Maths
12:30-1		Eng Lang		Geog	
1-1:30		Physics	Eng Lit		Art
1:30-2	Music			Music	Music
2-2:30		Span	Span		Classics
2:30-3					