

September Primary Guidance

14 July 2020

Introduction

The government has set out their expectation that pupils in all year groups will return to school full time from September. This Local Authority guidance aims to support schools in preparing for this and should be read in conjunction with DFE statutory guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>. This guidance was written in consultation with primary headteachers and Kent Association of headteachers.

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Part 2 - Recovery curriculum

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1. Blended Learning Materials – links to resources
2. Safeguarding Online learning - including (for reference in localised lockdown):
 - Pre-recorded and live streaming of lessons
 - Working remotely - options and considerations in the case of future localised or school-based lockdown

- Additional safeguarding advice and recommendations
 - Individual sessions between a member of staff and a child
3. KCSIE Summary 2020
 4. Parental engagement
 5. School Exclusion Risks after COVID-19

Part 1 – Wider Opening Toolkit for full opening of schools

Quick reference guide

Actions	Safeguarding and key questions
Public Health advice to minimise COVID-19 risks	
<p>Risk assessments - review and update risk assessments to enable a return to full capacity in September 2020.</p> <p>Protective measures in place which include: Preventative measure, response to any Infection – Test and Trace processes, grouping of children.</p>	<ul style="list-style-type: none"> • Ensure risk assessments updated and take into account risks for vulnerable pupils. • How will you communicate with parents if there is infection within a bubble?
School Operations	
<p>Attendance</p> <ul style="list-style-type: none"> • Shielding adults and children – shielding guidance will pause on 1 August – the expectation is that shielded individuals can return to their setting – where this is not possible advice from Clinician should be sought. In these circumstances remote educational access should continue to be provided. • Anxious families – where there is concern, settings to discuss and provide reassurance measures. School is compulsory unless a statutory reason applies. • EHC plans – where they are in place consider visits, social stories • School Workforce and Deployment - (clinically/extremely vulnerable) - refer to Guidance on shielding and protecting clinically extremely vulnerable • Pregnant staff – Clinically vulnerable people guidance <p>Wellbeing</p> <ul style="list-style-type: none"> • Extra mental health support for teachers and pupils -the DfE is providing additional support for both pupil and staff wellbeing in the current situation. • Practical resources - School workload reduction toolkit • Case studies – remote education practice • Free on demand wellbeing webinars from The Education People Understanding the impact of 	<p>Follow LA guidance on</p> <ul style="list-style-type: none"> • Setting out clear expectations to families about attendance • Identifying pupils – vulnerable pupils, anxious, at risk of disengagement, previously persistently absent • Use additional funding to support families in managing attendance • Liaise with social workers where non-attendance is an issue • Liaise with HR where staff fail to return in September

[working in education through COVID-19 | The Education People](#) with a wide range of [additional wellbeing resources and webinars](#)

Recruitment - Safer recruitment practices should continue.

Staff leave - Must be aware of quarantine requirements if travelling abroad and be available at the beginning of term.

Safeguarding

- Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils. Schools must have regard to the statutory safeguarding guidance, [keeping children safe in education](#) and should refer to the [coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers guidance](#).
- DSLs (and deputies) should be provided 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.
- Communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

Refer [to previous toolkit on Kelsi for guidance on safer recruitment](#) page 37

- Have all staff received update training?
- Have staff had KCSE update training?
- What other steps should be put in place for new staff who were interviewed virtually?

[The Education People professional development webinars](#)

Curriculum, behaviour and pastoral support

Curriculum planning - Key principles and expectations for curriculum planning in school based nursery, mainstream and special schools, and alternative provision (AP), so that all pupils are given the catch-up support needed to make substantial progress by the end of the academic year. Normal school curriculum should return by September 2021. Catch-up support – additional funding to be used

Early Years - For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. The use of the outside area should be integral to the daily routine. Use should be made of the whole extended school environment and forest school areas

Refer to full section on resources - Part 2 Section 1, and resource lists on [Kelsi](#)

Refer to Recovery Curriculum self-evaluation toolkit - Part 2 Section 2

<p>Disadvantaged and vulnerable pupils - SEND will be able to access National Tutoring programme to support catch-up</p> <p>Pupil Wellbeing and Support - Whole School SEND consortium to deliver training, consider focus on: supporting the rebuilding of friendships and improving wellbeing post COVID-19. Schools to work with school nurses.</p> <p>Behaviour - Policies to be updated with any new rules and communicating to parents.</p>	<p>Schools to receive core resources from TEP recovery toolkit, PP toolkit or SEND/ disadvantaged audit tools.</p> <p>Range of webinars available (live and recorded) linked to recovery curriculum</p>
<p>Assessment and Accountability</p>	
<p>Inspection - Ofsted inspections will remain suspended for Autumn term. Inspectors will visit a sample of schools to discuss how they are managing the return to education of all their pupils – likely to recommence January 2021.</p> <p>Primary assessment - Statutory primary assessments will take place in summer 2021. Early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables.</p>	<p>Are leaders aware of the guidance around Ofsted and assessment?</p> <p>Are leaders signed up to alerts around assessment at all phases?</p> <p>Early adopter EYFS</p>
<p>Contingency Planning for Outbreaks</p>	
<p>Remote education provision plan to be improved and in place by September 2019 for use where self isolation is absolutely necessary or further lockdown period necessary.</p>	<p>Refer to Appendix 2 on blended and video learning</p>

Safeguarding

Schools should be aware that Keeping Children Safe in Education (KCSIE) has been updated. There are changes that schools should be aware of and these should be implemented from September 2020. An overview of these changes is outlined in the appendices.

Part 2 – Curriculum

1.1 Key questions and considerations

Issue	Questions	Possible Scenarios
<p>Curriculum</p>	<p>What are the key concepts in each subject which need to be the focus on the unit?</p> <p>What was engagement like for home learning? Who has not been back in and what has the impact been?</p> <p>How will you identify gaps?</p> <p>What learning needs to be prioritised for your pupils?</p> <p>Where are the gaps? What needs to happen to get learning back on track?</p> <p>Are there any considerations in terms of your curriculum sequencing (ie inclusion of difficult or sensitive topics with groups who may have less face to face time)?</p> <p>Are there any changes to the pedagogical approaches that need to be made? Will staff need support and training to make the best use of your chosen platform?</p> <p>How will lesson planning work? Will staff continue to work with their own classes or across year groups or subjects? How can collaboration in a team help to ensure high quality provision continues?</p> <p>Refer to full guidance which provides explicit links to support materials</p>	<p>Middle and subject leaders review curriculum maps to look at key topics.</p> <p>Make effective use of formative assessment NOT testing. Look at how the curriculum is sequenced to see where opportunities for explicit instruction, deliberate practice and independent learning rest. Phonics, reading, increasing vocabulary writing, maths and PE.</p> <p>Make use of key resources (see resource lists)</p> <p>Kelsi Coronavirus – updated advice</p> <p>And national recognised providers Oak National Academy</p> <p>https://www.kelsi.org.uk/news-and-events/news/primary/coronavirus and nationally recognised providers https://www.thenational.academy/</p> <p>Additional support provided through The Education People recovery toolkit and recovery resources which will be distributed towards the end of the summer term.</p> <p>DfE Guidance for full opening - schools</p> <p>The DfE have produced a quality assured list of support materials</p>
<p>EYFS</p>	<p>What should staff focus on?</p>	<p>Teachers should focus on the prime areas</p>

	How will you ensure all pupils have equal access to outdoor learning?	<p>of learning, including communication and language, personal, social and emotional development (PSED) and physical development.</p> <p>For pupils in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary.</p> <p>Consider risk assessment and timetabling. Continuous provision should remain an integral part of provision. Fully utilise all outdoor space around the school not just the space outside of the classroom</p>
SEND	How can learners with additional needs be supported following extended period out of school.	<p>Make use of SEND consortium training (free inset)</p> <p>Make use of catch up support EEF National Tutoring Programme</p>
Catch up support	<p>How will you accelerate learning?</p> <p>What use can be made of tutoring and catch up programs?</p> <p>How can Pupil premium best be used to support “gap” closing?</p>	<p>EEF has published guidance on intervention and support EEF National Tutoring Programme</p>
Quality Assurance	<p>How will you continue to monitor, track and evaluate student learning?</p> <p>How will you check that learning at home and in the classroom continues to be of a high standard?</p>	<p>Carefully designed formative assessment, adapted to current need.</p> <p>Summative assessments following longer learning sequences, adapted to reflect curriculum coverage.</p> <p>Usual quality assurance procedures, including during remote learning sequences.</p>

1.2 Key Resources and materials

A full list of online and TEP resources to support return are available [here](#) and attached as an appendix to this guidance. Additional “Recovery Curriculum” resources are currently being developed by the specialist adviser team for direct distribution to LA schools.

Closing Gaps: Gap analysis / assessment for learning

Wellbeing	Children’s wellbeing will realistically need to be the priority for schools upon return. Bearing this in mind, it is not recommended that children sit tests in order to gather baseline information.
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Curriculum coverage and continuity	<p>In terms of aspects of the curriculum covered in this academic year thus far, information can be easily obtained from teachers in school, through analysis of short/medium term planning. It should therefore be relatively straightforward to identify gaps in learning.</p> <ul style="list-style-type: none"> Year 6 teaching during this time should focus on readiness for secondary school, including academic readiness, which could involve additional teaching in any subject, but in particular mathematics and English to make up for any losses to learning incurred while at home. For year 1, where possible schools should ascertain where children have fallen behind or have progressed further against the school’s existing reading curriculum. If they have forgotten aspects already covered, then reteach and practise this material, where necessary reteaching phonics and using appropriately matched reading books to practise reading. Where there are small numbers significantly behind others then ensure they receive support as intensively as can be managed to catch up, and liaise where possible with parents and carers to ensure they can support too
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English examples	Maths examples and links
<ul style="list-style-type: none"> Phonic knowledge shown in class activities: phonic skills learned; phonics applied when writing plausible words; identify gaps in coverage English Planning from terms 1 to 4 shows what has been experienced so far in terms of spelling, grammar and punctuation; ascertain which text types were not visited; which skills were not taught or mastered? Link to resources 	<p>Maths Planning from terms 1 to 4 shows which concepts have been taught so far. This will be unique to each school depending on what scheme of learning they are using. Highlighting the curriculum map and unit overview will help to identify gaps in learning.</p>

Identifying starting points	Effective, regular and ongoing formative assessment will be essential in gauging how much children have learned securely and what needs teaching next. Regular formative assessment is more likely to give teachers the information they need as students’ experiences will vary during lockdown.
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English examples	Maths examples and links
<ul style="list-style-type: none"> Oral feedback of phoneme/grapheme recall to identify long-term learning and gaps for next steps (Letters and Sounds page 203 continued) Use of taught sight words during reading and writing activities indicates which are known and which can be spelt correctly, to inform future 	<ul style="list-style-type: none"> The NCETM exemplification materials for Years 1-6 provide a helpful benchmark in determining starting points from the current/previous year’s content. Slides to help teacher navigate to the exemplification materials for their year group and suitable activities Kent assessment documents can be used,

<p>teaching</p> <ul style="list-style-type: none"> • Familiarity with the need to justify answers by referring to the read text <ul style="list-style-type: none"> ○ Reading Moderation Training EL 19/029 ○ e-learning: Effective Questioning 	<p>not as a summative assessment tool but to support gap analysis: Kent Snapshots for Maths</p>
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<p>Identifying essential knowledge</p>	<p>Use formative assessment to find out where children are, in terms of their knowledge, skills and understanding – bearing in mind that children will have had very different and varied experiences during this time. Instead of attempting to teach everything that children missed during school closures, focus on <u>what they need to know</u> at this point - there will be elements in the curriculum that are not vital to children’s progression. Focus on those elements that you do deem vital at each stage (non-negotiables), to ensure knowledge is secure in these key areas.</p> <ul style="list-style-type: none"> • Formative assessment support: <ul style="list-style-type: none"> ○ A classroom teacher’s guide to formative assessment ○ Formative v summative assessments: the differences explained ○ EEF assessment learning • Formative assessment E-Learning module
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English examples	Maths examples and links
<ul style="list-style-type: none"> • Hear children read out loud in order to ascertain reading level and skills, both in decoding and comprehension • Ascertain gaps in the read-aloud experiences, in order to identify need in the recovery curriculum • Use assessment of reading programme to assist teacher assessment <ul style="list-style-type: none"> ○ KS1 & KS2 ○ Kent Reading Snapshots and Content Domains explained ○ Kent Tracking statements and NC English POS 	<ul style="list-style-type: none"> • The Test Development Frameworks for Mathematics identify the curriculum content from all years that pupils would normally be tested on at the end of the key stage. These could be helpful in deciding the non-negotiables for each year group: <ul style="list-style-type: none"> ○ KS1 (Pages 10-14) ○ KS2 (Pages 11-27) • The KS1 Teacher assessment framework for maths. Can be used to identify essential knowledge and skills for the end of year 2 • Kent assessment documents that support curriculum analysis: <ul style="list-style-type: none"> ○ Kent Tracking statements ○ NC Maths POS

<p>Intervention</p>	<p>Where more significant gaps are identified, these need to be addressed using high quality, targeted intervention by trained adults.</p> <p>The following EEF guidance documents relate to mathematics, but the advice is pertinent across all subjects:</p> <p><i>“High quality targeted support can provide effective extra support for children. Sessions are brief and regular and avoid ‘intervention fatigue’. Interventions do not always need to be time- consuming or intensive to be effective. Interventions should start early and use an approach or</i></p>
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<i>programme that is evidence-based and has been independently evaluated is a good starting point. Explicit connections are made between targeted support and everyday activities or teaching.”</i>	
English examples	Maths examples and links
See the EEF toolkits for maths: <ul style="list-style-type: none"> • KS1 • KS2 	See the EEF toolkits for maths: <ul style="list-style-type: none"> • EY & KS1 • KS2 to 3

- **The Education People** have a range of resources, webinars and training to support staff with home and blended learning. This includes support for teachers around curriculum delivery, planning to close gaps and a recovery curriculum.
 - Events
 - Webinars
 - Courses/CPD Online
- **NCETM** - Support for teachers and parents dealing with home learning. A series of daily lesson videos for primary age children to watch them with children and explore the maths together. New Maths guidance published on 6 July that has been developed by the NCETM and DfE on Maths progression (and which has been shared by Maths Hubs): [Recovery maths](#) Support for parents and carers helping children with maths.
- **Oak National Academy** - a flexible, broad curriculum for schools to align to their own plans to. Covers a range of subjects from reception to year 11.
- **Kent Children’s University** provides links to all the resources outlined in our supplementary resource
Delivering home learning using e-Classrooms
- **Blended learning materials** – See appendix 1
- **Updated maths scheme of work (recovery)** [National curriculum in England: maths](#)

See below for additional think pieces and DfE publications that relate to the curriculum :

- [Arrangements for examinations and assessments in 2020/21](#)
- [Identifying and addressing gaps in pupils’ understanding](#)
- [School Plus 1:1 tuition for disadvantaged pupils](#)
- [Billion pound COVID-19 catch-up plan to tackle impact of lost teaching time](#)
- [Think Piece - A Recovery Curriculum Loss and Life for our children and schools post pandemic](#)
- [Teaching about mental wellbeing - link to GOV UK](#)
- School staff may wish to consider the following ideas in terms of developing a healing context in which children can begin to recover (Source Dr Tina Rae's soon to be published [‘The essential tool kit for well-being](#) – key tools and strategies for children, teens and their carers and teachers’)
- [Children's Guide to Coronavirus \(pdf format, 1Mb\)](#)
- [Return to school resources from Place2Be](#)

- [Supporting post-lockdown education using the six principles of nurture - Dr Chris Moore article](#)
- [Playfulness, Acceptance, Curiosity and Empathy \(PACE\): Ways to support children who have serious deficits in their emotional, cognitive, and behavioural development - Dr Daniel Hughes](#)
- [PSHE Association Coronavirus Hub](#)
- [Discussing coronavirus \(COVID-19\) with children and young people](#) – PSHE Association pdf guide
- [Adapting the primary curriculum](#)

1.3 Help and support

The first point of call for support should be the School Improvement Adviser and Area Senior Improvement Adviser. Schools would also be advised to talk within their collaborations, quads, triads and local partnerships when seeking good practice examples around specific issues. KAH representatives can also support schools with signposting similar settings.

The following schools would be happy to share their approaches to a return to school and blended learning, however there is extensive support and models of good practice across all areas which can be signposted by your SIA, teaching schools, KAH reps or KLEs:

- Kings Farm Primary School - Chris Jackson (Headteacher) cjackson@kings-farm.kent.sch.uk
- Shoreham Village School - Gillian Lovatt-Young (Headteacher) glovatt-young@shoreham.kent.sch.uk
- St. Paul's Church of England Primary School - Ben Hulme (Headteacher) ben.hulme@st-pauls-swanley.kent.sch.uk
- Palm Bay Primary School- Lizzie Williams (Headteacher) ms@palmbay.org.uk (curriculum)

Any additional assistance should be sought through your Improvement Adviser, or the Senior Improvement Adviser for your area who will be able to signpost you to the appropriate support:

- **North:** Karen Claxton - Karen.Claxton@theeducationpeople.org
- **South:** Mary Priestley - Mary.Priestley@theeducationpeople.org
- **East:** Kate Wilson - Catherine.Wilson@theeducationpeople.org
- **West:** Polly Sharman - Polly.Sharman@theeducationpeople.org

Section 2 - Recovery curriculum: Self-Evaluation Toolkit

The recovery curriculum aims to deliver on the expectations that:

- Education is not optional, all pupils will receive a high quality education that promotes their development
- The curriculum remains broad and ambitious

The following toolkit is designed to support school leaders and governors to evaluate curriculum provision and identify key focus areas to support strategic planning as pupils return to school.

A range of sources have been referred to, including:

- DfE guidance
- National Association for Special Educational Needs (nasen)
- National Governance Association (NGA)
- Education Endowment Fund (EEF) Resources
- The Recovery Curriculum (Dr Barry Carpenter)
- Inspecting the Primary Curriculum (Ofsted: May 2019)

Vision, values	Red	Amber	Green	Actions/Notes
The school's aims and values continue to inform and underpin the curriculum approach and provision for blended learning as the pupils return to school.				
Leaders and teachers understand the need to evaluate the curriculum and make adjustments in light of the impact of the pandemic, whilst retaining the school's overall vision.				
Leaders and teachers understand that there will be a strong focus on mental health and wellbeing across the school and the reasons for this.				
Mental Health and Wellbeing	Red	Amber	Green	Actions/Notes
Intent				
Leaders have planned to prioritise and actively address all				

pupils' mental health and wellbeing through planned social and emotional learning.				
Programmes take account of and are suitable for needs and context.				
Leaders have considered the practical implications for supporting all stakeholders (pupils, staff, families) as the blended curriculum/return to school develops further.				
Leaders have identified pupils who may need additional support with mental health, wellbeing and resocialisation so that they are ready to learn.				
Implementation				
Teachers have enough knowledge and understanding of supporting wellbeing and mental health to support pupils effectively.				
Teachers can effectively evaluate pupils' mental health and wellbeing and use these assessments to adjust the curriculum.				
Teachers have access to a variety of high-quality evidence-based resources to support their teaching of social and emotional learning.				
Teachers have accessed appropriate CPD to enable them to evaluate wellbeing and make curriculum adjustments.				
Leaders and teachers are using their knowledge of SEND and vulnerable pupils in order to plan well-being support effectively.				
Impact				
Systems are in place to routinely evaluate the effectiveness of this support.				
Monitoring evidence shows an				

initial impact on mental health and well-being across the school (this impact may be long-term).				
Links EEF - Improving Social and Emotional Learning in Primary School The Education People - Wellbeing for staff, pupils and families: webinars by Kelly Hannigan and Dr Tina Rae KCC - Back to School Guidance (Chapter 7) DfE - Teaching about mental wellbeing				
Vulnerable Pupils and Pupils with SEND	Red	Amber	Green	Actions/Notes
Intent				
Leaders have clearly identified vulnerable pupils post lockdown and identified their vulnerability. This is likely to be a wider group of pupils than those in receipt of Pupil Premium.				
The SENCo and teachers have considered the impact of lockdown on pupils with particular identified need and anticipated how the curriculum could be adjusted in light of a regression in academic skills as well as social skills.				
Parents/carers of SEND/vulnerable pupils have been actively encouraged to be involved in conversations about curriculum provision.				
Implementation				
Teachers have established new routines as soon as possible so that pupils gain confidence and are more able to engage with the curriculum.				
The use of visual timetables and social stories have been well-planned to help pupils reconnect and re-engage.				
Teachers make time to talk to and listen to pupils and this is informing provision.				
Teachers liaise closely with the				

SENCo to make ongoing adjustments to the curriculum and any additional provision to meet the needs of SEND and vulnerable pupils.				
Impact				
Teachers observe pupils' re-engagement with school and the curriculum, make changes to the provision and as a result, pupils make progress and catch up.				
Risk assessments, action plans and case studies show that leaders have done/are doing all they can to overcome a lack of engagement with home learning.				
Links: The Education People - Pupil Premium Strategy Toolkit for Schools DfE - Supporting the attainment of disadvantaged pupils EEF - Pupil Premium Guide Books Beyond Words Nurture UK - Transition Tool Box (cost £60) Kent Health Needs Education Service KCC - Emotional Health and Wellbeing Resources Evidence for Learning - Recovery Curriculum				
Wider Curriculum and Assessment	Red	Amber	Green	Actions/Notes
Intent				
Leaders have adapted provision over time to meet pupil needs and personalise the curriculum.				
Leaders have researched and carefully considered the options for catch-up education for all pupils, including SEND and disadvantaged pupils.				
Stakeholder views have been sought and informed curriculum adjustments.				
Leaders and teachers have a clear rationale for the school's approach to a blended curriculum and this has been shared with pupils and parents.				

Leaders have reevaluated how to use virtual and online learning in the future.				
Leaders have used an evidence-based approach to the identification of programmes to support pupils to catch up.				
Staff understand how the school's context (pre and post COVID-19) has influenced curriculum sequencing and progression.				
The curriculum continues to build knowledge and skills cumulatively and is sequenced to take account of the school's context and what pupils know and remember following lock-down.				
The curriculum plan for all year groups will be mindful of supporting pupils to transition successfully into their new year groups.				
End points of learning for wider curriculum subjects have been identified. These end points reflect the adjustments made because of the need to revisit and reteach elements due to lost learning.				
Leaders have carefully considered the teaching of disciplinary and substantive knowledge and have maintained a broad and balanced curriculum.				
Leaders and teachers have prioritised reading and phonics in the EYFS and Key Stage 1 whilst maintaining a broad and balanced curriculum.				
Leaders have considered whether the school is ready to implement the new SRE curriculum. If not, there is a plan in place which prioritises				

content around mental health and wellbeing, enabling full implementation by Term 5 2021.				
Leaders have prioritised readiness for the next stage of learning for all pupils.				
Implementation				
Teachers understand what effective blended learning looks like and, where necessary, are able to make decisions about which areas of the curriculum are taught face to face and which are taught virtually.				
In the same way that children receive feedback on their learning at school, children receive feedback on their home learning and teachers formatively assess in order to adjust teaching for individual children.				
Teachers have been supported to assess pupils' knowledge and skills effectively and are therefore able to adjust teaching to address gaps in learning and embed knowledge.				
Teachers review the length of curriculum lessons and direct instruction on an ongoing basis to allow pupils to become familiar with focused learning following a period of home-learning.				
Impact				
The curriculum is supporting all pupils, including those with SEND or who are vulnerable to catch up/make progress towards identified endpoints.				
Catch up sessions and/or individual tuition are positively impacting on pupil progress.				
Subject leaders have identified how to assess learning in their				

subject and they have a good grasp on standards in their area of responsibility.				
Teachers have a good understanding of how well children are progressing through the curriculum and how well individual pupils are catching up.				
Links: EEF - Promising Projects EEF - Effective Kent Project DfE - Communication to schools regarding SRE The Education People – SRE Conference TES - “How to get blended learning right” by Zoe Enser The Education People – English return to school package The Education People – Maths return to school package				

Leaders’ wider review of the blended curriculum post COVID-19 (in case of local lockdown)	Red	Amber	Green	Actions/Notes
Leaders regularly review and evaluate the quality of the home learning and blended offer (including online teaching) and the impact that this is making on children’s learning.				
Leaders are assured that SEND and vulnerable children are at the forefront of teachers’ planning and provision				
Leaders carefully track the proportion of children who are engaging with the curriculum offer in each year group and use best endeavours to ensure engagement.				
Links: The Education People - SIP/SEF Webinar: Developing effective school improvement plans under the new inspection framework: What should schools consider in light of challenges presented by COVID-19 Ofsted - School Inspection Handbook Ofsted - Inspecting the Curriculum Ofsted – May 2019				
Governance	Red	Amber	Green	Actions/Notes
Governors have shown appropriate curiosity around the development of a blended curriculum and its impact on pupils and families.				
Governors understand the “returning” curriculum, the rationale behind it, how it				

connects to the school's context and the focus on particular areas such as wellbeing and reading and phonics at KS1.				
Governors recognise that the curriculum will need to change across year groups and transition stages if children are not yet ready to move to the next stage of the curriculum.				
Governors recognise that some parts of the school curriculum are better taught face to face and some work equally well remotely (and this may depend on the age and stage of the pupils).				
Governors have reviewed the school's Pupil Premium Strategy and considered adjusting the school's strategy for spending the Pupil Premium Grant. Has the board considered the need for a Pupil Premium/monitoring link Governor?				
Governors have considered the resource and safeguarding implications of blended learning.				
Governors have questioned how the school is developing staff to close the disadvantage gap and support returning children with SEND effectively.				
Governors understand what is being done to increase pupil attendance and parental and pupil engagement.				
Governors pay attention to headteacher and staff wellbeing and are clear about how this is being supported.				
Identified SEND Governor continues to meet regularly with SENCo (virtually, if necessary)				
Governors have a good understanding of the options for catch-up education for SEND and disadvantaged children.				
Governors have considered how to refine the appraisal process in the light of an alternative learning environment.				
Identified Safeguarding Governor continues to meet regularly with DSL (virtually if necessary)				
<p>Links</p> <p>NGA – The role of governing boards in reducing the impact of COVID-19 school closures on disadvantaged pupils</p> <p>NGA - Governing in COVID-19 times – guidance for governing boards and clerks</p> <p>NGA - The role of governing boards in reducing the impact of COVID-19 school closures on</p>				

[disadvantaged pupils](#)

[DfE - Supporting the attainment of disadvantaged pupils](#)

[EEF - Pupil Premium Guide](#)

Parental Engagement	Red	Amber	Green	Actions/Notes
Leaders regularly track engagement in home learning to identify families in need of support.				
Leaders identify named staff to liaise with target families. They ensure contact is regular, offering support and guidance on a weekly basis, eg weekly texts and weekly learning videos.				
Leaders ensure that children are sent personalised messages linked to learning (direct to phone apps are often more successful).				
Teachers advise on improving home learning environments working with individual parents to set up a learning plan or routine.				
School provides videos or parent meetings to model learning strategies and help parents understand the learning eg sharing a book, reading, phonics, maths introductions.				
Leaders ensure that the school targets families who would benefit from weekly learning reviews talking through learning for the week and any support parents may benefit from eg key learning questions.				
Links The Education People - Enhancing family involvement in children's learning EEF - Working with parents to support children's learning Kent Children's University				

Section 3 - Safeguarding

3.1 Introduction by Claire Ray, Head of Service, Education Safeguarding.

In preparation for the full opening of your school in September 2020, we have updated our safeguarding toolkit to assist Governing Bodies and Headteachers in reviewing their safeguarding arrangements.

The revised document reflects both the Department for Education's guidance, alongside changes to the statutory guidance Keeping Children Safe in Education 2020 which comes into force on 1 September 2020. Schools should also continue to have regard to the Department's non-statutory [guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak](#) which is likely to receive further updates.

Using the same format as previously, the "COVID-19 Safeguarding Toolkit for full school return in September 2020" outlines the key areas for consideration and links to other guidance, e.g health and safety and emotional wellbeing, to aid leaders in assessing the safety of their provision. A summary of key changes to KCSIE 2020 is also included.

For further advice and support, please contact the [Education Safeguarding Service](#).

3.2 Being prepared to meet the differing needs of children

When considering how best to manage your school environment, the best interests of children must always continue to come first. Many children will not have been in a school environment for some time and the environment will look and feel very different to when they last attended. Children may have conflicting feelings around their return, including anxiety at leaving parents/carers whilst welcoming the chance to see friends and teachers.

Identifying children who need additional support

Although schools have had continuing communication with parents/carers and pupils over the past weeks, for some pupils this may have been minimal and focussed on school work rather than pupil wellbeing or their lived experience of lockdown.

- Parents/carers should be asked to overview their child's experiences since lockdown. They should be encouraged to share information such as their relationships with family and peers, key events in the child's life such as bereavement, illness or the birth of a sibling and any specific anxieties about returning to school.
- Appropriate to their age and understanding, children and young people should be asked to share any issues they wish the school to be made aware of. For younger children, this could be as a pictorial 'story' of their time away from school.

- Designated Safeguarding Leads and Pastoral teams will need to have mechanisms in place to have an oversight of the issues for both individual children and wider themes and respond accordingly, using existing procedures.
- Staff should be especially alert to the fact that children may not have been able to share abusive and/or neglectful experiences during lockdown. Together with reminding all staff of how to respond appropriately (using TED and open questions), all pupils should be able to identify a trusted adult with whom they can talk.
- Staff should be familiar with available resources to respond to any immediate or long term emotional wellbeing issues. Updated resources are found in the Emotional Wellbeing section of the full opening guidance and on the [Kent Resilience Hub](#).
- Schools should have a “safe space” for pupils to explore any feelings they may have. Although it may not be possible for this to be a physical space, pastoral teams should explore the use of online platforms to aid this, adhering to online safety guidance.
- If children are using wraparound care, mechanisms should be in place to liaise with staff in those settings to discuss their specific needs.

Vulnerable pupils

Designated Safeguarding Leads and pastoral staff should:

- Liaise with multiagency colleagues to identify how best to meet the needs of pupils who are particularly vulnerable, including those identified as vulnerable since March 2020.
- Consider how best to integrate the children who have attended school for some or most of the lockdown period with the return of all pupils, whilst maintaining the confidentiality of the vulnerable pupils.
- Ensure all contact details of multiagency colleagues are up to date and accurate.
- Ensure DSL trained staff are available to attend and contribute to multiagency meetings.

Safeguarding Records

Staff may need to be reminded of the school’s existing record keeping mechanisms and, if using a paper-based method, the location and availability of blank records and how they should be shared with the DSL.

DSLs need to review any concerns about vulnerable children during lockdown and ensure safeguarding records are updated with the most up to date information, including any multiagency and emergency contacts. A chronology of events should also be in every file.

Transition, including file transfer

DSLs need to have an overview of all children who are due to join the school, as well as ensuring they share any relevant information about children who are leaving their school. Prior to transition, DSLs need to:

- Review any concerns about vulnerable children during the lockdown period and ensure that safeguarding records are updated.
- Check all safeguarding files to ensure they contain all known information and that it is presented in the correct way and on the correct form.
- Ensure safeguarding chronology is present in each file, listing key events and identifying where they can be found in the file.
- Liaise with the relevant school or pre-school and make arrangements to discuss any children about whom there are welfare concerns.
- Be clear who retains responsibility of the child during the transition phase, including liaison with multiagency colleagues and attendance at multiagency meetings.
- Ensure safeguarding files are transferred to/received by new school before the pupil starts at the school.

For further advice on any of the issues can be sought from [The Education Safeguarding Service](#).

3.3 Online safety guidance for the full opening of schools

It is planned that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term 2020. This guidance is intended to support schools to consider and prepare for potential online safety action required.

Filtering and monitoring systems

Whilst unlikely, it is possible that changes to filtering and monitoring system may have taken place since schools were last fully open. It's advised that schools check systems and approaches before all children return to ensure they still comply with pre COVID-19 approaches and that appropriate filtering and monitoring policies and systems are operational in line with 'Keeping Children Safe in Education' (KCSIE) 2020 requirements.

Where technical checks are required, it's likely that technical staff will require time and space; this should be carried out in line with any social distancing requirements at the time and remote updates should be carried out where possible.

- SWGfL provide a [tool](#) for schools to use to check if their filtering is compliant.
- UK Safer Internet Centre provide guidance on [Appropriate Filtering and Monitoring](#)

User issues

It is possible that some staff and learners will need technical support when returning to site, eg passwords for systems may have expired or been forgotten. Activities are likely to be required to be undertaken by technical staff; this should be carried out in line with any social distancing requirements at the time. IT staff may require additional time and space to carry out these tasks and this should be timetabled in where possible.

Schools may need to revisit their existing security requirements with staff and learners, eg not sharing passwords, locking screens, reporting scam emails, not installing applications without permission.

Online safeguarding policies and procedures

- **Staff**

Staff should be reminded of existing procedures and expectations, as this may have been different during remote learning situations or may have been revised by the school. This should include:

- Acceptable Use of Technology Policy (AUP) as part of the school's behaviour policy/code of conduct
- Use of social media
- Image use
- Anti-bullying policy
- Mobile technology policy, eg if personal devices are or are not permitted, and what behaviour expectations are in place
- Internal and external online safety reporting mechanisms, eg reporting to the DSL etc

Staff should also be reminded of:

- The school's IT classroom management expectations e.g. age/ability appropriate supervision, pre-checking search terms, using age/ability appropriate tools.
- The procedures to follow when responding to peer on peer abuse concerns.
- Children

- **Children**

At a level appropriate to their age and ability, learners should be reminded of existing procedures and expectations, as this may have been different during remote learning situations or may have been revised by the school. This should include:

- Acceptable Use of Technology Policy (AUP) as part of the school's behaviour policy/code of conduct
- Anti-bullying policy
- Mobile technology policy, eg if personal devices are or are not permitted, and what behaviour expectations are in place
- Internal and external online safety reporting mechanisms, eg speaking to a member of staff, who the DSL is etc
- Acceptable Use of Technology Policy (AUP) and Mobile Technology and Social Media policy templates can be found on [Kelsi](#), further advice can be sought from the [Education Safeguarding Service](#)

Social media considerations

During COVID-19 restrictions, many schools will have increased their use of social media as a communication tool. Schools should ensure decisions and behaviour expectations regarding use of social media are clearly documented.

Schools are required to address communication and use of social media in their policies e.g. the staff code of conduct. Schools should review their policies and ensure official and personal use of social media is addressed; for example, staff should not use personal social media accounts to communicate with learners and/or parents.

- Further advice can be sought from [The Education Safeguarding Service](#)
- A template social media policy and AUPs is available for schools to adapt on [Kelsi](#)

Content shared on social media requires planning as it can lead to several safeguarding risks, such as blurring of professional boundaries and risk of vulnerable children/parent being identified. Schools should undertake a risk assessment approach when implementing official use of social media to ensure all reasonable safeguarding precautions are taken.

- Advice regarding official social media use can be sought from [the Education Safeguarding Service](#).

Increase/decrease in online safety concerns being reported

Some learners may have encountered online risks whilst off site but felt unable to or were unaware of how to report concerns; this could mean an increase in reports as children return to school. Additionally, it is possible children will not be taught by staff they have relationships with, so feel less able to report concerns.

- Review existing age/ability appropriate internal reporting mechanisms for learners and consider if they can be implemented safely e.g. talking to a member of staff, reporting to DSL, use of a dedicated reporting email, “worry boxes”, peer support.
- Remind children online site of age/ability appropriate external online safety reporting mechanisms eg Childline, CEOP, IWF, Report Harmful Content etc.
- Share online safety advice and reminders of reporting mechanisms with children and parents/carers.

Safeguarding consultations for Kent Schools can be sought from the [Education Safeguarding Service](#) and additional resources can be found via the The Education People blog - [Online Safety links and resources to share with staff and parents/carers](#).

3.4 COVID-19 Safeguarding Toolkit for full school return in September 2020

This document has been written to assist Governing Bodies and Headteachers in reviewing safeguarding arrangements for a full school return in September 2020. It aims to help the school clarify the arrangements in place will appropriately safeguard children, staff and

volunteers and is adhering to the statutory guidance, [Keeping Children Safe in Education 2020](#).

School	
Headteacher/Principal	
Designated Safeguarding Lead	
Deputy Designated Safeguarding Lead(s)	
Area Safeguarding Adviser	
Date completed	

Requirement	Yes / No	Resources
<p>General policies and procedures</p> <ul style="list-style-type: none"> • There is an up to date child protection policy which relates specifically to the school and reflects changes in KCSIE 2020. • All staff members and volunteers are appraised of the changes in school child protection policy and KCSIE 2020. • All staff and volunteers are provided with at least Part One of KCSIE 2020 which they are expected to read and understand. • All staff and volunteers have received refresher safeguarding training. This should include a reminder of the school safeguarding policies and procedures including any changes, the availability of DSLs throughout the school day and any key updates to local or national guidance, including knowing how to make a request for support. • All staff and volunteers working with children should be suitable to do so. This includes the recruiting of staff and maintaining a Single Central Record. • All staff and volunteers are reminded of the process to follow in the event they are concerned a member of staff or volunteer would pose a risk of harm towards children, including where they have behaved or may have behaved in a way that indicates they may not be suitable to work with children. • All staff and volunteers are reminded of and understand the school code of conduct. DSLs and other leaders should be mindful that some staff may have been out of the school environment for a significant period of time so may need to be reminded of expected behaviour such as the use of language. Staff should also be reminded of/made 		<p>Key changes – see Appendix 3 - Summary of KCSIE 2020</p> <p>Exemplar policies and child protection newsletters available on KELSI</p> <p>Training - CPD online</p> <p>Data protection – DfE toolkit for schools</p>

<p>aware of school expectations in relation to related to health and safety eg social distancing and intimate care.</p> <ul style="list-style-type: none"> Schools are clear on their responsibilities under GDPR, including when to share information. 		
<p>DSL and Deputy DSLs' responsibilities</p> <ul style="list-style-type: none"> A trained DSL is available at times, generally in person, and is responsible for the functions outlined in Annex B of KCSIE 2020. If, in exceptional circumstances, the DSL is not available in person their availability via phone and or Skype or other such media is clearly communicated to all staff and volunteers. The DSLs are provided 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. The DSLs have received appropriate DSL training within the past two years (see also guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak). The DSLs have ensured their own knowledge has been updated with any changes to local Kent Safeguarding Children Multi-Agency Partnership's (KSCMP) processes and procedures. The DSLs familiarise themselves with NPCC - when to call the police guidance to help them understand when they should consider calling the police and what to expect when they do. The DSLs have an up to date overview of all Child Protection, Child in Need and Child in Care pupils when they are both in school and at home (if remote learning is applicable), including current multiagency work being undertaken with the families. The DSLs have an overview of all children known to Early Help when they are both in school and at home (if remote learning is applicable), including the current services and work being undertaken with them. The DSLs help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff. The DSLs have up to date contact details for all pupils, both those subject to plans and others, including any multi- 		<p>Schools should review their existing processes.</p> <p>See Part 2 Section 3 on general policies and procedures and meeting the needs of individual children</p> <p>Training – CPD online</p>

agency contacts.		
<p>Online Safety policies and procedures in place in line with KCSIE 2020, including annex C</p> <ul style="list-style-type: none"> • Ensure on site school provided devices and resources (eg tablets, laptops, printers, interactive whiteboards, IT Suites etc) are used safely and securely, and in line with health and safety and social distancing requirements. • Ensure appropriate filtering and monitoring policies and systems are operational on-site in line with “Keeping Children Safe in Education” requirements. • Staff and Learners should be reminded of existing procedures and online behaviour expectations. • All staff should be reminded of existing procedures and online behaviour expectations. • Where children are being asked to learn online at home, such as a need to self-isolate, a local lockdown, or they are complying with clinical and/or public health advice, schools should ensure they will access remote learning safely. 		<p>Appendix 3 and Part 2 section 3</p> <p>Appendix 2 Online safety guidance</p> <p>DfE Safeguarding and remote education guidance</p> <p>TEP Safer Remote Learning Guidance</p> <p>TEP: Template Remote learning AUP</p>
<p>Meeting the needs of individual children</p> <ul style="list-style-type: none"> • Information related to any changes since the child was last in school is gathered, including those related to COVID-19. Staff are updated as appropriate on issues affecting individual pupils and any patterns of concern for all pupils. • Children with medical issues are identified by the school and a copy of up to date care/medical plan is in place which is agreed and signed by parents, including the safe use of medication on site. • Mechanisms are in place to discuss with the relevant health colleagues, if appropriate, for those pupils who are no longer required to shield but who generally remain under the care of a specialist health professional. • The school have a clear understanding and oversight of the mechanisms in place to identify and support any children who are living with Domestic Abuse and are familiar with the process to follow if an Operation Encompass referral is received, including contacting any current professionals involved at the earliest opportunity. • It is made clear to all staff and volunteers that both mental and physical health are relevant to safeguarding and the welfare of children. • The school have resources and training in place to respond to both the immediate and longer term emotional and 		<p>Schools should use existing processes and adapt where appropriate</p> <p>See Part 2 Section 3.2 - Meeting the differing needs of pupils</p> <p>Kent Resilience Hub – emotional health and wellbeing</p>

<p>wellbeing needs of children, young people and staff which includes accessing and keeping abreast of any changes to local or national resources and guidance.</p> <ul style="list-style-type: none"> • All children are able to identify a trusted adult within the school with whom they can communicate any concerns. • All pupils are reminded of school policies in an age appropriate manner eg expectations of behaviour and attendance, with any changes to processes fully explained. 		
<p>General Safety</p> <ul style="list-style-type: none"> • Schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. • Mechanisms are in place to engage with the NHS Test and Trace process and clearly communicated to all staff, volunteers and parents/carers. • Mechanisms are in place to manage confirmed cases of coronavirus (COVID-19) amongst the school community. • ID checks are in place for visitors. • Safeguarding and health and safety processes are explained to visitors to the school, paying particular attention to any changes in process since March 2020 eg signing in at the front desk. • All staff and children are reminded of their role and responsibilities should emergency procedures need to be initiated, including fire and lockdown. 		<p>Schools should use their existing processes</p> <p>DfE Health & Safety Risk Assessment</p> <p>NHS testing and tracing for Coronavirus</p>

Date last updated	By whom
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<p>DSL signature</p> <p style="text-align: right;">Date</p>	<p>CoG signature</p> <p style="text-align: right;">Date</p>
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Section 4 - SEND

SEND/SRP Leaders should refer to the [Supporting children and young people with SEND](#) guidance.

Guidance	Action
<p>Children and young people with EHC plans are expected to attend education settings. Additional risk assessments are required where:</p> <ul style="list-style-type: none"> • They are clinically extremely vulnerable • Provision set out in an EHC plan is needed for the child to be sufficiently safe, but health commissioning body is not yet able to secure that provision • The implementation of protective measures is a barrier 	<p>Complete and update risk assessments to show their needs can be as safely or more safely met in the educational environment.</p> <p>Ensure you have made every reasonable endeavour to bring pupils into school.</p> <p>Liaise closely with parents and carers to ensure that children and young people, in any year group, can return promptly to their educational setting.</p> <p>What additional steps could be taken to secure return? Refer to guidance on protective measures</p>
<p>Where impossible for a child to be in school, EHC plans could be delivered remotely to those who remain at home except:</p> <ul style="list-style-type: none"> • Aspects linked to small groups, eg social skills • EHC linked to health provision limited by staffing 	<p>Review what aspects of the plan can be delivered remotely. Follow safeguarding guidance on video / streaming lessons within this toolkit</p>
<p>What should be considered when updating risk assessments?</p>	<ul style="list-style-type: none"> • Entitlement to education • Health risks if extremely clinically vulnerable • Parent/carer need and ability to care at home • Impact on wellbeing and safeguarding (added vulnerability not being in school) • Widening gaps
<p>Should pupils with an EHC come into my school?</p> <p>Further guidance on attendance</p>	<p>With an EHC plan, when a child or young person's needs can be met as safely or more safely in the educational environment, attendance is deemed "appropriate" and these children and young people should be strongly encouraged to attend.</p>
<p>What curriculum provision should be in place?</p>	<ul style="list-style-type: none"> • Education is not optional - all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life • The curriculum remains broad and ambitious - all pupils continue to be taught a wide range of subjects, maintaining their choices for further study

	<p>and employment</p> <ul style="list-style-type: none">• Remote education, where needed, is high quality and aligns as closely as possible with in-school provision• Prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects• Teaching time should be prioritised to address significant gaps in pupils' knowledge• Identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics) <p>Refer to resources section on recovery curriculum.</p>
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