

Leading Edge Academies Partnership  
Covid-19 MAT Risk Strategy 2020-21

**Covid-19 MAT Risk Strategy to support the return of all year groups in September 2020 in all Leading Edge Academies**

<b>Date completed:</b>	13th July 2020
Reviewed by Trustees:	
Reviewed by:	<p><b>Premises Research Circle Group:</b>  Sara Davey (CEO)  Kelley Butcher (Interim CEO)  Andy Harvey (COO)  Jo Yeates (Headteacher Five Islands Academy)  Jon Rolls (Community Enterprise Director, Fowey River Academy)  Terry Peters (Premises Manager, Mounts Bay Academy)  Viv Laity (Premises and Health and Safety Manager, St Hilary School)  Sarah Lyne (Business Manager, Ludgvan Academy)  Annette Ferguson (Sites Manager, Five Islands Academy)</p> <p><b>Executive Headteachers:</b>  Les Hall, Principal, Mounts Bay Academy  Jo Yeates, Headteacher, Five Islands Academy  Ben Eddy, Interim Headteacher, Fowey River Academy  Kelley Butcher, Headteacher, St Hilary School  Adam Anderson, Principal, Ludgvan Academy</p>
Reviewed by Governing Body:	

**Government guidance source:**

- Guidance for full opening – schools, published 2 July 2020 <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

**Government statements from guidance:**

- ‘It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term.’
- ‘Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.’
- ‘If schools follow the guidance set out here, they can be confident they are managing risk effectively.’

This risk assessment has been designed based on the 5 areas identified in the guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

Guidance Requirements	What are the hazards?	MAT wide controls/ procedures in place	School Actions	Action to be completed by	Action Status Ragged
<b>1. Public health advice</b>					
<p>Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below.</p>	<p>Risk assessments are not reviewed on a regular basis keeping up to date with updated and relevant guidance.</p>	<p>All risk assessments related to Covid-19 will be reviewed as factors change. The reviews will take into account school context, local context, national context and all related guidance from the government, Trust and LA.</p> <p>Risk assessments related to Covid-19 will be displayed on the school and Leading Edge website.</p> <p>Health and Safety research circles will meet regularly to review where appropriate.</p> <p>Risk review will be an agenda item at Executive Headteacher meetings in the Autumn 2020 term.</p> <p>The Trustees will review the MAT risk strategy when significant changes are made.</p> <p>Academy specific risk assessments will be reviewed by the LACs.</p>			
<p>Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.</p>	<p>Student, staff, visitors and contractors attending school whilst displaying symptoms.</p> <p>Lack of staff awareness of symptoms, the most common routes of infection and the measures needed to reduce infection.</p>	<p>Information to be sent to parents prior to school opening to give key information regarding symptoms: a high temperature, a new continuous cough, a loss or change to smell or taste.</p> <p>Anyone displaying these symptoms should not attend school.</p> <p>This will be published:</p> <ul style="list-style-type: none"> <li>• Regularly in newsletters</li> <li>• On the school website</li> </ul>	<p>Website and newsletter contain all the guidance and advice along with links to GOV websites.</p>	<p>JR</p>	<p>G</p>

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	<p>Staff unaware of the hierarchy of control measures.</p>	<ul style="list-style-type: none"> <li>• On posters on entrances to school</li> </ul> <p>Staff will be made aware via:</p> <ul style="list-style-type: none"> <li>• Posters in each classroom</li> <li>• Staff briefings</li> </ul> <p>Staff will be made aware of the hierarchy of control measures:</p> <ol style="list-style-type: none"> <li>1) Avoiding contact with anyone with symptoms.</li> <li>2) Frequent hand washing and good respiratory hygiene practices.</li> <li>3) Regular cleaning of settings</li> <li>4) Minimising contact and mixing.</li> </ol> <p>Visitors will be made aware via the school website and posters on display in the entrances.</p> <p>Contractors will sign a declaration on entry to academies which will include a statement to say that they have no Covid-19 symptoms.</p>			
<p>Clean hands thoroughly and more often than usual.</p>	<p>Hands not washed to the correct standard.</p> <p>Inadequate handwashing facilities</p> <p>Lack of awareness for need for regular handwashing</p>	<p>Good handwashing routines will be established on entry to school buildings, after using the toilet, before and after food and after breaktimes for 20 seconds.</p> <p>Hand sanitisers will be situated in each classroom and in school entrances, exits and the reception area.</p> <p>Posters will be on display at all wash and sanitising points.</p>	<p>Sanitiser and wipes in stock and stations places at key areas including toilets and entrances.</p> <p>Pop up posters around the site and posters on walls.</p>	<p>SH</p>	<p>G</p>

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Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.	Cross contamination from used tissues. Lack of awareness.	Staff are made aware of the symptoms and most common route of infection via staff meetings/ briefings and routes of communication.  Each room will have a pedal bin with liner situated, which will be emptied at least daily.  'Catch it, bin it, kill it' posters will be on display, promoted by teachers/tutors.	Bins on order	SH	G
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.	Lack of appropriate cleaning materials and personal protective equipment for cleaning and catering staff.	In house cleaning teams to be provided with disposable gloves, mask and aprons. Cleaning risk assessment completed and read by all cleaning staff.  Briefing meeting to reiterate procedures.  External cleaning team: Company to provide the appropriate 'Home Agreement'.	Cleaning teams briefed and doing extra shifts.  Team briefed regularly and checked to ensure all are happy and understand the guidelines.	SH	G
Minimise contact between individuals and maintain social distancing wherever possible. Consider the following:  - how to group children - measures in the classroom - measures elsewhere - measures for arriving and leaving school - other considerations	Social distancing not maintained:  <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• In corridors</li> <li>• Break times</li> <li>• Lunch times</li> <li>• Arrival and leaving times</li> <li>• In staff areas</li> <li>• During physical activities</li> </ul>	Social distancing will be maintained wherever possible. However, it is accepted that this will not be able to be achieved at all times- particularly with young children.  Children will remain in the same group as far as is reasonably practicable.  Consideration will be given by each school as to how each group will remain distanced from others:  <ul style="list-style-type: none"> <li>• In the classroom</li> <li>• In corridors</li> <li>• At break times</li> </ul>	Year groups in bubbles and allocated to areas of the school. Students should have their own room and desk for most lessons. Exceptions are some practical subjects.  Separate eating arrangements at break one, two lunch breaks to allow use of canteen at lunches, full clean between lunch breaks.	BE	G

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		<ul style="list-style-type: none"> <li>At lunch times</li> <li>At arrival and leaving times</li> <li>During physical activities and in staff areas</li> </ul>			
Where necessary, wear appropriate personal protective equipment (PPE).	<p>Whilst the majority of staff in educational settings will not normally need PPE for their work, it may be needed for intimate care needs and for supervising students who are unwell.</p> <p>Inadequate PPE provisions.</p>	<p>If a child feels unwell whilst at school, a fluid-resistant surgical face mask will be worn by the supervising adult if a distance of 2m cannot be maintained.</p> <p>If first aid is required and contact is needed, then disposable gloves, a disposable apron and a fluid-resistant face mask will be worn by the supervising adult.</p> <p>If there is risk of splashing to the eyes eg from coughing, spitting or vomiting, then eye protection will also be worn.</p>	Masks in stock, gloves and apron available.	SH	G
	A pupil becomes unwell at school with Covid-19 symptoms.	<p>If pupils become unwell whilst at school with Covid-19 symptoms:</p> <ul style="list-style-type: none"> <li>they will be safely isolated in a designated room with window/s open;</li> <li>a fluid-resistant surgical face mask, disposable gloves and apron must be worn by the supervising adult. If there is danger from coughing, spitting or vomiting, then eye protection should also be worn;</li> </ul>	Staff briefed and medical room ready	BE	G

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		<ul style="list-style-type: none"> <li>- parents/carers will be contacted immediately to collect the child;</li> <li>- parents will be asked to order a test and keep the child at home until/ unless a negative test result is achieved; and</li> <li>- Parents will be asked to inform the school of test results. Academies will be proactive in following up test results if not contacted by parents.</li> </ul> <p>Groupings/‘bubbles’ will continue to operate until a positive result is received.</p> <p>If a child in a boarding house shows symptoms, they should initially self-isolate in their residential setting household and the above procedures should be followed. Reference will be made to ‘Boarding Schools Association’.</p> <p>If someone tests positive, they should follow the <a href="#">‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’</a> and must continue to self-isolate for at least 7 days from the onset of their symptoms and then return to school only if they do not have symptoms other than cough or loss of sense of smell/taste.</p> <p>Other members of their household should continue self-isolating for the full 14 days.</p>			
<p><a href="#">Engage with the NHS Test and Trace process.</a></p>	<p>Lack of engagement with NHS Test and Trace process.</p>	<p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p>			

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		<ul style="list-style-type: none"> <li>- <a href="#">book a test</a> if they are displaying symptoms. Staff and pupils must not come into school if they have symptoms and must be sent home to self-isolate if they develop them in school.</li> <li>- provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace</li> <li>- <a href="#">self-isolate</a> if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19)</li> </ul>			
<p>Manage confirmed cases of Coronavirus (COVID-19) amongst the school community.</p>	<p>Confirmed case(s) of Coronavirus in the school community.</p>	<p>Academies will take swift action when they become aware of a positive test result for a member of staff or pupil and will contact the local Health Protection team for advice.</p> <p>South West Centre (HPT) 0300 308 8162 (opt 1, then opt 1).</p> <p>Out of hours advice: 0300 303 8162 (opt 1).</p>			
<p>Contain any outbreak by following local health protection team advice</p>	<p>Outbreak not contained adequately</p>	<p>In this situation academies will follow the health protection advice.</p> <p>Academies will inform the CEO/ COO of the positive test result who will contact the Trustee Chair.</p>			



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<b>2. School Operations</b>					
<p>Transport:</p> <ul style="list-style-type: none"> <li>- Dedicated school transport considerations</li> <li>- Wider school transport considerations</li> </ul>	<p>Increased risk of spread due to transport arrangements.</p>	<p>Schools providing dedicated school transport will consider:</p> <ul style="list-style-type: none"> <li>- how pupils are grouped together on transport. Where possible this will reflect the bubbles that are adopted within school;</li> <li>- use of hand sanitiser upon boarding and/or disembarking;</li> <li>- additional cleaning of vehicles;</li> <li>- organised queuing and boarding where possible;</li> <li>- distancing within vehicles wherever possible</li> <li>- the use of face coverings for children over the age of 11 where appropriate.</li> </ul> <p>Schools will work closely with local authorities that have statutory responsibility for 'home to school transport' to ensure sufficient bus service provision.</p>	<p>Only small number of students using one mini bus, enough room for one seat each with face mask. Bus will be cleaned regularly and only these students will use this bus and will sit in the same seat.</p>	<p>BE</p>	<p>A</p>
<p>Attendance:</p> <ul style="list-style-type: none"> <li>- communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate)</li> </ul>	<p>Lack of consistent expectations around school attendance.</p>	<p>Excellent attendance is expected by all children; a culture of attendance will be 'the norm'.</p> <p>This will be communicated to all parents and carers by the end of the summer term and through the Autumn term.</p>	<p>Year teams to contact non-attendance and deal with situation.</p>	<p>Year teams</p>	

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throughout the summer ahead of the new school year					
<p>- Identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic</p>	<p>Lack of attendance, or anxiety around attending.</p> <p>Plans not in place to re-engage students.</p>	<p>A register of children who have not been regular engagers with online learning will be collated and these children will have attendance monitored closely.</p> <p>Attendance registers will be monitored by school staff and lack of attendance will be acted upon quickly.</p> <p>Where non-attendance is caused by anxiety, a range of strategies will be used to re-engage and promote good attendance. This could include work with TIS (Trauma Informed Schools) trained staff.</p>	<p>Year teams have these lists and will check attendance and engagement.</p>	<p>HOY</p>	<p>G</p>
<p>- use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium funding to put measures in place for those families who will need additional</p>	<p>Additional catch-up funding, pupil premium and resources not utilised to maximum impact.</p>	<p>All academies will collate a plan for use of catch-up funding utilising research from (but not exclusively):</p> <ul style="list-style-type: none"> <li>• EEF <a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</a></li> <li>• John Hattie</li> </ul> <p>Trustees and LAC members will monitor the impact of these plans.</p>			

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support to secure pupils' regular attendance.					
- work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance	Vulnerable children not given good support to enable a successful return to school.	All academies will work closely with professionals to support the successful return to school for vulnerable pupils.  This will include liaison with child social workers in particular.	Compass team have already made contact and checked that students are engaged and ready to come into school. Some have already started to attend.	VR	G
School Workforce:  - Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing.  - If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is	Clinically vulnerable staff are put at additional risk as a result of due care and attention.	All Leading Edge staff will complete a risk assessment which indicates their personal level of risk.  The guiding principles of GDPR must be adhered.  Clinically extremely vulnerable members of staff (in receipt of NHS letter) will be deployed either remotely or where it is possible to maintain social distancing.  School leaders will listen to concerns raised by others with significant risk factors and explain the measures that the school is putting in place to reduce risks.  Following discussions, leaders will try to accommodate additional measures where appropriate.	Staff have completed these and actions/discussion had with relevant staff. Special arrangements have been made with one member of staff.	BE	G

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<p>putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate.</p>					
<p>Supporting staff:</p> <ul style="list-style-type: none"> <li>Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are proposing putting in place and involve all staff in that process.</li> </ul>	<p>‘Burn-out’ of staff who have worked throughout the pandemic.</p> <p>Increased anxiety and stress levels in the school workforce.</p>	<p>Staff well-being will be priority 1 on the MAT Annual Development Plan (ADP).</p> <p>Each school will monitor the well-being and work-life balance of all staff and put strategies in place to provide support where needed.</p> <p>It should be noted that additional stress and anxiety can lead to fatigue.</p> <p>Chairs of LACs will regularly ‘check-in’ on headteachers and senior leadership teams.</p>	<p>Staff survey and regular welfare checks by Senior team line managers.</p> <p>LAC members making contact with senior team links</p>	BE/CW	G
<p>Staff deployment:</p> <ul style="list-style-type: none"> <li>Schools may need to alter the way in which they deploy their staff and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should</li> </ul>	<p>Inadequate staffing levels to support a full return for all pupils.</p>	<p>Each school will plan staff deployment effectively and discuss temporary staff changes to roles with individual staff and local trade unions prior to opening.</p> <p>Employees should not suffer any detriment in pay and conditions for the period of any temporary changes that are introduced.</p>			

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<p>discuss and agree any changes to staff roles with individuals.</p>					
<p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> <li>- Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups.</li> <li>- When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity.</li> </ul>	<p>Staff are not deployed effectively to support all pupils- particularly vulnerable pupils and pupils with SEND.</p> <p>Additional staff utilised to support pupils which breach the school safeguarding policies on regulated activity.</p>	<p>SENDCO's in academies will be involved in planning provision for pupils with SEND. This will include provision mapping for these children including the deployment of specialist staff where appropriate.</p> <p>All academies will ensure that the 'Keeping Children Safe In Education Part 3 <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2'</a> and Leading Edge Safeguarding and Child protection policy and procedures are adhered to.</p> <p>Staff deployment will be considered carefully to provide the most effective impact.</p>	<p>Plans already been made for each student and shared with parents.</p>		

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		<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>			
<p>Recruitment</p> <ul style="list-style-type: none"> <li>- Recruitment should continue as usual</li> </ul>	Lack of recruitment to roles in school	Recruitment of staff will continue in-line with usual safer recruitment policy guidance. Recruitment activities will be adjusted to adhere to government guidance on social distancing.			
<p>Supply teachers and other temporary or peripatetic teachers</p> <ul style="list-style-type: none"> <li>- Schools can continue to engage supply teachers and other supply staff during this period</li> </ul>	Curriculum provision limited by lack of teachers and peripatetic teachers.	<p>Academies will use supply teachers and peripatetic staff where needed to maintain strong curriculum delivery.</p> <p>All additional staff will be fully inducted using risk assessments and school policies.</p>			
<p>Expectation and deployment of ITT trainees</p> <ul style="list-style-type: none"> <li>- We strongly encourage schools to consider hosting ITT trainees.</li> </ul>	Lack of trainee teachers joining the wider workforce.	Academies will support ITT trainees where practicable.			
<p>Staff taking leave</p> <ul style="list-style-type: none"> <li>- As would usually be the case, staff will need to be available to</li> </ul>	Unavailability of staff for the start of the autumn term.	Staff are expected to be available to work in school from the start of the autumn term. School leaders will inform staff of this	All staff in work week beginning 13 <sup>th</sup> July to help with planning recovery curriculum and setting up for September.		

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<p>work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term</p> <ul style="list-style-type: none"> <li>- Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home.</li> </ul>		<p>expectation before the end of the summer term.</p> <p>Staff must consider any need for quarantine during term time when booking holidays. Staff will be expected to consider this risk when booking holidays in August 2020.</p> <p>Staff who have booked holidays prior to the pandemic will not be penalised if quarantine is needed. In this case, a working from home agreement will be considered.</p>			
<p>Other support</p> <ul style="list-style-type: none"> <li>- Volunteers may be used to support the work of the school, as would usually be the case.</li> </ul>	<p>Volunteer staff not utilised to support the delivery of a broad and balanced curriculum.</p>	<p>Volunteer staff will be able to support the delivery of a broad and balanced curriculum. Academies will follow the Leading Edge safeguarding and Covid-19 policies regarding the use of volunteer staff.</p>			
<p>Safeguarding</p>					

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<ul style="list-style-type: none"> <li>- Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils</li> <li>- Designated safeguarding leads (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.</li> </ul>	<p>Safeguarding inadequacies as a result of lack of child protection policy revision.</p> <p>Safeguarding concerns are not acted on promptly due to lack of time for DSL's and DDSL's.</p>	<p>All academies will ensure that the 'Keeping Children Safe In Education Part 3' and Leading Edge Child Protection Policy (in particular the Covid-19 addendum) is adhered to.</p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2'</a></p> <p>A Leading Edge Child Protection Policy Addendum will be provided for all academies. This will be displayed on the website of each school and on the Leading Edge website.</p> <p>All staff will receive a copy of the addendum and sign to say that they have read it.</p> <p>DSL's and DDSL's in all academies will be aware of the additional welfare concerns that may arise following 'lockdown' and time will be allocated to allow for follow up and support work. All concerns will be recorded on each school's online safeguarding system (CPOMS or My Concern) and acted on quickly.</p> <p>Staff in academies will be asked to be extra vigilant and aware that risks may have increased during the pandemic.</p>			
<p>Catering</p> <ul style="list-style-type: none"> <li>- We expect that kitchens will be fully</li> </ul>		<p>All school kitchens will open from the start of the autumn term.</p>	<p>Caterlink contract extended until Christmas.</p>	<p>JR</p>	<p>G</p>



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<p>open from the start of the autumn term</p> <ul style="list-style-type: none"> <li>- School kitchens can continue to operate, but must comply with the <a href="#">guidance for food businesses on coronavirus (COVID-19)</a></li> </ul>	<p>Daily food provisions not in place for all pupils.</p>	<p>Where catering is provided 'in-house' a Leading Edge 'in-house' catering risk assessment will be completed.</p> <p>Where catering is provided by a catering company, they will provide a Covid-19 secure statement.</p>			
<p>Estates</p> <ul style="list-style-type: none"> <li>- We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school.</li> <li>- It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe.</li> <li>- Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive <a href="#">guidance on air</a></li> </ul>	<p>Premises/grounds not checked to ensure that it is safe to open.</p> <p>Ventilation systems not working.</p>	<p>Academies will ensure that all health and safety compliance checks are up to date, ensuring appropriate records have been kept. (Fire safety, emergency lighting, safeguarding arrangements, legionella control, premises and grounds checks.)</p> <p>Additional Water Sampling and Gas safety checks to be completed before returning to school where necessary.</p> <p>Fire drills and procedures will be reviewed to ensure compliance will still be maintained.</p>	<p>Site team are carrying out all checks and reporting to JR</p> <p>Full fire policy review being done over the summer by JR</p>	<p>JR</p>	<p>G</p>

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<a href="#">conditioning and ventilation during the coronavirus outbreak.</a>					
<p>Educational visits</p> <ul style="list-style-type: none"> <li>- We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see <a href="#">coronavirus: travel guidance for educational settings.</a></li> <li>- In the autumn term, schools can resume non-overnight domestic educational visits</li> <li>- As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor</li> </ul>	<p>Pupils and staff put at increased risk of contracting Coronavirus as a result of overnight or overseas visits.</p>	<p>Domestic overnight and overseas educational visits will be temporarily discontinued.</p> <p>Non-overnight domestic educational visits can resume provided full risk assessments are in place. Risk assessments must include additional control measures related to Coronavirus.</p>			

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<p>venues. Schools should consult the <a href="#">health and safety guidance on educational visits</a> when considering visits.</p>					
<p>School uniform</p> <ul style="list-style-type: none"> <li>- It is for the governing body of a school to make decisions regarding school uniform.</li> <li>- We would, however, encourage all schools to return to their usual uniform policies in the autumn term.</li> <li>- Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures.</li> </ul>	<p>Inconsistency of school uniform.</p> <p>Lack of school uniform does not support the ethos of the schools and collective responsibility.</p>	<p>Parents/carers will be signposted towards where and how uniform for September can be purchased by the end of the summer term.</p> <p>Previous school uniform policies in schools will resume.</p> <p>Non-compliance will be dealt with mindfully and considerately where financial pressures have affected the ability to buy uniform.</p>	<p>Lots of parent feedback regarding uniform and difficulties in affording to buy this. Uniform suspended until half term.</p> <p>Clear expectations given to stunts about what is expected from half term, no trainers etc this was an issue before covid.</p> <p>Parents given time as requested but in return FULL uniform from half term.</p>		
<p>Extra-curricular provision</p> <ul style="list-style-type: none"> <li>- Schools should consider resuming</li> </ul>			<p>Provision to start with will be via video link, this will be reviewed after the first two weeks.</p>		

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<p>any breakfast and after-school provision, where possible, from the start of the autumn term.</p> <ul style="list-style-type: none"> <li>- Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.</li> <li>- Schools can consult the guidance produced for summer holiday childcare, available at outbreaks much of this will be useful in planning extra-curricular provision. This includes schools advising parents to</li> </ul>	<p>Opportunities missed for re-engagement of pupils.</p> <p>Parents/carers unable to resume normal work hours due to lack of childcare provision.</p>	<p>Academies will consider resuming any breakfast and after-school provision from the start of the Autumn term.</p> <p>The aim of these activities will be:</p> <ul style="list-style-type: none"> <li>- To provide opportunities for re-engagement with peers;</li> <li>- Ensure pupils are provided with a healthy breakfast;</li> <li>- To support working parents/carers.</li> </ul> <p>Solutions will be considered that enable children to be kept within their year group 'bubbles'. If this is not possible then small consistent groups will be considered which may be prioritised.</p> <p>Academies will consult the guidance produced for summer holiday childcare to plan provision, available at <a href="#">Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak</a></p> <p>Contact sports/ activities will not take place during extra-curricular provision.</p> <p>Parents will be asked to limit the number of different wraparound providers they access, as far as possible.</p>			

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<p>limit the number of different wraparound providers they access, as far as possible.</p>					
<p><b>3. Curriculum, behaviour and pastoral support</b></p>					
<p>The key principles that underpin advice on curriculum planning are:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment;</li> <li>• remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> </ul>					

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<ul style="list-style-type: none"> <li>- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.</li> <li>- Aim to return to the school's normal curriculum in all subjects by summer term 2021.</li> </ul>	<p>Lack of an inspirational, ambitious, broad and balanced curriculum which does not take children from where they are, to where they need to be.</p>	<p>All academies will continue to provide a broad and balanced curriculum.</p> <p>Research circles will continue to meet (either digitally or in-person) to work on curriculum development. Concept development and sequencing will be the first priority.</p> <p>Headteachers/ Principals will drive the curriculum provision and its impact will be monitored by LAC and Trust board members.</p> <p>Research circles will continue to meet (either digitally or in-person) to work on curriculum development.</p> <p>Curriculum development will be Focus 1 on the MAT ADP.</p>	<p>Full curriculum delivery in bubbles using year group rooms, some specialist facilities used particularly for year 11.</p>	<p>BE</p>	<p>G</p>
<ul style="list-style-type: none"> <li>- Plan on the basis of the educational needs of pupils.</li> </ul>	<p>Gaps in learning not identified - Pupils 'slipping through the net'</p>	<p>Diagnostic testing along with formative assessment will be used to highlight what children do and don't know. The analysis of this will drive provision, putting priority on what pupils need to know next.</p> <p>Provision mapping will be put in place for vulnerable children and those causing concern.</p>	<p>Recovery curriculum planned and two lessons per subject allocated to focus on recovery. SS has done a staff training session on the plan and has met and explained to each HOF</p>	<p>SS</p>	<p>G</p>
<ul style="list-style-type: none"> <li>- Develop remote education so that it is integrated into school curriculum planning.</li> </ul>	<p>Current use of remote education not capitalised to provide a world class education.</p>	<p>Academies will continue to use remote education where it is appropriate using either Seesaw, Firefly or other platforms.</p>	<p>Inset day in September to train staff on SEESAW.</p>		

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	<p>Staff are not confident in the use of digital platforms for remote education.</p> <p>Lack of digital resources/ technology.</p>	<p>This could be in providing curriculum education for those learning from:</p> <ul style="list-style-type: none"> <li>- home</li> <li>- school</li> <li>- a blended approach</li> </ul> <p>CPD will be put in place for all staff needing support so that the offer is equitable for all.</p> <p>Academies will aim to provide the best possible technologies for pupils to use and establish how this can be used at both at school and remotely.</p>			
<p>- For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils</p>	<p>Gaps in learning in 'essentials' not identified - pupils 'slipping through the net'</p>	<p>Whilst the curriculum will remain broad, in key stages 1 and 2, leaders will prioritise identifying gaps and establishing good progress in:</p> <ul style="list-style-type: none"> <li>- phonics and reading</li> <li>- increasing vocabulary</li> <li>- writing</li> <li>-mathematics</li> </ul> <p>Gaps in learning will be identified using diagnostic testing and analysis.</p>			

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<p>are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RHE.</p>					
<p>Music activity in schools. Schools should note that there may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting (even if individuals are at a distance).</p> <p>- Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example,</p> <ul style="list-style-type: none"> <li>• physical distancing</li> <li>• playing outside</li> </ul>	<p>Social distancing not maintained during music activities.</p>	<p>Academies will value music as an integral part of a broad and balanced curriculum whilst appreciating that risk of infection may be increased without additional controls.</p> <p>Academies will consider how to control such risks by:</p> <ul style="list-style-type: none"> <li>• physical distancing</li> <li>• playing outside</li> <li>• limiting group sizes to no more than 15</li> <li>• positioning pupils back-to-back or side-to-side</li> <li>• avoiding sharing of instruments</li> <li>• ensuring good ventilation</li> </ul> <p>Singing, wind and brass playing will not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>	<p>Large music facilities that allow social distancing and use of practice rooms. Music technician appointed to assist with this.</p>	<p>AQ</p>	<p>G</p>



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<ul style="list-style-type: none"> <li>• limiting group sizes to no more than 15</li> <li>• positioning pupils back-to-back or side-to-side</li> <li>• avoiding sharing of instruments</li> <li>• ensuring good ventilation</li> </ul> <p>- Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies.</p>					
<p>Physical activity in schools</p> <ul style="list-style-type: none"> <li>- Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.</li> <li>- Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by</li> </ul>	<p>Social distancing not maintained during physical activities.</p>	<p>Physical activity will be valued in the academies as an important aspect of pupil well-being as well as development.</p> <p>PE sessions will follow current afPE Guidance Document: COVID-19: Interpreting the Government Guidance in a PESSPA Context.</p> <p>All staff teaching physical activity will be reminded of the hierarchy of control measures:</p> <ol style="list-style-type: none"> <li>1) Avoiding contact with anyone with symptoms.</li> <li>2) Frequent hand washing and good respiratory hygiene practices.</li> </ol>	<p>HOF has made a plan for lessons to follow guidance, any cover staff will be briefed by HOF.</p>	<p>HOF</p>	<p>G</p>

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<p>different individual groups, and contact sports avoided.</p> <ul style="list-style-type: none"> <li>- Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures</li> </ul>		<p>3) Regular cleaning of settings.</p> <p>4) Minimising contact and mixing.</p> <p>Pupils will be taught physical activity in their groupings/ bubbles.</p> <p>Sports equipment will be thoroughly cleaned between use by each individual.</p> <p>Within the hierarchy of measures, external coaches and organisations may be used to support physical activity delivery.</p>			
<p>Catch-up support</p> <ul style="list-style-type: none"> <li>- Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published <a href="#">guidance on effective interventions to support schools</a>. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to</li> </ul>	<p>Catch-up funding is not utilised effectively to identify and fill gaps in learning</p>	<p>Each school will decide on the most effective way to use catch-up funding using guidance from the EEF and other current guidance eg</p> <ul style="list-style-type: none"> <li>- Barry Carpenter (Recovery Curriculum)</li> <li>- John Hattie (What really makes a difference to a child's ability?)</li> <li>- James Durran</li> </ul> <p><a href="https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/">https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/</a></p> <p>This will be an agenda item at each Executive Headteachers' meeting during the</p>			

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address their individual needs.		Autumn term so that lessons around impact can be learnt and shared.  The use of catch-up funding will be monitored by the CEO, LACs and Trust board members.			
<p>Pupil wellbeing and support</p> <ul style="list-style-type: none"> <li>- The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see <a href="#">DfE - Supporting pupil and student mental wellbeing</a> for further details.</li> <li>- The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the <a href="#">events page</a> of the SEND Gateway.</li> <li>- DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on <a href="#">teaching about mental wellbeing</a>, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom.</li> </ul>					
<ul style="list-style-type: none"> <li>- Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:               <ul style="list-style-type: none"> <li>• support the rebuilding of friendships and social engagement</li> <li>• address and equip pupils to respond to issues linked to coronavirus (COVID-19)</li> <li>• support pupils with approaches</li> </ul> </li> </ul>	Opportunities for the provision of pastoral support and extra-curricular support fails to meet needs.	Academies will use a range of strategies to: <ul style="list-style-type: none"> <li>- support the rebuilding of friendships and social engagement</li> <li>- equip pupils to respond to issues which have arisen as a result of Coronavirus</li> <li>- improve physical and mental well-being</li> </ul> Trauma Informed Schools (TIS) will be utilised in all academies to provide pastoral support.	Recovery curriculum planned and each day for the first week we will have a tutor period to check each student.	SS	G

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to improving their physical and mental wellbeing					
<ul style="list-style-type: none"> <li>- Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</li> </ul>	Pastoral support not being provided to those most at need	<p>Academies will focus pastoral support (using external agencies where appropriate) to individuals or groups with higher need.</p> <p>SENDCOs or pastoral support leads will ensure that those most in need are provided with additional pastoral support.</p>	SENDCO already working with year teams to make individual plans for students.	VR	G
<ul style="list-style-type: none"> <li>- Schools should consider how they are working with external multi-agencies including school nursing services to support the health and wellbeing of their pupils; school nursing</li> </ul>	External multi-agencies and school nursing resources not fully utilised.	<p>Academies will engage with school nurses to support the well-being of pupils.</p> <p>SENDCOs and pastoral leaders will ensure that all vulnerable children and parents/carers who need to engage with school nursing are able to.</p>			

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<p>services have continued to offer support as pupils return to school</p>					
	<p>Bereavement of staff, pupils or family members.</p>	<p>Academies will provide compassionate bereavement support as detailed in their bereavement policies.</p> <p>Support from teachers and school staff is crucial for bereaved children and young people.</p> <p>Academies will seek support from external agencies such as:</p> <p><a href="https://www.penthaligonsfriends.org.uk">https://www.penthaligonsfriends.org.uk</a></p> <p><a href="https://www.winstonswish.org/coronavirus-schools-support-children-young-people/">https://www.winstonswish.org/coronavirus-schools-support-children-young-people/</a></p>			
<p>Behaviour expectations</p> <ul style="list-style-type: none"> <li>- Schools should consider updating their behaviour policies with any new rules/ policies and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.</li> </ul>	<p>Poor behaviour increases contamination risks</p> <p>Whilst children have had sustained periods of missed schooling, socially acceptable behaviours may have altered negatively.</p>	<p>Academies will update behaviour policies and expectations to consider the hierarchy of measures and how good behaviour will reduce risk.</p> <p>No cross-bubble behaviour interventions will be used.</p> <p>Policies will clearly state the consequences of poor behaviour, including sanctions in addition to positive measures to support positive behaviour.</p>			

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<ul style="list-style-type: none"> <li>- Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions.</li> </ul>					

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<b>4. Assessment and accountability</b>					
<p>Primary assessment</p> <p>Statutory primary assessments will take place in summer 2021. The 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. This includes:</p> <ul style="list-style-type: none"> <li>• the phonics screening check</li> <li>• key stage 1 tests and teacher assessment</li> <li>• the Year 4 multiplication tables check</li> <li>• key stage 2 tests and teacher assessment</li> <li>• statutory trialling</li> </ul> <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020.</p>					
<b>5. Contingency planning to provide continuity of education in the case of a local outbreak</b>					
<p>Contingency plans for outbreaks:</p> <p>Where a class, group or small number of pupils need to self-isolate or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.</p>					
<p>Remote education support</p> <p>- In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> <li>• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked</li> </ul>	<p>Lockdown or isolation affecting the provision of a high-quality curriculum.</p>	<p>In the event of local (or wider) lockdown or where pupils need to self-isolate our current remote learning offer will be resumed as a minimum. The sequence of curriculum delivery will be maintained.</p> <p>Access to digital technology resources will be available for both in-school and remote learning.</p> <p>A MAT-wide programme of CPD support alongside mentoring will be put together to ensure that all staff can use the digital learning platforms to good effect.</p>	<p>IT team available to support during school day, spare l pads purchased.</p>		

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<p>to the school's curriculum expectations</p> <ul style="list-style-type: none"> <li>• give access to high quality remote education resources</li> <li>• select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li> <li>• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should</li> </ul>		<p>Whilst learning via digital access will be the first-choice method, printed resources will be used where this is not possible.</p> <p>Academies will consider how younger pupils and some with SEND may have difficulty accessing remote education without adult support. SENDCOs in each school will map provision to provide equity of education.</p> <p>Subject leaders will attend regular Research Circle meetings to develop a schema for a blended curriculum approach.</p>			



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work with families to deliver a broad and ambitious curriculum.					
<p>- When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> <li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li> <li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li> <li>• provide frequent, clear explanations of new content, delivered by a teacher in the</li> </ul>	Failure to deliver an equitable curriculum for all pupils whether learning at school or remotely	<p>Remote learning school curriculum plans will be aligned with in-school provision which will be:</p> <ul style="list-style-type: none"> <li>- meaningful and ambitious</li> <li>- cover a range of subjects each day</li> <li>- be well planned, sequenced and practised so that knowledge and skills are built incrementally</li> <li>- provide frequent and clear explanations of new content either by the school or use of high- quality resources</li> <li>- reactive to assessment of knowledge gained</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide teachers with a clear expectation on how regularly work is checked;</li> <li>- support the planning of a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers; and</li> <li>- support teachers in being able to gauge how well pupils are progressing through the curriculum.</li> </ul>			

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<p>school or through high quality curriculum resources and/or videos</p> <ul style="list-style-type: none"> <li>• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li> <li>• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li> <li>• plan a programme that is of</li> </ul>		<p>This will be a regular agenda item at Executive Headteachers' meetings throughout the Autumn term.</p> <p>Subject Research Circle meetings will include remote learning on the agenda and good practice will be shared.</p> <p>The CEO, LACs and Trust board will monitor the quality of education delivered via remote learning.</p>			

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<p>equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p>					
<p>- We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents's help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>	<p>Lack of consideration of pupils' age, stage and development</p>	<p>Consideration will be given in all curriculum planning for pupils' age stage and development.</p> <p>Over reliance on parental help/support, long-term projects and internet research activities will be avoided when curriculum planning.</p>			