Appendix 1: Covid-19: Plan for re-opening schools in Portsmouth to a wider group of pupils

This plan sets out a city wide plan to support the phased re-opening of schools in Portsmouth to a wider group of pupils. It is not meant to replace or duplicate individual school or academy trust plans but provides a framework and set of actions to take forward city wide plans which will provide consistency across the city and give parents & carers, pupils, school staff and the wider community more clarity and confidence about the phases of re-opening and the rationale for the way schools will be operating now and into the future.

A core working group with representation from across the city, including all key phases of education from early years to post-16, has oversight of the plan. A number of workstreams have been established to take forward and support specific areas of the plan.

Three phases

We now know that the extended opening of schools is taking place in three main phases:

1. During phase 1 schools have been open to provide education and care for the children of key workers and vulnerable children only. In Phase 1a this provision was only for children who could not remain safely at home. Recently we have moved into Phase 1b, where all children in these groups have been encouraged to attend school.
2. Phase 2, which will begin no earlier than 1 June 2020 when more children will begin to return to schools. The first part of this will see the return of children in early years, Year R, Year 1, Year 6 and Year 10.
3. Phase 3, the final stage, will see the return of all pupils working with additional safeguards in place until the Covid-19 risk has been eliminated. Phase 3 will commence from Sept 2020 following the issuing of government guidance to ensure all pupils return to school at the beginning of the autumn term.

Principles

The following principles underpin the plan:

- Open and clear communications to all stakeholders, particularly parents and carers, is essential to the successful and smooth re-opening of schools to a wider group of pupils
- The health and safety and the emotional health and wellbeing of pupils and school staff is a priority, and this must be a focus of all decisions that are made
- The offer to the most vulnerable pupils is at the heart of the school offer as they are the most likely to have fallen behind in their learning
- Transition will need to be prioritised to support pupils moving

The following workstreams have been identified:

- Infection control and health and safety
- Safeguarding and a focus on vulnerable children and young people
- Emotional health and wellbeing
- Curriculum, home and digital learning
- Transition
  - o primary (nursery to reception and Year 2 to Year 3)
  - o secondary (primary to secondary and Year 11 to post 16)

Each of these areas will have a small group of colleagues from across the Portsmouth Education Partnership working on the development and delivery of plans in these areas. Two additional areas, **home to school transport and communications**, will have their own workstreams but will not have a discrete working group.

As well as considering the specific actions needed in their area the workstreams will also take into account as part of their work:

- What proposed actions will mean for staff workload
- Any training and development implications for staff
- How what is proposed would support vulnerable children, including those who may be unable to attend school for an extended period because they are shielding or live with someone who is shielding.

Infection control and health and safety

Workstream: Infection control - led by Helen Atkinson, Interim Director of Public Health, PCC

	Areas	Proposed actions	Lead	National guidance
1.	Application of **social distancing** measures in schools taking into account size of schools, care needs of pupils, management of the school day - to include: staggered starts and finishes, different break and lunchtimes, pupils staying in one room and teachers moving between them, distance markers, providing pupils with individual sets of resources, expectations of staff and pupils	Clear guidelines for schools based on national advice and including agreed Portsmouth approaches where we are agreeing to take a common approach to areas left to Headteacher discretion.	Infection control workstream - Helen Atkinson	https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings
2.	**Personal Protection Equipment** (PPE) requirements to ensure staff safety	Support with sourcing of PPE To provide all schools across the city with a basic package of PPE including masks, gloves, aprons plus soap and hand sanitizer - to be distributed before 1st June To provide ongoing support and replenishment of supplies as required	Kelly Nash	See above - PPE not generally recommended except where looking after a child who is symptomatic or whose care needs determine that some PPE is required
3.	**Cleaning regimes** in schools, **health and safety checks**	Refer schools to national guidance and seek answers to any areas that are unclear	Andy Kill	https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings
4.	**Covid-19 testing** for staff and pupils	Clear guidance and access to local services	Helen Atkinson	
5.	**Communicate infection control measures** - parents & carers, staff, visitors to schools	Holding statement to be issued by the council to support school plans Draft communications strategy to be completed asap. Possible key messages: - Schools are already open and operating safely. - More children will be asked to return to school as it is safe for them to be there.	Communications workstream	

		- This is what you need to do…. Communications with parents & carers - to manage expectations and provide clear rationale for how schools will operate to ensure there is good infection control Checklists for schools		
6.	**Site and facilities considerations:** cleaning, catering arrangements, visitors, third party contractors	Decision on approach to school meals - continue with grab and go to facilitate distancing? Checklist/ guidance on any other aspects not covered by government guidelines.		
7.	**Staffing implications:** when it safe for school staff to return; staff pupil ratios; minimum complement of staffing required, etc	For LA maintained schools provide guidance consistent with council approach for who should and should not be in school and what steps to take where a member of staff is reluctant to return	Karen Everitt	

Safeguarding / vulnerable children and young people

Workstream: safeguarding and vulnerable children & young people - led by Julia Katherine, Head of Inclusion, PCC

	Areas	Proposed actions	Lead	National guidance
1.	Recording and monitoring school attendance	Continue with current system of recording for Phase 1 Introduce changes as we move into Phase 2 Introduce the new System in line with government guidance as we move into phase 2	Neil Stevenson	https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings
2.	Tracking and monitoring of vulnerable children and young people and support for families who are vulnerable	Continue with current system in Portsmouth for the remainder of this term Review arrangements for 2020/21	Lucy Rylatt	https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-

					covid-19-guidance-on-vulnerable-children-and-young-people
3.		Safeguarding practice during Phase 1 and Phase 2	PSCP to invite DSLs into online Learning Sets (groups of approx. 8 schools) to share and develop safeguarding practice. Will also provide opportunities for DSLs to receive group based support	Portsmouth Safeguarding Children Partnership (Lucy Rylatt and Sam Nesbit)	
4.		Pupils with special educational needs and disabilities (SEND)	Continue to update risk assessments for those children and young people who have an EHCP	Karen Spencer	https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance
5.		Looked after children			
6.		Supporting children who are experiencing SEMH difficulties			

Emotional health and wellbeing

Workstream: existing Children's Emotional Health and Wellbeing sub group of the PEP Inclusion Group - led by Sarah Christopher

	Areas	Proposed actions	Lead	Timescales	National guidance
1.	Planning for positive mental health and wellbeing learning opportunities to support pupil's transition back into school	Share good practice across the city Use of ELSA Networks	**Sarah Christopher** Caitriona Scully		https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing

	Plan opportunities for pupils to share their thoughts and feelings with members of the school community	PSHE and cross curricular Resources Share self-care and self-help resources Louise Bomber workshops - 2 more workshops - they will be prerecorded - there will be breakout rooms to have a discussion Adapt the Return to School Wellbeing resource from Medway to launch it to schools in September	Chantelle Knight Sarah Christopher Sarah Christopher Sarah Christopher		https://www.gov.uk/guidance/teaching-about-mental-wellbeing?utm_source=a24f55fb-ba55-4e69-be69-104e8479e9de&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate
2.	Support for individual pupils including: • Those facing attachment difficulties or increased anxiety after lockdown • Young carers BAME children and young people	Consultation via Mental Health Support Teams and CAMHS SPA Share resources produced by The Harbour School. Commission and publicise webinars by Louise Bomber Cascade learning from these webinars Promote current offer from Mental Health Services	Caitriona Scully Esther McGhee	June 20	https://www.portsmoutheducationpartnership.co.uk/wp-content/uploads/2020/06/CYP-MH-Covid-Update-May-20.-Final.pdf

3.	Bereavement support	Share existing support through Loss and Bereavement Champions and network	Lucy Lynch	June 20	
		Training and support for additional loss and bereavement champions		September 20	
		Signposting to sources of specialist support		Ongoing	
4.	Support systems in place for school staff to support their mental health and wellbeing	Promote self-care resources	Michael Roberts	June 20	
		Promote and encourage access to supervision and consultation		July 20	
		Encourage all schools to sign up to Portsmouth Employee Assistance Programme or similar alternatives.			
5.	Supporting children who cannot come into school - due to illness or live with someone who is vulnerable	Ensure support is provided to this group, who may miss several months of school.	Catherine Walker		
		Plan for reintegration into school when safe for them to return.			

Curriculum, home learning and digital resources

Workstream: home learning and digital resources - led by Alison Bradley

	Areas	Proposed actions	Lead	Timescale	National guidance
1.	**Home learning** Improve access by • preparing for the scenario of continued home learning for some pupils alongside a phased return to school for others • future proofing for the likelihood of an extended period of blended learning and possible further lockdown • promoting the use of digital technology • considering non-digital resources and activities to support home learning in its broadest sense	Draw up set of home learning principles to *protect learning* for all pupils during summer 2020 and beyond. Draw together research and current thinking on how digital technology can complement and enhance the curriculum and pedagogy to inform schools' practice - produce key principles for effective remote learning. Establish baseline (June 2020) of schools' home/blended learning offer and use of digital technology (extent, platform and use of online resources). Showcase successful home learning strategies and use of digital platforms - possibly underpinning future training.	Head of School Improvement/ Alison Bradley Ditto Ditto Ditto Ditto	Summer 2020 Summer 2020 Summer 2020 Summer 2020 As part of baseline Summer 2020; survey parents	

		Identify activities that schools have done/ encouraged at home that have been really beneficial - survey parents? Develop a 'digital library' for city to share *recommended* remote learning resources (linked to phases / year groups).	TSA/subject networks	September 2020	
2.	**Mitigating against learning loss** during lockdown and phased wider reopening (to sit alongside work of the Emotional health and well-being group)	Review and refine existing CPD offer to focus on identifying and addressing gaps in pupils' learning, and in particular for groups such as disadvantaged pupils who are particularly vulnerable to learning loss.	TSA/Head of School Improvement	Start Summer 2020	
3.	**Support for Early Career teachers** with particular focus on next year's NQTs and RQTs (this year's ITT and NQTs) for whom support has been cut short this year - covering their own loss of learning and that of pupils following long periods of absence from school.	Enhanced NQT and RQT programmes provided during 2020/21 • Additional mentoring? • Extra sessions as a (virtual) group?	TSA	Start Autumn 2020	

4.	**Upskilling parents and pupils** Advice and support for home/blended learning (digital and non-digital) in short and longer term	Developing material for parents on how to support children's learning in a way that doesn't add to pressure - survey parents once contact resumes? To take account of those who need extra support (e.g. EAL, those with low levels of basic skills) and those who are hard to engage. Parental and pupil agreements? Must take account of/educate re: potential safeguarding issues.	Head of School Improvement	Start Autumn 2020	Primary: https://www.gov.uk/guidance/help-primary-school-children-continue-their-education-during-coronavirus-covid-19 Secondary: https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-19
5.	**Exploiting the potential of digital learning** Supporting schools to develop a digital strategy to improve learning in school and at home	Re-establish working group of HTs to research access/platforms (including 'deals') and to agree key principles for a digital strategy. Host event or series of workshops for HTs to promote digital learning. Establish teacher digital learning	Mike Stoneman/Natalie Shepherd (TSAT) Ditto Natalie Shepherd (TSAT)	Summer 2020 To start by end of summer term Ditto	

		research group - piggy-backing on work at TPA and with Bohunt Trust. Ensure CPD offer for schools on high-quality remote learning (and incorporating safeguarding).			
6.	**Digital learning access** Ensuring all pupils have access to devices /internet	Distribution of Government-funded devices to children with a social worker and disadvantaged Year 10s in 2nd half of summer term To consider wider access and future capital bid to the council as part of a digital learning strategy	PCC (Y10s in maintained schools and children with social workers). MATs (Year 10s) Mike Stoneman/Chris Williams drawing on work with Natalie Shepherd (TSAT) in area 5.	Summer 2020 Summer 2020 To start Summer 2020 to prepare for bid Autumn 2020.	

Transition - primary (Nursery to Year R and Year 2 to Year 3)

Transition primary - led by Ella Harbut and Mindy Butler

	Areas	Proposed actions	Lead	National guidance
1.	Nursery to Year R - support for practitioners and teachers	Publication of 2020 Transfer Record for EY practitioners to complete and send to schools available https://www.portsmouth.gov.uk/ext/schools-learning-and-childcare/early-years-and-childcare/early-years-support-services Create an extended parental contribution document for parents to share information with schools regarding how their child learns (characteristics of effective learning), skills developed, social and emotional needs etc Develop Transition Document for practitioners to use as a toolkit. Includes links to projects (Read with Me and 50 things to do before you're 5), documents (Transfer Record, SEND toolkit for transition) practical ideas to support transition	Ella Harbut	
2.	Nursery to Year R - support for parents where anxiety	Develop citywide guide for parents - 5 good reasons		

	over school start might impact on attendance or take up of places	your child should start school		
3.	Year 2 to Year 3	Consider year 2 to 3 having some time in Junior school in the summer term. KW/Vulnerable groups visiting Jr sites. Virtual calls, meetings, replicate some of N-Yr R transition ideas Data transfer between schools (SEND, pastoral information) taking place now Opportunities for Yr 2 children to reflect on what they have learnt, their Yr 2 career and to have contact and support (virtual meetings with groups/class) with Yr 2 teachers to facilitate closure before moving to Jr.		

Transition - secondary (primary to secondary and Year 11 to post 16)   Transition secondary - led by Amanda Percy

3.	Year 6 to Year 7	Secondary schools to populate agreed transition spreadsheet with activities, resources and lead contacts for	Secondary Heads	Complete

		transition. Completed document to be shared with all Primary Schools.		
		Consider visits to secondary schools for vulnerable pupils during final days of summer term if this can be done safely. They would not return to primary bubble.	Secondary Heads	Summer 2020
		Where possible primary schools teaching in transition bubbles linked to secondary schools.	Primary Schools	Summer 2020
		Message that all schools are planning for transition with key information for parents to go on PCC website.	Amanda Percy/Sarah Christopher	Summer 2020
		Share useful resources for transition. EPs/Vision and Hearing team can support schools on an individual basis with resources/support.	All	Summer 2020
4.	Year 11 to Year 12	Colleges are working on transition/enrolment activities. All colleges in travel to learn area will complete spreadsheet confirming arrangements. This will be shared with secondary schools and professionals working with year 11	Amanda Percy Colleges	30th June 2020
		Work with providers to make arrangement for transition/enrolment for vulnerable students. This will include ensure appropriate use of AP transition funding.	Post-16 Providers Harbour School Amanda Percy	Summer 2020

		Continued development of Flying Start and inclusion of subject specific information and resources	Amanda Percy	Ongoing
		Careers and Progression Team working with secondary schools to identify and support young people who are risk of NEET/	Amanda Percy	Ongoing
		Look at options for sharing results with post-16 providers to support enrolment	Secondary Heads	August 2020
		Develop Post-16 Progression Campaign for young people/parents	Amanda Percy	August 2020