Return and recovery: a supportive planning tool for schools

Updated July 2020

Introduction

The questions in this tool are designed to support leaders and those responsible for governance to plan a full **return** to school for pupils and staff that is structured and safe. The central idea of **recovery** is linked to three main aspects: restoring the school's ethos, culture and ways of working; ensuring that the well-being of pupils and staff is prioritised; getting pupils back on track in their learning as quickly as possible. There are five sections of questions:

    A. Safeguarding
    B. Behaviour and attendance
    C. Curriculum
    D. Well-being
    E. Premises, health and safety

The questions have been designed so that they can be used flexibly by leaders, by those responsible for governance with leaders, and by leaders with staff. While clearly not exhaustive, hopefully they provide a useful tool to support leaders' thinking. They may also help facilitate the sharing of practice across schools. Central to each section is an emphasis on establishing and maintaining clear, effective communication with all stakeholders.

Key links

The Department for Education guidance, here, is vital to inform responses to all of these questions. Here are some further quick links:

Guidance for full opening: schools
Keeping children safe in education (including September 2020 update)
Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and Safeguarding and remote education during coronavirus (COVID-19)
Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)
Health and safety guidance on educational visits
Actions for schools during the coronavirus outbreak
Supporting children and young people with SEND as schools and colleges prepare for wider opening
Education, health and care needs assessments and plans: guidance on temporary legislative changes relating to coronavirus (COVID-19)
Online education resources for home learning, case studies to support remote education and Oak national academy
Extra mental health support for pupils and teachers and Education Support Partnership
EEF: COVID support guide for schools and National Tutoring Programme
Chartered College of Teaching Catch-up and recovery approaches: selected reading
Workload reduction toolkit

A. Safeguarding	Between **September and December 2020**	Between **January and end of July 2021**
What are the specific safeguarding issues for our school?		
What amendments do we need to make to our existing child protection/safeguarding policy (e.g. in the form of a return and recovery appendix)?		
Are there changes we need to make to our processes and practices to accommodate specific circumstances?		
What additional/refresher training do our staff require?		
Is our leadership of safeguarding in place and strong? Are there any actions we need to take to strengthen leadership and/or add more capacity?		
Have we got the right risk assessments in place for our vulnerable pupils? Are these based on comprehensive information about each pupil from the right range of sources?		
Are there specific vulnerable pupils who we are particularly concerned about in terms of safeguarding? What actions are we taking to address these and how are we reviewing these? Are they making a positive difference?		
Do we have good communication with pupils/families that we are concerned about and/or are priorities? How are we recording and following up contact?		
Are there any changes to contacts and/or processes in the LA/other agencies that we need to incorporate into our policy and practice? Are the right lines of communication open and effective with others working with our pupils?		
How are we ensuring that all of information about priority pupils is recorded and acted on effectively?		

B. Behaviour and attendance	Between **September and December 2020**	Between **January and end of July 2021**
How will we ensure that our expectations about pupils' behaviour are re-established as quickly as possible?		
What approaches do we need to take to ensure caring and responsible relationships are established as quickly as possible across the school?		
Are there necessary adjustments to our approaches to managing behaviour and encouraging good behaviour (linked to socialising and working together safely)?		
Are there particular pupils' behaviour we are concerned about? What do we need to put into place to support them? How will we monitor and review the effectiveness of these bespoke arrangements?		
Are any changes required to the way we record behaviour incidents? How will we analyse and act on these?		
What are we doing to promote good attendance and support pupils and families that are anxious about the return to school? Do we have the right systems in place to record and report attendance accurately?		
Are all pupils attending? If they are not, how are we systematically following this up and what impact is this work having? How are we using additional funding to support this?		
How are we supporting the attendance of particular pupils, especially vulnerable pupils? Are we working effectively with other agencies/professionals?		
Do we need to add capacity to the leadership of behaviour and attendance across the school?		
How will we communicate our approach and arrangements to parents, carers and pupils, including about school uniform? How will we keep them updated effectively?		

C. Curriculum	Between **September and December 2020**	Between **January and end of July 2021**
How will we assess where pupils are in their learning so we can make sure the curriculum meets their needs? How does this link to what we know about what pupils have done remotely or in school before the full return phase?		
While providing an ambitious and broad curriculum, how are we prioritising components within subjects to support pupils' progression? Are there gaps in core knowledge which different subjects can contribute to, e.g. through an emphasis on reading? If relevant, how are we shaping the EYFS curriculum?		
How effective, coherent and realistic is our plan to return fully to our normal curriculum by summer 2021? What are the key markers to help us understand whether we are on track? How will we recover the sequence of pupils' learning?		
How are we ensuring that any remote education aligns closely with in-school provision and is integrated into curriculum planning? How agile is our provision in terms of responding to individual, group or school-wide circumstances? How effectively does our remote plan/provision ensure daily meaningful and ambitious work in a number of subjects?		
Are there particular pupils, especially vulnerable pupils, who need bespoke provision to ensure their needs are met effectively (e.g. linked to risk assessments)? If so, how will we record these and integrate them into any other plans (e.g. EHC plans)?		
How are we using additional funding and the national tutoring programme to provide the additional support for pupils who need it most?		

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What are the key tasks for curriculum leaders? Does leadership in some areas need additional capacity in the short/medium-term because they are priorities?		
Which teaching and learning routines and expectations do we want to prioritise in terms of re-establishing classroom practice?		
What additional/refresher training do our staff need? What time do they need to plan and how will we organise this?		
How will we make sure our parents, carers and pupils fully understand the approach we are taking to the curriculum and why?		

D. Well-being and personal development	Between **September and December 2020**	Between **January and end of July 2021**
How does our curriculum, both remote and in school, support pupils' emotional and mental well-being? Are any adjustments required?		
Which aspects of our culture and ethos are the most important to re-establish as quickly as possible? What practical steps do we need to take to make this happen? How do we make sure we achieve a hopeful, optimistic vision of the future, built on our successes of the past?		
Are there specific mental health and emotional well-being issues that we need to address for specific individuals and/or groups of pupils? What provision is required, including any links with other services?		
How will we re-establish and make positive use of relationships with parents and carers to support pupils' well-being effectively?		
Which elements of pupils' personal development do we want to prioritise? What bespoke arrangements are required, including for extra-curricular activities?		

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How will we make sure we prioritise staff well-being? What support can/should we put in place for them, including in terms of workload?		
What additional training and support do our staff require? How will we ensure communication with staff is effective?		

E. Premises, health and safety	Between **September and December 2020**	Between **January and end of July 2021**
What are we doing to ensure appropriate systems of controls and protective measures are in place to **prevent** infection (e.g. minimising contact, hand washing, respiratory hygiene, enhanced cleaning, PPE where appropriate)?		
Have we got clear systems in place to **respond** to infection (e.g. engaging with NHS Track and Trace, managing confirmed cases in the school community, following local public health advice to help contain any outbreak)?		
Are there any additional arrangements that we need to make for staff who are clinically vulnerable, extremely clinically vulnerable or otherwise at increased risk from COVID-19?		
Are there any changes to classroom layouts and/or teaching arrangements that we need to make?		
How will we communicate with parents, carers, staff and pupils about our protective measures (to both **prevent** and **respond** to infection) and any changes to normal school routines and expectations?		
What changes to the normal school day, including social times and the start and finish of the day, do we need to implement? What additional supervision is needed?		

What arrangements will we make for visiting, temporary or peripatetic teachers and/or other visitors (taking care to maintain social distancing measures)?		
Are there temporary physical changes or adaptations (including to resources) that we need to make? How will we review these changes in the short/medium-term?		
How will we ensure that the use of outside and inside spaces fully support high expectations of health and safety?		
What specific actions will we take to reduce and manage risk in music when pupils are singing or playing wind/brass instruments (e.g. physical distancing, playing outside, limiting group sizes to 15, no large ensembles, positioning, not sharing instruments)?		
What specific actions will we take to reduce and manage risk in physical education (e.g. consistent groups, no contact sports, equipment cleaned between each use by different groups)?		
Are there any other subjects or aspects of the curriculum where we need to consider additional risk management?		
How will we work with the local authority to ensure that appropriate safety measures are implemented for dedicated school transport (arrangements aligned with the principles which underpin the system of controls in school)?		
How will we work with the local authority, transport providers, parents and pupils regarding COVID specific safety considerations and measures for any pupils that travel to school using public transport?		

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