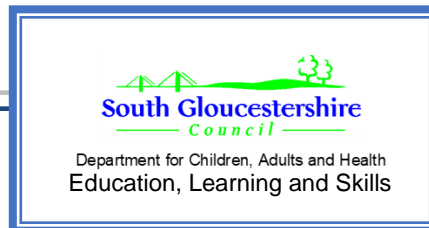


COVID-19 Education Continuity Newsletter



Issue 14: 18th May 2020

Public Health England now has updated the guidance on COVID-19 for educational settings [here](#) Keep checking daily.

Primary School May Half-Term Key Worker Provision

As a Local Authority with some of our Multi-Academy Trust leaders we are wanting to provide schools with a May Half-Term 'Holiday Club' sports based offer, for those schools that do not already have anything equivalent in place with the aim of trying to give school leaders and staff a much needed break. We already know that SBL have an offer this week for local schools and many other maintained schools and trusts are also offering provision; so please check locally first. The following provision has been put in place in a partnership between the LA, Bromley Heath Junior, Olympus Trust and CSET in a local partnership based approach.

We are working with Progressive Sports, who supported us over the Easter weekend and we have established three sites across South Gloucestershire for this offer which will be Monday to Friday.

- Bromley Heath Junior School
- Bradley Stoke Community School
- Marlwood Secondary School (For Primary age CYP only)

We do ask schools that are interested to **contact their key worker families** with the caveat that where pupils can be safely taken care of at home - that this is our preferred option, that priority will be given to NHS and care workers and that once a site is at a maximum, they may be offered an alternative site.

There will be no cost involved for the parents/carers. In order to access the provision, we ask that after an initial discussion with them, you provide the following links to your **key worker parents/carers only**. It would be useful then to share with them the information about what is required as they will need to **book directly** with Progressive Sports.

Progressive Sports have set up the provision on their website for the parents to sign up. For parents to book on they will need to create an account with them. They can do this by clicking on this link: <https://progressive-sports.co.uk/bristol-south-glos/my-account/>

The account is very straightforward to create, we ask that parents/carers fill in as much detail as possible about their child when registering (School name, Class Name, medical/health needs etc...) If they already have an account with Progressive Sports please can they check that their child's details are up to date. Please note that the company are regularly used by a number of our schools and they come with both DBS clearance and will have qualified first aiders on site.

DEPARTMENT FOR EDUCATION CORONAVIRUS HELPLINE
for education and children's social care related queries: anyone working in early years through to universities, plus parents
0800 046 8687
8am to 6pm (Monday to Friday) 10am to 4pm (Saturday and Sunday)
DfE.coronavirushelpline@education.gov.uk

The May Half-Term Provision is open from **8.30am-3.30pm at all the sites**, although alternative drop off/pickup time can be arranged to suit shift work. Children would be required to bring their own packed lunch (lunch provided at Bradley Stoke Community School) and water bottle please.

If parents do encounter any problems while booking please get them to contact Progressive Sports directly:

k.England@progressive-sports.co.uk 07701000152
m.quirke@progressive-sports.co.uk 07583948759

Home to School Transport

The Council's Client Transport Team are busy making arrangements for contractors to transport children to school from 1 June (for those that are returning and whom are eligible to receive free assistance). The team experience difficulty in receiving information about which children will need transport to re-start. It would be helpful if you are able to encourage parents to contact the Council's Client Transport team by including in your newsletter to parents **on a weekly basis** the following message:

Parents with children in receipt of free home to school transport who are returning to school are asked to contact the Client Transport Team by email ClientTransport@southglos.gov.uk to confirm they will need transport to re-start. This is for children who have already been assessed as eligible to receive free assistance with the cost of transport from home to school. Please also advise parents to email ClientTransport@southglos.gov.uk with any questions or concerns about their travel arrangements in advance of returning to school.

Headteacher Well-Being

Please find below a copy of our Headteacher Well-being Newsletter, Issue 4.

You may wish to share more widely with your leadership team.

http://sites.southglos.gov.uk/safeguarding/wp-content/uploads/sites/221/2020/05/Head-teacher_wellbeing_issue_4_18May2020.pdf

Travel to School

The council aims to make travel to and from school on foot and by bike more attractive and are looking at a range of measures to assist with social distancing requirements on our road network outside schools if you have suggestions or requests then please email roadsafetyprimary@southglos.gov.uk. Any increase in active travel modes may help support pupil wellbeing and reduce congestion and parking problems.

Child Performance Licensing

Production companies are beginning to make provisions for some types of performances, largely centered around filming, voiceover work and possibly modelling, to continue. Up until this point, no child performance licenses have been issued and this is likely to remain the case whilst current social distancing measures are in place. That said, it is possible that there may be some exceptional situations where performances may be able to go ahead, for example voiceover work where the recording is taking place in a studio at the child's home with only members of their household present.

We are continuing to take account of advice from the government, DfE and other organisations (including the National Network for Children in Employment and Entertainment) as appropriate. Moving forwards, requests for child performance licenses will be considered on a case-by-case basis. All production companies will be required to apply for child performance licenses at least 21 days in advance of the performance to allow time for the various elements of the application to be assessed and a decision to be made regarding whether or not the child can take part. All applications will be required to include a full risk assessment that has been completed and shared with the young person themselves and with their parent(s), and signed and dated by all parties, and must include clear reference to the measures that production would take to safeguard the young person, particularly with regards to Covid-19. Any child performance licenses that are issued will include a condition stating that the license may be revoked if there is a change to government guidance.

For any performances involving children which are taking place abroad, the production company must make an application to the Magistrates' Court, as this falls outside of the Local Authority's jurisdiction.

Attendance Reporting from 1st June

Parents and carers of eligible year groups, and critical workers/parents and carers of vulnerable children, are strongly encouraged to bring in their children, but they will not face fines or other sanctions if they don't.

Your school will not be held to account for your attendance figures during this time.

You should encourage parents whose children have been invited in to call you each day if they are not coming in as normal, so you understand why and can discuss it with them if needed.



COVID-19: Managing Legionella in Building Water Systems

The European Working Group for Legionella Infections (ESGLI) has put together a guidance document on how to best manage Legionella in building water systems during this COVID-19 outbreak.

It is very important that while many buildings, hotels, offices, non-essential shops, leisure centres, spas are shut down due to the pandemic, that water systems are still well maintained to prevent future health issues like Legionella outbreaks.

The procedures outlined [here](#) will help maintain water systems during this outbreak:

If you need further advice please contact Environmental Health on 01454 868001 or email foodandhealth@southglos.gov.uk for help.

Safety and Maintenance of School Buildings during Covid 19

During this time of partial occupancy or closure of schools, it is important that buildings continue to be maintained in order that they remain safe. The DfE has issued guidance for managing school premises which suggests that particular attention should be given to the following systems during reduced occupancy:

- Hot and cold water systems
- Gas safety
- Fire safety
- Kitchen equipment
- Security including access control and intruder alarm systems
- Ventilation

Further details of the guidance on maintenance of your school buildings are attached. Please also refer to the attached risk management advice for schools which includes a helpful checklist which would be very useful in the event of any claims arising.

Details of useful contacts within the Council are set out below:

- Essential/urgent capital and maintenance works which are outside the scope of your existing maintenance plans: susan.webber@southglos.gov.uk and David.Beale@southglos.gov.uk
- General school building and maintenance issues/advice and guidance: propertymaintenancehelpdesk@southglos.gov.uk
- Risk Management: Ailsa.Collins@southglos.gov.uk

NQT FAQs

In the current climate, with schools closed and still a certain amount of uncertainty around the exact date when they will reopen, a number of questions around arrangements for NQTs have been asked. This update will answer the most frequently asked questions and will hopefully provide clarity for schools.

What happens in the summer term for my NQT?

Processes for induction still remain the same. NQTs will still need to continue to meet with their mentor, in most cases these may be virtual meetings. At the end of the summer phase the NQT and mentor should still meet and discuss the assessment for the phase and fill out the final form in the usual way ready to submit by the deadline of 10th July. Clearly, some of the evidence that will be used during this phase will be slightly different depending on what the NQT has been doing during the closure. For some, they may have been in school for a time and for others it may have been planning remotely and supporting their classes as best they can. All of this can be added to the form to support the final judgement using this non-standard teaching evidence.

Final phase assessments will be reviewed in the same way as previous assessments and all outcomes for final phase NQTs will be sent to them following the panel meeting. If there are NQTs on their first or second phase assessment then this will be reviewed in the same way and the NQT will continue their NQT year into September.

What happens if my NQT has not been in school?

Most NQTs will still have been available for work during the school closures and as such will have been carrying out some teaching tasks. A lot what they will have been doing may have been remotely, and all of this means that the NQT will have been working during the closure. With regards to NQTs that have been absent during this period and not available for work, the induction statutory guidance states that if an NQT has been absent for more than 30 days then the NQT induction year would automatically get extended. However, under the new legislation there is some flexibility allowed due to the COVID 19 pandemic. Under this new guidance, if an NQT is meeting the standards, then the appropriate body can allow absences that are as a result of the current coronavirus emergency. Therefore, if an NQT has not been working due to COVID 19 related issues then the absences would not count towards the 30 days that would trigger an automatic extension. Any absences that are not due to the coronavirus pandemic will be treated in the usual way.

What if my NQT is only on the first or second phase of induction?

Some NQTs may have only started their induction part the way through the year. The guidance regarding absences applies in the same way and no penalties will be made if the absences are directly due to COVID 19.

Therefore, if the NQT is currently completing their first or second phase assessment and has had absences due to Coronavirus, providing there is enough evidence to suggest the NQT is meeting the teaching standards, then the absence can be disregarded. It may be that the school considers that there is not enough evidence due to the unusual circumstances to judge all teaching standards. Schools are encouraged to use non-standard teaching activities to assess some of these standards, and regular conversations with mentors may provide some of this evidence.

The NQT can then continue the induction into the new academic year as they would have done under normal circumstances. If an NQT is not making satisfactory progress against the teaching standards on the first or second phase assessment period then the form will be submitted as normal stating that this phase is not satisfactory.

What happens if there are concerns?

If there are concerns that an NQT will not have had the opportunity to **consistently** demonstrate meeting the Teacher Standards then the new guidance is encouraging appropriate bodies to offer an extension to the NQT induction. This will allow the NQT to continue to be supported and, with more time, to demonstrate having fully met the standards. Normal guidance also states that NQTs have the right to a full induction year and if an NQT feels they need a further phase in order to develop their practice then they have a right to do that. Mentors should discuss this with their NQTs. Similarly, if the school feels that it would benefit any NQT to have a further period of support then an extension can be requested through their appropriate body.

What does an extension mean for the NQT?

If an extension is offered to an NQT then this means there will be a further phase of assessment from September until December. All the usual induction requirements remain the same. There will still be a need for NQTs to have their statutory 10% non-teaching time and they are still entitled to a package of CPD as well as regular observations and meetings with mentors. A final form will then be submitted at the end of this phase and reviewed by the panel in the normal way. An extension can either continue in an NQTs current school or be taken with them to a new post.

Some NQTs may have been on a fixed term contract and are not taking up a new post in September. If this is the case, then the NQT will still have one phase of their induction year to complete on securing a new post. The year the NQT has just completed will be recorded on the TRA (Teacher Regulation Agency) site and will show that one phase needs completing.

Links to the updates for this year and the induction guidance can be found below.

<https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

If there are any further questions or you wish to discuss an individual situation that is not covered by the guidance then please do get in touch via email at deb.ferris@southglos.gov.uk

Maths Transition Support

We are aware that when children return they will have been away from main teaching of mathematics for a considerable time. This is likely to have resulted in gaps in their mathematical knowledge and possibly in the development of misconceptions with some areas of mathematics and reduced engagement in mathematical learning.

In order to support transition for 2020 in mathematics in primary schools the curriculum team have written two reasoning and problem solving units. Maths Leaders and teachers from a range of schools within South Gloucestershire have been consulted along with the EYFS team and this leads on from the EYFS published information.

All the activities for each day and throughout the units have been written as low threshold, high ceiling tasks so **all pupils** can access them at an appropriate level, without putting a limit on the learning of more able pupils. The aims of the units are to support teachers with:

- Assessing learners gaps and ideas on addressing these
- Developing growth mind set
- Engaging learners back with maths (without the use of worksheets)
- Catering for a wide range of abilities
- Transition to the next year group
- Developing reasoning and mathematical talk
- Appropriate choice of resources to support learners

Both units have been written to revisit many of the objectives in the national curriculum through problem solving and reasoning activities using practical fun activities rather than worksheets to re-engage learners. The units will fit alongside any mental maths sessions your school is already doing such as number talk, Big Maths or Times tables Rock stars.

Organisation

The two units are:

- Unit 1 - Reasoning about Number Patterns and Calculation
- Unit 2 – Reasoning about Calculation and Statistics
- Maths tests to support gaps analysis and inform future planning are also in the process of being developed.
- Daily number talk sessions are also being planned to support the units.
- 2 metre and 20 second challenges
- Diamond 9s and maths trails
- Secondary ready maths skills for y6
- Maths Story Ideas for Y1

Each unit provides daily progressive planning for each year group and identifies the resources and the activities to teach each daily focus. The attached example gives an idea of the unit structure for year 1 and for year 6 as these are priority year groups for returning.

There are similar units for all other primary KS1 and KS2 year groups for when these are needed and they form a clear progression from one year group to another.

- The units can be delivered in term 6 as a gaps analysis or as a start to term 1, or both.
- Each lesson would be a maximum of 30 minutes but could be extended.

- Each unit is a week-long, but could be split over several weeks for smaller groups or phased return of pupils.
- Over the week there are 5 linked lessons with a choice of several activities each day, these increase with difficulty each day.
- The two units have been written so that can be taught independently or run one after the other.
- The theme for each day is the same so for every lesson in the unit you can track up a year group or down a year group to suit pupil need. You may need to track even further back for some pupils.
- For Year 1 there are a set of activities written as working below Y1, these are meant for those lower ability Y1 pupils **not** EYFS pupils, although some EYFS pupils may be able to access them depending on what home learning has taken place.
- The format of the units supports teaching in mixed age classes. As with any investigation lesson some pupils will need further support and guidance by adults in order to access the activities.

The main resources have been chosen so that they are easily accessible in school including if children are being taught in groups not in their own classroom and include wipeable 100 squares, x grids, number tracks and plastic counters that can be easily accessed. To support transition for younger pupils teachers could also consider using resources from home that pupils have been using during closure for counting such as pasta, buttons, Lego bricks, home-made number lines or number cards.

Colleagues who have already looked at the units have fed back the following:

- *'The plans are really easy to follow, the questioning is great and they could be used at any point when we return. The clear nature of them also means they could be followed by TAs easily, as I fear when we do get back there will be lots of social distancing measures in place, so that classes will be split into manageable groups.'*
- *'... there is scope to make them as formal or informal as needed, which will be great because some children will return keen to get back to 'proper recording and learning', whilst others will need to be engaged practically and be reminded about all sorts of things. They all fit together so that you can mix between different year groups depending on when we get back'*
- *'a nice gentle re-introduction to lessons, when that time should ever come! I like the fact there are several different activities as well nice short and snappy things, which will be good when attention spans are adjusting - adults and children!'*

Online Maths CPD

The maths team are also going to be running online training sessions in the summer term to support staff in different year groups to address mathematical gaps in learning when children return to school.

Our year group briefings starting with Year 1 on 8 June and finishing with Year 3 on 29 June. The online sessions will provide simple assessment tools, activities to support quick wins to address gaps and aid transition between year groups.

There are two opportunities to take part as each session is being run twice on the same day at different times, one in the afternoon and one after school. For full details and booking then click on the link in the list below for the appropriate year group