

## ***Guidance for full opening : Schools***

Previous guidance is accessible [here](#)

The new full guidance can be found [here](#)

Here we extract some of the updates which may impact upon your school and classroom:

### **Access to face coverings**

It is reasonable to assume that staff and young people will now have access to face coverings due to their increasing use in wider society, and Public Health England has made available resources on how to make a simple face covering. However, where anybody is struggling to access a face covering, or where they are unable to use their face covering due to having forgotten it, or it having become soiled or unsafe, education settings should take steps to have a small contingency supply available to meet such needs.

No one should be excluded from education on the grounds that they are not wearing a face covering.

### **Safe wearing and removal of face coverings**

Schools should have a process for removing face coverings when those who use face coverings arrive at school, and when face coverings are worn at school in certain circumstances. This process should be communicated clearly to pupils and staff.

### **Bubbles in schools**

In secondary schools, particularly in the older age groups at key stage 4 and key stage 5, the groups are likely to need to be the size of a year group to enable schools to deliver the full range of curriculum subjects and students to receive specialist teaching. If this can be achieved with small groups, they are recommended.

At primary school and in the younger years at secondary (key stage 3), schools may be able to implement smaller groups the size of a full class. If that can be achieved, it is recommended, as this will help to reduce the number of people who could be asked to isolate should someone in a group become ill with coronavirus (COVID-19).

### **Equipment and resources**

For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.

Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

### **Performance**

Schools in local restriction tier 3 areas should not host performances with an audience. Where schools are unable to put on live performances to parents, they may wish to consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.

Schools in other local restriction tier areas planning an indoor or outdoor performance in front of an audience should follow the latest advice in the DCMS [performing arts guidance](#), implementing events in the lowest risk order as described. If planning an outdoor performance they should also give particular consideration to the [guidance on delivering outdoor events](#).

### **Inspection**

For state-funded schools, the intention is that routine, graded Ofsted inspections will not be reintroduced until the summer term. During the spring term, it is intended that inspectors will conduct monitoring inspections in schools most in need of support - inadequate schools and some schools that require improvement. These monitoring inspections will not be graded, and will focus on matters that are particularly relevant at this time, such as curriculum and teaching (including remote education), and attendance, particularly of vulnerable pupils.

Inspectors will be sensitive to the school's context, and support schools to prioritise the right actions. As has been the case throughout, Ofsted will also have the power to inspect a school in response to any significant concerns, including those relating to safeguarding and quality of education (which could include remote education).

### **Accountability expectations**

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.

For the 2020 to 2021 academic year, school and college level performance data based on exams, tests and assessments will be made available to Ofsted, DfE teams, and to schools themselves, to support school improvement, but we will not be publishing this data on school and college performance tables.

We will temporarily change the published performance tables next year to provide a transparent set of information for parents on:

- the subjects that key stage 4 and key stage 5 students have taken
- how well schools and colleges support key stage 4 and key stage 5 students to their next destination
- attendance of key stage 1 to key stage 4 pupils, with relevant context to take account of the impact of coronavirus (COVID-19)