

*Official sensitive - policy in development – not for wider circulation*

**EDUCATION RESTART PROGRAMME  
BLUEPRINT DOCUMENT**

**DRAFT**

ED1/20/100122

INQ000176123\_0001

## Contents

Purpose of document .....	4
Principles for Restart.....	5
Strategic context / background.....	8
Challenges in current context .....	10
Programme objectives .....	11
Assumptions.....	12
Strands / Projects.....	13
Education Restart Strand .....	15
DE Restart Strand.....	18
Lessons learned and Preparedness.....	19
Delivering Restart.....	20
Phasing.....	20
Prioritisation.....	20
Maximum Capacity .....	22
Blended Learning .....	22
Programme Delivery .....	24
Programme Communications .....	26
Measuring success .....	27

Formatted: Normal

## Purpose of document

1. The purpose of the document is to serve as a Blueprint document for Education Restart. The document highlights potential Sstrands of work and projects to be established in order to deliver the Programme. Also included (at Annexes) is a series of questions / comments which will need to be considered as the education system is restarted.
2. The core objective of this work is to ensure that the education system can restart in a safe and effective way. This will require a focus on:
  - the well-being of the education workforce and learners;
  - educational outcomes; and
  - appropriate arrangements for the operation of schools and other settings.
3. The document was developed at pace and in isolation of significant conversations with wider colleagues – it is therefore very much a preliminary working document for discussion and revision.
4. Programme delivery will be agile – elements of this Blueprint could therefore be overtaken by events or emerging priorities relating to the management of COVID 19.

## Principles for Restart

5. There are a number of underlying principles in relation to restarting the education system which should be highlighted at this stage. These will inform Programme design and delivery in due course (and are open to revision).

EVIDENCE INFORMED <sup>1</sup>
<p><b>No decision has been taken on the timing of restarting the education system.</b> This decision will be driven by circumstances, not dates, and taken by the Executive, based on advice from DE and Department of Health Ministers and led by scientific advice and through consultation with public health professionals and education stakeholders (including managing authorities, trade unions and sectoral bodies).</p> <p>Education restart will also be informed by the experience in other countries dealing with similar issues and by examples of best practice and relevant research where available.</p>
PROTECTING THE WORKFORCE AND LEARNERS
<p><b>The health and well-being of the education workforce and our children and young people will be a primary concern</b> when developing plans to restart education.</p> <p>The risk of contracting COVID-19 in schools should be minimised. This is likely to require guidance on social distancing, enhanced cleaning arrangements and provision of appropriate PPE. Consideration will also need to be given to appropriate arrangements for accommodating members of the workforce and pupils who are more vulnerable to COVID-19.</p>
ONGOING COLLABORATION AND CONSULTATION
<p>Restarting education will <b>require close collaboration and consultation at a strategic level with statutory partners in EA, CCMS and the Council for the Curriculum, Examinations and Assessment (CCEA) and with a wide range of education stakeholders, including the sectoral bodies, Arm's</b></p>

<sup>1</sup> The five criteria listed by UK Govt in relation to ending lockdown are as follows: First we must **protect the NHS' ability to cope**, we must be confident we can provide sufficient critical care and specialist treatment across the UK. Second, we need to see a **sustained and consistent fall in the daily death rates** from coronavirus so we are confident we have moved beyond the peak. Third, we need to have **reliable data showing the rate of infection is decreasing** to manageable levels across the board. Fourth, we need to be **confident the range of operational challenges, including testing capacity and PPE, are in hand with supply able to meet future demand**. Fifth, we need to be confident that any adjustments to the current measures will **not risk a second peak of infections** that will overwhelm the NHS.



**Length Bodies (ALBs), teachers' unions and school leaders; as well as expert advice from public health officials.** This may require new ways of working in DE (and other partners) including new structures and new priorities.

This collaboration and engagement does not solely relate to the planning for Restart but also during its implementation to ensure processes are reviewed, revised and improved as needed.

In advance of Restart stakeholders, and particularly schools, will need to be given adequate notice to ensure that planning can be undertaken at school level.

#### PLANNING FOR A NEW NORMAL

It is unlikely that the education system and its key statutory delivery bodies (DE, EA, CCMS and CCEA) will be able simply to return to business as usual. Restarting the system and its delivery bodies may require a **“new normal” and a redesigned delivery model (on a transitional basis)**.

The extent to which a “new normal” is required will be dependent on health advice but could require ongoing social distancing, a phased return of learners, reduced class sizes and continued distance learning – with a significant impact on the school day.

#### PHASING AND PRIORITISING

The nature of education means that **enforcing stringent social distancing is difficult to achieve** – this is particularly true in early years settings and when supporting learners with special education needs or disabilities. It is likely therefore that a phased approach will be required with an element of pupil prioritisation. It is also likely that a level of distance / remote learning will continue for an unspecified period.

Prioritisation will consider and balance the needs of children of key workers, children at key stages of their educational journey and children with special educational needs and disabilities, who may require specific health and educational support.

6. In terms of delivery methodology – it is agreed that a flexible and agile approach is necessary. A Programme Board has been established to provide strategic direction, leadership and oversight with representatives from DE, ETI, EA, CCMS and CCEA. Tasks and priorities will need specified lead personnel but each

*Official sensitive - policy in development – not for wider circulation*

organisation will contribute in an agile fashion – with ongoing stakeholder support.

7. The current circumstances may enforce a light touch / proportionate approach to Programme and Project Management however best endeavours will be used to follow best practice.

DRAFT

## Strategic context / background

8. DE is currently engaged, along with all other NI and GB Government Departments and public bodies, in the response to the Covid 19 pandemic. As a consequence, there have been significant business impacts, and full “business as usual” is not possible.
9. All schools closed to the majority of pupils at the end of the school day on Friday 20 March 2020. From Monday 23 March 2020 schools have been open for the children of ‘key workers’ and ‘vulnerable children’ only.
10. The figures below set out the broad picture across all settings since 23rd March<sup>2</sup>.

	Average <sup>3</sup>	High	Low
Settings open	470	580	136
Children attending	1,100	1,446	122
Staff in open schools	1,800	2,101	271
Staff working remotely	12,500	13,772	2,708

11. Since the Easter break there has been a rise in the number of children attending ~~across settings, accompanied by a rise in vulnerable children attending~~ open schools. Some parents have had difficulty in obtaining a place for their children due to their “home school” being closed. A helpline has been implemented and ~~has already~~ supported the placement of over 435 children, with only low numbers ~~of children~~ still requiring placement<sup>4</sup>.
12. “C-19 Clustering” arrangements have been implemented to encourage all settings to work collaboratively to accommodate the children of key workers and vulnerable children in their local area. To date 32 C-19 Clusters have been registered with DE involving 129 schools. The Department also launched a scheme for volunteers from across the wider Education sector to register and offer their assistance, to date over 1,000 volunteers have been identified and cleared by AccessNI to work within Clusters if required.
13. When the current crisis period ends (or eases), the Department and the wider education sector will need to reorganise and redeploy its resources back to delivery of Ministerial objectives. Prior to any resumption of normal service, this plan will need to be reviewed – diversion of resource, reassessment of priorities and the passage of time will affect many of the dates and indicators that had been agreed

<sup>2</sup> Based on daily survey with response from around 1,100 settings per day.

<sup>3</sup> Approximate daily average – accepting there was a decrease in numbers during standard Easter holidays.

<sup>4</sup> 14 as of 1.5.2020

as part of the operating plans for the Department and sector. It is also possible that the Executive response to recovery will need substantial revisions to the draft Programme for Government, supported by new Departmental Corporate and Operating plans, with associated updated Risk Registers. The recalibrating of business plans will impact on budgets.

14. The Department and its key Delivery Partners will therefore need to have an effective plan to return to full operational status (or as close to it as resource permits) in an organised and managed way. This will likely involve much business being conducted remotely, with appropriate utilisation of technology to support planning, deliver
15. It has been agreed (with the Minister) that a Programme of work is required to consider how the education system is supported to restart and continue in an effective manner and how the Departments (and its Partners) are best structured to deal with the “new normal”. It is also essential that the Department, in this period of disruption, proactively records and understands key lessons learned (of what has worked well during the ‘lock down’ period and what has, perhaps, not been so effective) and uses this learning to improve processes and develop robust plans in case there is further disruption.

## Challenges in current context

16. Teachers in Northern Ireland have responded effectively and innovatively to the challenges presented by the current crisis. As educators, they are seeking to minimise the impact of this disruption while appreciating also that distance learning can be no long term substitute for the benefits of attending school. Parents too have responded willingly to becoming home educators - while recognising also that they cannot replicate the expertise of a skilled professional.
17. Northern Ireland benefits from a highly sophisticated IT education infrastructure for all schools which enabled teachers to establish distance learning with minimum fuss. A DE survey found that 96% of schools which responded were using on-line learning as part of their approach.
18. While this is to be applauded, it does not alter the fact that technology is only the means and the starting point to effective learning and teaching, in a similar way as planning lessons and creating resources. Really effective teaching requires interaction with pupils, listening to and observing what they know and do not know, and guiding them through alternative strategies as they work both independently and collaboratively, to explore new ideas and concepts.
19. We do not know the final impact of the current crisis on children's safety, well-being and learning. Educational research points, in some instances, to lost learning opportunities as being capable of being addressed more readily than safety and well-being. Clearly though, the longer more marginalised children remain out of school, the slower the recovery of lost learning.
20. The loss of peer interaction, disrupted routines, and even shared experiences of key transition points in their school lives, have the potential to affect all children and young people, leading to increased anxiety and worry over their futures and how to make sense of the world.
21. Teachers too need professional interaction to develop their thinking and understanding of how learning can be adapted in this changing landscape. It will be important that in any transition period the complementary roles of teachers and parents can be more fully explored to increase understanding of how effectively young people can be supported through any potential future disruption in their education.

## Programme objectives

22. The core Programme objectives are:

- i. **To restart the education system in a safe and effective way** – with a focus on ensuring the well-being of the education workforce and learners is considered; that educational outcomes are maintained; and arrangements for a new school day are implemented.
- ii. **To review and refresh DE's (and its dDelivery pPartners) Plans-business plans to ensure business priorities are understood and can be delivered** – with a focus on processes, priorities, people and resources.
- iii. **To learn the lessons of the ongoing response to the current disruption across DE, it's pPartners and in schools to prepare for future potential disruption** – with a focus on what has or has not worked well in the current phase of response and a review of contingency plans so they are fit for the future so further disruptions are responded to quickly and effectively.

Commented [SC1]: prioritised?



## Assumptions

23. Education Restart planning is based on the broad assumption that the education system (and delivery partners) will not be able to return to business as usual from day one and that there will be a transitional period where a “new normal” is delivered i.e. ongoing social distancing, a phased return to education, blended learning approach (which will include a continuation of a level of distance/remote learning) etc.
24. It is also assumed that the ongoing period of disruption will have an impact on learners both in terms of educational outcomes and well-being. This impact will vary depending on the individual child or young person. It is assumed that children and young people who have historically achieved lower levels of attainment in comparison to their peers may be more vulnerable to a negative educational impact owing to school disruption and distance learning.
25. These assumptions are subject to testing and further scrutiny – it may be the case that these assumptions are incorrect and the education system can return to business as usual quicker than expected and the impact on learners will be minimal. These are unknowns at this stage. The scale of response should be proportionate to the scale of the impact.
26. In delivery of the Programme (and its various work strands) effort should be made to learn from the experience of other countries, gather examples of best practice and assess available research. Some examples include:
- Visible Learning Effect Sizes When Schools Are Closed: What Matters and What Does Not by J Hattie (April 2020)<sup>5</sup> (**Annex A**)
  - Social Mobility and COVID 19 – Implications of the COVID 19 crisis for educational inequality by R Montacute (Sutton Trust) (April 2020)<sup>6</sup> (**Annex B**)
  - Schools, skills and learning: The impact of COVID-19 on Education by S. Burgess & H. Henrik Sievertsen (April 2020)<sup>7</sup> (**Annex C**)
  - International Weekly Covid Roundup (27 April 2020) and OFF-SEN International Education meeting Readouts (April 2020) by Department for Education (GB) (**Annex D**)
  - Framework for reopening schools: Sutton Trust (April 2020) (**Annex E**)

<sup>5</sup> <https://corwin-connect.com/2020/04/visible-learning-effect-sizes-when-schools-are-closed-what-matters-and-what-does-not/>

<sup>6</sup> <https://www.suttontrust.com/wp-content/uploads/2020/04/COVID-19-and-Social-Mobility-1.pdf>

<sup>7</sup> <https://voxeu.org/article/impact-covid-19-education>

## Strands / Projects

27. It is suggested that the Programme could have three broad sStrands, each with separate pProject areas as required – however an agile approach is required.

28. At a high level these sStrands could be as follows:

- **Education Restart** – considering all matters central to restarting the education system (schools and other settings, including pre-school, nurseries, EOTAS and youth settings) in a safe and effective manner. This could focus on issues such as promoting well-being, maintaining education standards, managing budgets, supporting the workforce and managing a new school day. Some of this work may already be underway in different business areas – but will require significant partnership working with the Arm's Length Bodies, trade unions, sSectoral bBodies and other key stakeholders.
- **DE Restart** – considering all matters central to restarting the Department and ensuring the Department is appropriately structured to deliver on a new set of priorities. This could focus on ensuring that staff are deployed appropriately, that business plans are recalibrated, budgets adjusted, working practices align with public health guidance and that statutory / business critical duties are fulfilled—. Each Delivery Partner (ETI, EA, CCMS and CCEA) could be expected to have its own version of this sStrand within its organisation. Governance and oversight of the DE work stream would rest within the Department but information would be shared at Programme Board level to aid learning.
- **Lessons Learned and Preparedness** – ensuring that key lessons learned from the current response from DE, its partners and the education sector are captured and inform the “new normal” and- ensuring robust preparedness plans exist to be able to respond to further periods of lockdown or school closures. This sStrand would operate across the first two and be expected to inform both the Education Restart and DE Restart and ensure delivery partners and the system is prepared for further disruption, should it occur. For example, there has been considerable disruption to the delivery of the curriculum, assessment and qualifications (including examinations). These are core components of the delivery of education and have interdependencies across DE, ETI, EA, CCMS and CCEA. The response to the disruption and management of distance learning and delivery of assessments will likely produce many strategic lessons which could inform future policy / service delivery and preparedness for further disruption.

29. Each sStrand could be expected to have a series of pProjects (or indeed mini pProgrammes) to tackle core issues. Some of this work may already be underway in the Department – this approach is not intended to duplicate work



rather than ensure it is appropriately supported / resourced, linkages identified and managed, and provide oversight at senior management level.

30. Work is underway to capture information from DE business areas on current critical priorities and what action(s) would be required to restart the education system. This will include consideration of how business priorities will change, new work to be delivered and existing work to be stood down, resource implications (both in terms of pressures and easements) and priority actions in the event schools were to reopen. Delivery pPartners will be required to carry out similar exercises. The information gathered will inform future Programme design and delivery. This paper has been prepared in advance of this information and should be treated as a “starter” for discussion.

## Education Restart Strand

31. This ~~s~~Strand will be led by ~~XXXXXXXXXX~~. Priority leads are marked in red. Potential “issues” to be considered as part of each Priority are detailed at **Annex F** – these will be subject to change as mobilisation occurs.

PRIORITY	DETAIL	OUTCOME
1	<b>Protecting workforce and learners</b> (Lead - to be added)  To support, protect and enable our workforce as they lead the return to “new normal” schooling arrangements.  Key activity will include agreement of safe working practices and provision of appropriate PPE and enhanced cleaning arrangements (including classroom resources). Staff and learners with underlying health concerns or caring responsibilities to be managed. An audit of staffing capacity and capability will be required as well as ongoing monitoring of staff and learners who have had or been exposed to COVID 19. There may also be ongoing school based risk assessment to inform school leaders and Boards of Governors and aid decision making on adapting measures. <u>Consideration is also required on the management of non-teaching workforce (e.g. canteen staff, bus drivers etc) who may not be fully utilised come the new term.</u>	<u>Staff and learners protected as far as possible and the risk of COVID 19 spread minimised.</u> <del>Staff and learners protected with the risk of COVID 19 spread minimised.</del>
2	<b>Continuity of Learning</b> (Lead - to be added)  <del>To ensure educational standards are maintained (or re-dress) educational standards acknowledging despite</del> the period of time learners have experienced outside of the normal classroom environment and to provide continuity of learning during a “new normal” scenario.  <u>Following on from teachers’ assessed the impact and effectiveness of distance learning on their children and young people, this</u> <del>This</del> could involve appropriate evaluation of distance learning, educational and pastoral support for schools, including professional development for teachers in delivering distance learning and revised arrangements for qualifications and assessment (as required). There will also be preparation for a blended approach to learning and ongoing distance learning, promoting use of digital applications. Consideration will also to be given to appropriate school based interventions for vulnerable learners i.e. numeracy and literacy support or additional support and mentoring during home learners. Schools will, as always, wish to identify pupils more vulnerable to regressing in their learning / progress and provide additional support.	Educational attainment maintained; vulnerable learners supported; <u>professional development of staff in blended learning; arrangements for qualification and assessment and addressing the loss of learning.</u> <del>blended learning approach adopted.</del>

Official sensitive - policy in development – not for wider circulation

PRIORITY	DETAIL	OUTCOME
3	<p><b>Provision of SEN support</b> (Lead - to be added)</p> <p>To ensure continuity of vital services to vulnerable learners, including Special Education Needs (SEN) services.</p> <p>This could include the prioritisation of school based health interventions (speech and language, occupational therapy, physiotherapy etc.) in special school settings and the delivery of special education services (i.e. assessment). However, such interventions and support will need to adhere to social distancing guidelines – new approaches may be required. <u>Consideration needs to be given to how provision of health interventions in schools will be impacted on the requirement of key workers in providing emergency services.</u></p>	Learners with special educational needs and disabilities receiving the support they need.
4	<p><b>Promoting well-being</b> (Lead - to be added)</p> <p>To focus on the mental health and wellbeing of <u>the education workforce and learners as they return to the school environment.</u> <u>Ensuring and to appropriate support is provided for school leaders and that there is a focus on building build resilience in children and young people.</u></p> <p>This could include provision of <u>appropriate support school leaders, teachers and children and young people suffering poor mental health.</u> <u>The workforce would benefit from support and training in effective trauma informed practice so they can effectively deal with any adverse impact of the pandemic.</u> <u>The workforce may also require support in trauma informed practice so they can effectively deal with any adverse impact of the pandemic.</u></p>	Pupil well-being and mental health promoted, <u>tracked and improved.</u>
5	<p><b>Planning for a new school day</b> (Lead - to be added)</p> <p>To consider and implement “new school day” arrangements, considering practical arrangements in schools relating to transport, school meals, class sizes, <u>daily routines,</u> curriculum delivery and extracurricular activities. <u>To be co-designed with practitioners and stakeholders.</u></p> <p>Provision of evidence based guidance on all matters relating to a revised school day from drop off to collection, covering the issues listed above and more. This may require significant changes to how education is delivered in terms of start and end times, class sizes and teaching methods (e.g. increased outdoor learning). Contractual implications for teaching and non-staffing staff will need to considered and managed, with any changes agreed collaboratively. A new school day will also require increased emphasis (and allocated time) to personal hygiene.</p>	A new school day implemented – safe and effective for staff, learners and parents / carers.

Official sensitive - policy in development – not for wider circulation

PRIORITY	DETAIL	OUTCOME
6 <b>School funding</b> (Lead - to be added)	<p>To monitor the impact of the pandemic, school disruption and education restart on school budgets and to advise on required remedial action.</p> <p>The Department and <del>management</del> <u>managing</u> authorities would work with schools to assess the impact of the disruption and forecast resulting pressures or easements <u>e.g. increased IT provision for blended learning</u>. Where needed, ring-fenced funding <u>would be provided if available</u>. Appropriate support and guidance will be provided to school leaders and Boards of Governors.</p>	Schools and settings are adequately resourced to deliver the new school day.

## DE Restart Strand

32. This ~~se~~ Strand will be led by XXXXXXXXXX. Priority leads are marked in red.

PRIORITY	DETAIL	OUTCOME
1	<b>Priorities and People</b> (Lead - to be added)  To focus on remapping DE priorities and restructuring (if required) the Department to ensure it can best deliver on statutory duties and business critical functions. This will involve re-mapping business plans to focus on statutory duties and COVID 19 response and ensuring the Department can best deliver what is expected.  Project also expected to support DE staff to work in a safe and socially distant manner whilst being effective. Need to <del>also</del> ensure staff are flexible and able to work across business areas as required – and are deployed to critical areas of work.	DE is appropriately focussed and structured to deliver a net set of priorities.  DE staff work in a safe and agile fashion.
2	<b>Financial Impact</b> (Lead - to be added)  To proactively manage the education budget, fully assess the financial repercussions of the pandemic on the education system / budget and provide regular reports and forecasts on projected pressures / easements.  This will involve close working with delivery partners and EA in particular. Need to assess the impact of the pandemic on education budgets (in widest sense) and manage appropriately.	The financial impact of COVID 19 on education is understood and managed.

## Lessons learned and Preparedness

33. This strand will be led by XXXXXXXXXX. Priority leads are marked in red.

PRIORITY	DETAIL	OUTCOME
1	<b>Lessons Learned</b> (Lead - to be added) A Project to proactively record, track and manage the lessons learned from the current management of the COVID 19 disruption in terms of DE (and delivery partner response) and continuity of business in schools. Project to track key lessons in how DE is managing business and schools delivering services and ensure these lessons inform the “new normal” in DE and the education system.	DE learns lessons from disruptions and ensures policies and processes are improved where appropriate.
2	<b>Preparedness</b> (Lead - to be added) A Project to review current Business Continuity Plan (BCP) / Major Emergency Response Plan (MERP) arrangements and assess how well schools were supported during disruption with a view to developing robust preparedness plans for DE and the wider system in case there is further disruption in 2020/21 or beyond.	DE and the wider education system is prepared in the event of further disruption.



## Delivering Restart

34. An Education Restart Plan will be prepared based on the principles outlined in this document and the agreed priorities. This can only be prepared in consultation and co-design with stakeholder groups.

35. However, DE is already conscious that education will have to restart in a phased manner. This could involve an element of prioritising learners with schools operating under a maximum capacity and delivering ongoing blended learning.

### Phasing

36. At a high level the following phases may be appropriate when considering school re-opening:

- **Phase 1** – All schools and settings re-open for immediate priority learners<sup>8</sup>. Other pupils will continue to learn at home.
- **Phase 2** – Secondary priority learners<sup>9</sup> are accommodated (not breaching agreed daily maximum capacity). Other pupils will continue to learn at home.
- **Phase 3** – All learners are accommodated (not breaching agreed daily maximum capacity). This will result in a period of blended learning with pupils attending school only part of the week and learning at home for the rest. During this phase the agreed daily maximum capacity will increase over time based on health guidance and stakeholder engagement.
- **Phase 4** – All learners accommodated and maximum capacity removed.

### Prioritisation

37. Prioritisation of learners will vary depend on the setting and age group. There is a need to strike a balance between facilitating children of key workers and vulnerable children whilst supporting children at key stages of their educational journey and children with special educational needs and disabilities, who may require specific health and educational support.

<sup>8</sup> To be determined but likely to focus on children of key workers, vulnerable children and learners entering key stages of academic journey. Children receiving health interventions at special schools would also need to be considered.

<sup>9</sup> To be determined but likely to focus on children with special educational needs and disabilities and learners entering transition years.

SETTING	PRIORITY LEARNERS	SECONDARY PRIORITY LEARNERS	NOTES
<b>Pre School and Childcare</b>	Children of key workers.  Identified vulnerable children.	<u>Other vulnerable</u> <u>c</u> Children with special educational needs, disabilities or developmental delay.	Would need to be able to determine children falling to secondary category.  Childcare and pre-school settings will vary in size which will impact on maximum capacity.
<b>Special schools</b>	Children of key workers.  Identified vulnerable children.	<u>Other vulnerable</u> <u>children</u> Children requiring medical interventions (speech and language, physio and occupational therapy etc.)	If health guidance allowed, special schools could be re-opened sooner than mainstream with specific focus on health interventions.
<b>Primary Schools</b>	Children of key workers.  Children entering P6 and P7 in September 2020.  Identified vulnerable children.	Children who are entitled to free school meals.	There will be a focus on learners entering transition years in the first instance.
		Children who have special educational needs, disabilities or development delay.  <u>Children entering P1 in September 2020.</u>	This will be followed by learners who are more vulnerable to educational disadvantage and then those entering P1.
<b>Post-Primary Schools</b>	Children of key workers.	<u>Other vulnerable</u> <u>young</u> <u>Young</u> <u>people</u> who are	There will be a focus on learners entering key

**Commented [PH2]:** P6 and P7 would be relevant if schools re-open in June. If they re-open in September the priority group will be P7. Consideration could be given to P1 being a priority group also. There will be particular challenges for children entering P1 having missed four months of pre-school when significant developmental progress would normally be made.

RC

**Commented [PH3]:** Need to discuss P1 and yr 8 pupils.

I want to clarify my understanding of the rationale for starting them before the other year groups. If things are unstable and still bedding down within the school then these groups will be more vulnerable – so I can see why we may want to bring them in earlier to be able to spend more time getting them settled, but equally it could make their transition more difficult if things are not running smoothly in the school setting.

LP

**Commented [PH4]:** Consider moving to first priority.

RC



SETTING	PRIORITY LEARNERS	SECONDARY PRIORITY LEARNERS	NOTES
	Young people entering Yr 11, 12, 13 and 14 in September 2020.	entitled to free school meals.	examination years (GCSE, AS and A-Level).
	Identified vulnerable children.	Young people who have special educational needs, disabilities or development delay. Young people entering Y8 in September 2020.	This will be followed by learners who are more vulnerable to educational disadvantage and then those entering Y8.

**Commented [PH5]:** Accepting that year 11 pupils are starting a GCSE course, the first priority groups would be years 12, 13 and 14. We also need to be mindful of the numbers, four year groups could be almost one-half of the school. An 11-16 school could prioritise years 11 and 12.

RC

**Commented [PH6]:** See comment above from LP.

**Commented [PH7]:** Need to be in first priority group given that they will have left their primary school and enrolled at the post-primary. Providing distance learning for these children who will not be known to their new teachers or familiar with their new school would be a significant challenge.

RC.

### Maximum Capacity

38. Maximum capacity for schools will have to be considered based on the prevailing social distance requirements and agreed with PHA colleagues. In practice, this will mean schools making arrangements for pupils to attend on specific days to ensure classrooms and the school building does not breach an agreed safe capacity.

39. However, this may not be simply a matter of issuing guidance of “no more than X% of pupils can attend on any given day”. The composition of the school estate varies greatly. What is an appropriate maximum capacity for a large newly built school (with large classrooms and wide corridors) may differ from an older, smaller school where social distancing could be more difficult.

40. In addition, primary capacity and post-primary maximum capacity may have to differ as primary schools largely operate with 1 teacher 1 classroom, with pupils remaining in their classroom throughout the day, whereas post-primary pupils will move to different classes and teachers during the day depending on timetable. The risk profile is therefore potentially greater and mitigating actions will be required in post-primary settings. School based risk assessments may be required.

### Blended Learning

41. Blended learning is assumed to be an approach where class based teaching is supplemented by distance learning on an ongoing basis. This will be required if a

*Official sensitive - policy in development – not for wider circulation*

maximum capacity has to be applied, meaning learners can only attend classes on a limited number of days or partial days.

42. It will be important for teachers to be supported through professional development and guidance to best deliver distance learning and that this is enhanced through digital solutions. The current school disruption has shown that there is a wide range of excellent distance learning tools which can be utilised and teachers are already using innovative solutions.

## Programme Delivery

43. The purpose of delivering the work detailed above in a Programme structure would be to support effective cross-working and ensure clear lines of oversight and communication. Each of the Strands detailed above would be, to some extent, linked with each other – in particular, Lessons Learned and Preparedness would be reliant on input and support from colleagues in Strands 1 and 2 to ensure effective planning for the future.

44. The formal establishment of the Restart Programme will also provide officials with greater authority to engage with stakeholders to seek their views and expertise and the key issues to be considered. It could be expected that each of the Strands / Projects will wish to have informal reference groups to ensure relevant stakeholders such as workforce (teaching and non-teaching staff and unions), sectoral bodies, advisory groups (SEN groups, advocacy groups, educationalists) and end-users (learners and parents) are central to Restart. Without the support and advice of stakeholders it will be difficult to deliver the Programme effectively.

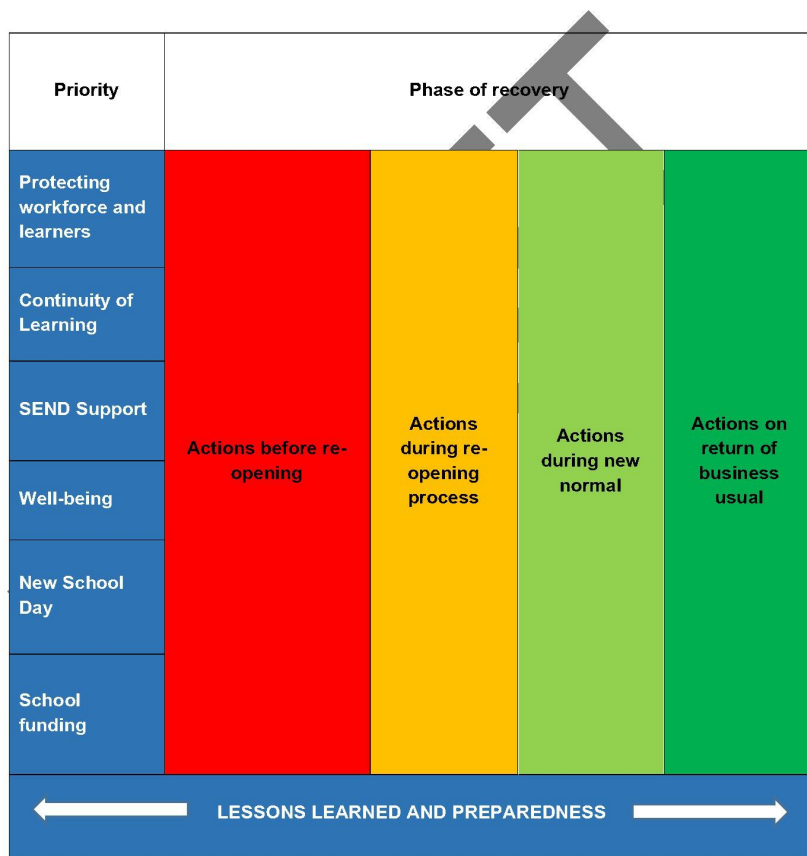
45.44. It should be acknowledged some of the work detailed above may already be underway in the Departments and pPartner organisations – this document is merely attempting to detail the key elements of work. It should also be noted that this document may have, unintentionally, excluded key work areas / issues which need to be considered.

46.45. It is proposed that the Transformation Board (as it includes appropriate personnel) is therefore repurposed as the Education Restart Programme Board. The Board would be responsible for:

- i. Directing and managing work to restart the education system (Strand 1). Considering key decisions, ensuring effective engagement with stakeholders, liaising with DoH / PHA and making recommendations to Minister / Executive.
- ii. Sharing information and best practice to restart DE and its delivery partners (Strand 2). Responsibility for key decisions on DE restart would rest with the DE Board and the Minister as appropriate, however the Programme Board would provide an opportunity for DE, ETI, EA, CCMS and CCEA to share information. Delivery pPartners would be required to implement similar sStrands of work in due course.
- iii. Ensuring DE and its partners learn the lessons from the current disruption and the ongoing response and factor this learning into developing plans for the “new normal” and for robust preparedness plans in the event of for further disruption. This work would cut across each body and Sstrand and would inform improve working processes and prepare the system for future disruption.

47.46. A terms of reference for the Programme Board has been prepared and agreed.

48.47. The Education Delivery Plan (to be developed) will focus on the priorities agreed but also on the appropriate timescales. For instance, there will be significant activity and planning prior to re-opening, a new phase of work when re-opening occurs and then final actions when business as usual returns. As below.



49.48. Annex G provides a first draft of types of actions to be considered but this will be refined by Priority / Project leads in due course.

Formatted: Font: Bold

Formatted: Indent: Left: 0.63 cm, No bullets or numbering

## Programme Communications

49. As detailed throughout this document, stakeholder engagement and effective communications will be central to delivery of the Programme of work. Failure to secure stakeholder support will be a key risk in delivery. It is essential that the Restart Plan is co-designed with key stakeholders.

50. The formal establishment of the Restart Programme will also provide officials with greater authority to engage with stakeholders to seek their views and expertise and the key issues to be considered. To aid delivery of the Programme and the agreed priorities there will be ongoing engagement with practitioners / workforce (teaching and non-teaching staff and unions), sectoral bodies, advisory groups (SEN groups, advocacy groups, educationalists) and end-users (learners and parents). These groups are central to co-designing the Restart Plan. Without the ongoing support and advice of stakeholders it will be impossible to deliver the Programme effectively.

51. In addition, the Department of Health and Public Health Agency will be key partners as guidelines are prepared for schools and as a phased re-opening of schools occurs.

52. A simple and agile plan is required to:

- i. Identify stakeholders – to include agreed points of contact for organisation.
- ii. Agree key messages – to include preparation of information / FAQs on websites and writing to key stakeholders so they understand current planning arrangements.
- iii. Methods for engagement – to include agreeing existing forums / groups which can be used for engagement (rather than duplicating). Identify gaps and ensure all stakeholders are "plugged in". Proactive communications plan to be delivered using various media channels.
- iv. Assigning Ownership – to ensure everyone is clear on who leads engagement for a particular priority or stakeholder group.

53. There will need to be close liaison with TEO to ensure DE communications are consistent with Executive led messaging.

**Formatted:** Heading 1, Line spacing: single, No bullets or numbering

**Formatted:** Indent: Left: 0.63 cm, No bullets or numbering

**Formatted:** Indent: Left: 0.63 cm, No bullets or numbering

**Formatted:** Font: (Default) Arial, 12 pt

**Formatted:** Indent: Left: 1.27 cm, Space After: 8 pt, Line spacing: Multiple 1.08 li, No bullets or numbering

**Formatted:** Font: (Default) Arial, 12 pt

**Formatted:** Indent: Left: 1.27 cm, Space After: 8 pt, Line spacing: Multiple 1.08 li, No bullets or numbering

**Formatted**

**Formatted:** Indent: Left: 1.07 cm, No bullets or numbering

**Formatted:** Font: (Default) Arial, 12 pt

## Measuring success

50-54. Once priority areas are agreed and work commences it will be important to assess how DE will measure the success of the Programme. This will likely involve confirming expected outcomes, agreeing appropriate indicators and setting baselines.

54-55. The wider circumstances in which the Programme is operating will likely make this challenging, however best efforts should be made.



*Official sensitive - policy in development – not for wider circulation*

## **Annex A**

### **Visible Learning Effect Sizes When Schools Are Closed: What Matters and What Does Not by J Hattie (April 2020)**



Visible Learning  
Effect Sizes When Sc

DRAFT

ED1/20/100122

INQ000176123\_0027

*Official sensitive - policy in development – not for wider circulation*

## **Annex B**

### **Social Mobility and COVID 19 – Implications of the COVID 19 crisis for educational inequality by R Montacute (Sutton Trust) (April 2020)**



COVID-19-and-Social-Mobility-1.pdf

DRAFT

ED1/20/100122



**Annex C**

**Schools, skills and learning: The impact of COVID-19 on Education by S. Burgess & H. Henrik Sievertsen (April 2020)**

- <https://voxeu.org/article/impact-covid-19-education>

DRAFT

*Official sensitive - policy in development – not for wider circulation*

## **Annex D**

### **International Weekly Covid Roundup (27 April 2020) and OFF-SEN International Education meeting Readouts (April 2020) by Department for Education (GB)**



International  
Weekly Covid Round



OFF-SEN  
International Educat

DRAFT

ED1/20/100122

*Official sensitive - policy in development – not for wider circulation*

## Annex E

### Framework for reopening schools: Sutton Trust (April 2020)



Framework-for-reo  
pening-schools-202

DRAFT

ED1/20/100122

## Annex F

### Breakdown of issues to be considered by Strand / Priority

PRIORITY	ISSUES
1	<p><b>Protecting workforce and learners</b></p> <ul style="list-style-type: none"> <li>How do we ensure workforce is safe within schools? Need to ensure school staff and unions agree that return is safe and supported by evidence. Access and use of PPE? Hand sanitizer to be provided? Masks to be worn?</li> <li>How to we manage ongoing guidance to school settings as PHA advice evolves during relaxation/recovery phases – helpdesk/circulars?</li> <li>Is there a greater risk in post-primary with pupils moving about the school into different rooms for classes and being exposed to more teaching staff?</li> <li>How do we manage concerns and provide flexibility for staffing with caring responsibilities or who may be older or be immuno-compromised? How do we manage and support teacher anxiety?</li> <li><u>How do we track and manage COVID related absences?</u></li> <li><u>What professional development does the workforce need to manage “new normal”? Supporting teachers to deliver innovative solutions.</u></li> <li>What are arrangements for substitute teachers and payment? Will schools require more or fewer substitute teachers in coming months?</li> <li><u>Managing non-teaching workforce who may not be fully utilised in new normal transitional period.</u></li> <li>Managing and tracking staff absences?</li> <li>Non-teaching workforce – similar issues re pay, conditions, safety and PPE.</li> <li>Role of Boards of Governors? How do we support and provide guidance?</li> <li>What could school level Risk Assessments be carried out?</li> <li>Audit of staff to understand age profile? Identify areas of risk?</li> <li><u>Management of non teaching workforce who may not be fully utilised in a new school term?</u></li> </ul>
2	<p><b>Continuity of Learning</b></p> <ul style="list-style-type: none"> <li>What is the expected impact of school disruption on educational outcomes and attainment levels? Impact of learning loss?</li> <li>How can it be best mitigated during period of disruption – online services and distance learning?</li> <li>Are there particular cohorts of learners more likely to be disadvantaged and fall behind peers? FSME / SEN – additional support?</li> <li>Is access to technology a key factor in distance learning and how can greater access be provided?</li> <li>What is best practice in terms of distance learning and available resources?</li> </ul>

Formatted: Indent: Left: 0.63 cm, No bullets or numbering

PRIORITY	ISSUES
	<ul style="list-style-type: none"> <li>○ What interventions are required when schools return? Numeracy and Literacy Programme and additional resources for schools?</li> <li>○ How can ETI / link officers support schools / teachers in terms of educational support, best practice, guidance or monitoring?</li> <li>○ Do processes for examinations in 2020/21 need to be revised?</li> <li>○ How do we take account of school disruption in 2021 assessment?</li> <li>○ What are the arrangements in 2020/21 transfer test and what is DE's role?</li> <li>○ Are there certain age groups (key stages) that should be prioritised for support / intervention?</li> <li>○ How do we manage transition years – pre-school to P1 and Primary secondary?</li> <li>○ How do we manage new school year and pupils moving to new year group?</li> <li>○ Professional development for teachers to aid distance learning.</li> <li>○ Will there be an increase in requests for consideration for “special circumstances” and / or examination access arrangements? If so, how do we manage?</li> <li>○ <u>Research into impact of classes missed and impact into future academic years.</u></li> <li>○ <u>What professional development does the workforce need to manage “new normal”? Supporting teachers to deliver innovative solutions.</u></li> </ul>
3	<b>Provision of SEN support</b> <ul style="list-style-type: none"> <li>○ Has the disruption unduly impacted children and young people with SEN? Access to services?</li> <li>○ Should / could Special Schools be prioritised, if not for educational reasons, for health services i.e. speech and language, physio, occupational therapy? Could schools be re-opened to provide these services only and could this continue over the summer?</li> <li>○ Can SEN services / one to one therapy or assessment continue safely with social distancing?</li> <li>○ Do SEN learners need to be prioritised for educational intervention?</li> <li>○ Impact of Covid-19 (delay) on addressing backlogs in SEN statementing process within EA.</li> <li>○ Impact of Covid-19 (delay) on bringing forward the new SEN Framework.</li> <li>○ Health &amp; safety risks involved with operating special schools where social distancing is difficult. Risk of virus spread.</li> <li>○ Will health staff be available in special schools?</li> </ul>
4	<b>Promoting well-being</b> <ul style="list-style-type: none"> <li>○ What will the impact of school disruption be on the mental health / well-being of children and young people?</li> <li>○ Are there children and young people more likely to suffer poor mental health as a result of the pandemic?</li> <li>○ How is DoH supporting young people during this time? (CAMHS?)</li> <li>○ What interventions / services are appropriate in schools to support learners?</li> <li>○ Will the school disruption have an impact of social / emotional development – particularly in early years?</li> <li>○ What interventions / services are required to support early years development?</li> </ul>

Formatted: Indent: Left: 0.63 cm, No bullets or numbering

Official sensitive - policy in development – not for wider circulation

PRIORITY	ISSUES
	<ul style="list-style-type: none"> <li>○ What best practice exists in terms of supporting children and young people suffering from poor mental health in current circumstances?</li> <li>○ How can education provide greater resilience for children and young people?</li> <li>○ How do we support teachers? Is there a role for trauma informed practice?</li> <li>○ How do we support learners who have suffered bereavements?</li> <li>○ Is there a conflict between well-being and educational standards? For instance, do we phase learners back into school based on well-being / development concerns (eg SEN and early years?) or educational concerns (eg P6, GCSE and AS / A level students and FSME?)?</li> </ul>
5	<p><b>Planning for a new school day</b></p> <ul style="list-style-type: none"> <li>○ Can normal school transport processes continue? Do numbers on buses need to reduce / numbers of buses increase? Does model for free transport need to be reviewed in new processes?</li> <li>○ How do we control flow of pupils / parents at school gates? Staggered start / end times? Does the school day need to be extended with split classes? Impact on workforce? Contractual implications for teaching and non-teaching staff?</li> <li>○ What is safe number of children in a classroom? (PHA/ETI input needed). How do we manage reduced class sizes? Alternative day attendance? Ongoing remote learning?</li> <li>○ Are there classes / subjects which cause increased risk? PE / Sports ? (PHA advice required)</li> <li>○ Should we ban school assemblies – gatherings of more than X number of children?</li> <li>○ Can schools provide lunches or should packed lunches be required? Social distancing in canteens? Support for FSM pupils.</li> <li>○ Does there need to be a greater focus on learning outside the classroom? Less confined.</li> <li>○ Ensuring pupils wash hands thoroughly at regular periods during the day.</li> <li>○ Should DE issue guidance that there is no extracurricular activities and no school trips?</li> <li>○ <u>How do we track and manage COVID related absences?</u></li> <li>○ Can minor works and maintenance continue during school hours?</li> <li>○ How much should be left to schools own judgement and how much should be central direction?</li> <li>○ How do we manage childcare / pre-school settings? Does risk profile differ from primary or post-primary?</li> <li>○ How do we enforce attendance / compliance?</li> <li>○ <u>What information do we hold on buildings – class sizes, hygiene facilities? Do we require an audit of the estate to inform future guidelines?</u></li> <li>○ <u>Issue of capital inequality – older, smaller schools that may have received less investment may struggle for space and learners will be disadvantaged?</u></li> </ul>

*Official sensitive - policy in development – not for wider circulation*

PRIORITY		ISSUES
6	School funding	<ul style="list-style-type: none"><li>○ How will school disruption and restart programme impact on school budgets?</li><li>○ Should some aspects of LMS be reviewed to allocate funds centrally? Impact on CFF?</li><li>○ What are the additional pressures schools will face?</li><li>○ What are the potential easements schools will experience?</li><li>○ How should system level pressures be met? i.e. purchase of PPE, IT support, educational interventions, additional cleaning costs etc.</li><li>○ What is impact on school build programme and capital budgets?</li></ul>



*Official sensitive - policy in development – not for wider circulation*

PRIORITY	ISSUE
1	<b>People and Priorities</b> <ul style="list-style-type: none"> <li>What are the core priorities of the Department? What work can be suspended or de-scaled?</li> <li>Need to critically review Departmental Business plan and identify activity which is statutory, business critical or desirable / discretionary and recut as appropriate.</li> <li>How does DE align to new Executive priorities?</li> <li>Does the Department need to be restructured to provide greater focus and greater resource to priority areas?</li> <li>Are staffing numbers sufficient / excessive based on expected priorities?</li> <li>How do DE priorities align with / impact on EA, CCMS and CCEA?</li> <li>How do DE work more closely with DoH/DfC/DfE?</li> <li>How do we ensure key stakeholders are kept informed of ongoing work? MLAs, trade unions, teachers, learners, sectoral bodies.</li> <li>What are the new working arrangements for DE? Use of Rathgael? Home working? Other buildings?</li> <li>How can IT support better connectivity and home working? Telecons?</li> <li>How do we build on the areas of success in home working – is a new workplace model appropriate for the longer term which requires fewer staff physically present in NICS buildings?</li> <li>What public health messages / processes are required in DE?</li> <li>What corporate communications are required to keep staff fully engaged and aware of ongoing priorities?</li> <li>How to manage communications so that core NICS messaging is reflected in DE comms?</li> <li>How do we support staff who are ill, caring for others, have underlying health concerns or who are suffering from poor mental health?</li> <li>Do we need to or how do we share staff / skills across DE, EA, CCMS, CCEA etc?</li> <li>How do we support remote learning / professional development? Online courses?</li> <li>How do we reward outstanding performance in difficult circumstances?</li> <li>How do we tackle inefficiency without clear line manager oversight?</li> <li>How do we redeploy staff at pace?</li> <li>Are the required skills available in DE to deliver work or is external support required?</li> </ul>
2	<b>Financial Impact</b> <ul style="list-style-type: none"> <li>What is the impact on the pandemic on education budgets – pressures / easements?</li> <li>What is impact on big Programmes or Projects i.e. capital build Programme / Strule?</li> <li>Need for ongoing reports and forecasts and engagement with DoF.</li> <li>Need for oversight of EA, CCMS, CCEA budgets and have central view on pressures.</li> <li>How do we secure funding required for Strand 1 work areas?</li> </ul>



*Official sensitive - policy in development – not for wider circulation*

PRIORITY		ISSUES
1	<b>Lessons Learned</b>	<ul style="list-style-type: none"><li>○ How is DE (and its Partners) doing in maintaining and delivering normal business processes?</li><li>○ What business processes are working well and which have not worked well?</li><li>○ Where are the key risks for DE as it seeks to restart education and reshape its own priorities?</li><li>○ How are staff managing the unprecedented circumstances? Take their views on DE response and how they could be better supported.</li><li>○ How effective are communications with staff and stakeholders?</li><li>○ How can we capture how schools are operating and what are the areas of best practice?</li><li>○ What are the biggest challenges for schools?</li><li>○ What children and young people are most vulnerable and at greater risk of being missed by DE, its partners and schools?</li><li>○ What processes / business activity could continue into a “new normal” and what needs to be improved upon? IT / Telecon / Video conferencing facilities or guidance?</li></ul>
2	<b>Preparedness</b>	<ul style="list-style-type: none"><li>○ How does the BCP / MERP need to be reviewed and improved?</li><li>○ How can the DOC / Incident Management Team be reviewed and improved?</li><li>○ What does DE need to do to be better prepared for future disruption? Improved IT? Improved processes? Improved communications? Improved engagement with stakeholders?</li><li>○ How well did schools and settings respond to disruption and how can DE (and partners) ensure they are better prepared for further disruption?</li><li>○ Do we need to start building up educational resources to be rolled out again?</li><li>○ Can we improve distance learning processes?</li><li>○ What specific actions would be required in future for most vulnerable?</li><li>○ Do we need to stockpile / store essential items – PPE? As appropriate of course.</li></ul>

*Official sensitive - policy in development – not for wider circulation*

**Work in progress**

**Annex G**

**DRAFT**

ED1/20/100122

INQ000176123\_0038

*Official sensitive - policy in development – not for wider circulation*

	Actions before re-opening of schools and settings	Actions during the re-opening process	Actions as schools and settings operate under new normal	Actions once business as usual as returned.
Protecting workforce and learners	<ul style="list-style-type: none"> <li>Engage with Unions and workforce to understand concerns.</li> <li>Engage with parents and learners to understand concerns.</li> <li>Engage with PHA on appropriate guidance.</li> <li>Identify vulnerable personnel and learners – agree policies / guidance to manage.</li> <li>Agree appropriate PPE and cleaning processes – procure and store.</li> <li>Revise personnel and attendance policies with teacher unions and accommodate health / caring related absences.</li> <li>Social distancing guidelines for schools.</li> <li>Template / guidance on school based risk assessment.</li> <li>Develop protocols on hygiene measures and handwashing.</li> <li>Agree processes to manage and track absences.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with Unions and workforce to monitor re-opening.</li> <li>Continued supply of PPE, hygiene products and cleaning materials.</li> <li>Train staff on implementing physical distancing.</li> <li>Reconfigure classrooms.</li> <li>Guidance on treating unwell pupils / teachers – monitoring of absence rates and tracking / tracing of cases of COVID19.</li> <li>Continued promotion of hygiene.</li> <li>Regular risk assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Review and revise practices as appropriate.</li> <li>Update guidance.</li> </ul>	

*Official sensitive - policy in development – not for wider circulation*

	Actions before re-opening of schools and settings	Actions during the re-opening process	Actions as schools and settings operate under new normal	Actions once business as usual as returned.
Continuity of learning	<ul style="list-style-type: none"> <li>• Provide teachers and school leaders on training on remote learning.</li> <li>• Dissemination of best practice guidance on distance learning.</li> <li>• Consider alternative academic calendars.</li> <li>• Assess impact of disruption on learners.</li> <li>• Consider vulnerable learners and options for increased school based intervention (numeracy and literacy).</li> <li>• Consider policy relating to school admissions (starting age).</li> <li>• Agree measures on transitioning learners to next year group.</li> <li>• Assess access to IT / hardware and secure appropriate kit for vulnerable learners.</li> <li>• Take feedback on how distance learning has operated during disruption – evaluate current practice.</li> <li>• Horizon scan issues relation to transfer test and 2021 assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of link officers to provide pastoral / educational support to schools.</li> <li>• Consider admissions policies and revise as needed.</li> <li>• Monitor impact of learning loss and deploy interventions – focus on numeracy and literacy.</li> <li>• Update assessment processes.</li> </ul>		

ED1/20/100122

INQ000176123\_0040

*Official sensitive - policy in development – not for wider circulation*

	Actions before re-opening of schools and settings	Actions during the re-opening process	Actions as schools and settings operate under new normal	Actions once business as usual as returned.
Provision of SEND support	<ul style="list-style-type: none"><li>• Consider prioritisation of re-opening of special schools for health interventions.</li><li>• Engage with health colleagues as needed.</li><li>• Assess backlogs in SEN statementing / support / assessment.</li><li>• Develop protocols SEND assessment / therapy with social distancing.</li><li>• Health and safety assessment in special schools.</li></ul>			

ED1/20/100122

INQ000176123\_0041

*Official sensitive - policy in development – not for wider circulation*

	Actions before re-opening of schools and settings	Actions during the re-opening process	Actions as schools and settings operate under new normal	Actions once business as usual as returned.
Promoting well-being	<ul style="list-style-type: none"><li>• Engage with parents and learners to assess mental health impact of disruption.</li><li>• Agree protocols for supporting workforce / learners who have been bereaved.</li><li>• Collate best practice guidance.</li></ul>	<ul style="list-style-type: none"><li>• Equip teachers to deal with mental health and well-being needs – trauma informed practice.</li><li>•</li></ul>		

ED1/20/100122

INQ000176123\_0042



*Official sensitive - policy in development – not for wider circulation*

	Actions before re-opening of schools and settings	Actions during the re-opening process	Actions as schools and settings operate under new normal	Actions once business as usual as returned.
Planning for a new school day	<ul style="list-style-type: none"> <li>• Agree priority learners and appropriate phasing of return.</li> <li>• Review policies on use of school facilities.</li> <li>• Consider options for staggered school day.</li> <li>• Agree school transport methods.</li> <li>• Protocols for school drop offs / pick ups.</li> <li>• Guidance on curriculum delivery – subjects which pose risk.</li> <li>• Options for school meals.</li> <li>• <a href="#">Audit of school estate – to inform guidelines.</a></li> </ul>	<ul style="list-style-type: none"> <li>• Processes in place to strengthen communication and coordination – promoting dialogue and engagement with schools, parents and learners.</li> </ul>		

ED1/20/100122

INQ000176123\_0043

*Official sensitive - policy in development – not for wider circulation*

	Actions before re-opening of schools and settings	Actions during the re-opening process	Actions as schools and settings operate under new normal	Actions once business as usual as returned.
School funding	<ul style="list-style-type: none"><li>• Identify finance pressures for immediate investments in cleaning, sanitation and hygiene.</li><li>• Ensure timely payment of teacher salaries.</li><li>• Forecast potential pressures for schools – increased substitute costs.</li><li>• Consider increased funding to schools whose learners may be most affected.</li></ul>			

ED1/20/100122

INQ000176123\_0044