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**From:** Jon Coles [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=D88DC1677D22412BB79F04979C6D50D9-JON COLES]  
**Sent:** 20/05/2020 12:07:13 AM  
**To:** [REDACTED] NR [REDACTED]@education.gov.uk]  
**CC:** MCNAUGHTON-PUSEY, Jobshare [Jobshare.MCNAUGHTON-PUSEY@education.gov.uk]  
**Subject:** RE: Follow-up from COVID-19 Recovery EYSG Advisory Group

[REDACTED] NR [REDACTED]

Thanks very much for this. Sorry I had to leave before the end [REDACTED] NR [REDACTED] summed up the discussion by saying that we'd given mixed messages (I paraphrase...).

So in case it is helpful to clarify my thoughts further:

- I like this policy in general – certainly more than the one discussed over the weekend. It makes Y10/12 teaching genuinely possible on a rota basis and in general the rota approach has been my preference for a while. We need to get all children back into school, and as I think the autumn term will see us still in small groups, I think rota models present the most realistic model for achieving that then. It is also easily scalable (e.g. from one week in three to one week in two to two weeks in three or whatever).
- However, announcing anything now risks a very negative response.
- The current reality is that schools have made a variety of interpretations of what has been said. Some believe that they must keep things very small. Some are choosing to do little at the moment. Some are planning to have half the year group in school straight away, keeping pupils to small groups. I have heard that some are planning to bring back full year groups (although this seems fairly clearly against the spirit of what has been said).
- I take [REDACTED] NR [REDACTED] point that we are much more aware of the changing position internally than other people are. However, in most cases, schools have made their plans and put in place staffing, catering, signage and so on accordingly. So they will see you as changing policy even if you haven't if they feel they have to change practice.
- So if the decision is made to announce this, the points I made about timing of announcement, its positioning and the timing of implementation seem to me very important to the reception. I think if schools feel that they are being encouraged to do more in the last 4 weeks of term after a more gentle start and have flexibility about exactly what more, that will be an easier sell. I think that announcing after half term would be much better rather than before schools have even started their previous model – but again, giving 3 weeks notice is important. Giving schools a rationale also matters: I gather from NEU (!) that Dr Jenny Harries told them that the rate of infection is halving every two weeks – so that may be a useful context in which to set an increased expectation.
- In positioning this as growth though, bear in mind that a lot of people think that they can currently bring 50% of Y10 and Y12 into school, so those that are immediately expecting half of children in school may see this policy as shrinkage rather than growth.
- Finally, I still think a one pager which explains policy rationale and parameters from first principles would be valuable, whatever the policy.

Jon

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**From:** [REDACTED] NR [REDACTED]@education.gov.uk>

**Sent:** 19 May 2020 18:22

**To:** Ed Vainker <ed.vainker@reachacademy.org.uk>; ian bauckham <bauckham@tenaxschoolstrust.co.uk>; Jon Coles <jon.coles@unitedlearning.org.uk>; Douglas, Susan (Education and Society) <Susan.Douglas@britishcouncil.org>; Jonathan Simons <Jonathan.simons@publicfirst.co.uk>; Martin Pratt <Martin.Pratt@camden.gov.uk>; Martyn Oliver <M.Oliver@outwood.com>; Mrunal Sisodia <eastofengland@nnpf.org.uk>; richard.gill@tscouncil.org.uk; Rowena Hackwood <rhackwood@dret.co.uk>; Susan Douglas <susan.douglas@theedenacademy.co.uk>; Angela Cox <angela.cox@dioceseofleeds.org.uk>; Becky Francis <becky.francis@eefoundation.org.uk>

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**Subject:** Follow-up from COVID-19 Recovery EYSG Advisory Group

**[\*\* This message came from outside United Learning \*\*]**

Good evening all,

Thanks for your time earlier. We agreed I would send out the text I talked through in the meeting. Please see below. As mentioned in the meeting, please don't view this as a final policy position (as we are awaiting final confirmation with Ministers and cross-government). I have not yet updated the text to take account of your very helpful feedback – i.e. acknowledging the existing plans that have been made, and setting this as an ambition to work towards, rather than an expectation. As ever, please treat this with strictest confidence. If you have any further immediate comments do send them across. Once we have a firmer policy position, I will send out a full updated draft. Fingers (and toes!) crossed that will be very soon...

Have a good evening,

NR

Delivering Teacher Development Division

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### **Recommended models for providing further additional support for Y10 and Y12 pupils**

Schools have flexibility to implement additional support for Y10 and Y12 in the way that best suits their circumstances, and should be planned in light of the protective measures guidance above. Taking all of this into account, we recommend that additional provision is delivered to Y10 and Y12 is delivered within the following constraints:

- Numbers of pupils in school must be limited. No more than 40% of the Y10 or Y12 cohort be in school at any one time (40% should include vulnerable pupils and children of key workers).
- Schools should seek to minimise use of public transport, especially at peak times, including through staggered start and end times as appropriate.
- The guidance to keep pupils 2 meters away from each other will mean class sizes will need to be less than half the usual size in most circumstances (though this may vary due to local circumstances)
- Mixing of pupil groups should be minimised as far as possible. To allow for pupils to have face to face support from at least some of their subject teachers, we recommend that pupil groups (or bubbles) are larger than those we would expect in primary. We recommend allocating pupils into large pupil bubbles, from which smaller classes can be timetabled. This approach seeks to balance the need for some subject-specific support, while avoiding whole cohorts mixing.
- Given that we need to limit the number of pupils in secondary schools, rotas may be used. Where rotas are used, schools should use week-by-week rotas, rather than rotas within a week, to minimise transmission risks

Within the guidance and constraints above we would all like Y10 and Y12 to have access to as much face to face support as possible, including with their subject teachers. To achieve this, we recommend that additional Y10 and Y12 provision is delivered in the following way:

- Y10 and Y12 pupils are allocated in large pupil groups – e.g. the cohort is split into three groups. Pupils do not mix across these groups.
- Each group is invited in for weeks of face to face teaching, on a rota basis – e.g. one week on, two weeks off.
- Face to face teaching supplements remote teaching for the weeks when groups are not in school. Remote teaching remains the predominate mode of teaching for Y10 and Y12.
- Schools may wish to identify target groups of pupils that would benefit from more face to face support. These might be disadvantaged pupils, those in need of additional pastoral support, academic support, or practical support. These pupils might attend more often, though they should remain within their own pupil group to avoid them mixing with the whole cohort.
- This provision for Y10 and Y12 should be delivered alongside continued in-school provision for vulnerable pupils and children of key workers, and alongside remote education for other year groups.

The specific arrangements for how schools deliver face to face provision will depend on each school's local circumstances. We know many schools will have limited staff availability where staff are sick or shielding. Staff workload will also be an important consideration, especially as staff continue to deliver remote education and many teachers will be involved in assessments for Y11 and Y13 pupils until 12 June. Where schools cannot deliver the amount of teaching recommended above, they should aim to get as close to this as possible, whilst remaining within the guidance and constraints. We recognise many schools will not be able to implement this model by 1 June, but ask schools to aim to implement this model as soon as they are able.

We know some schools will want to go beyond these recommendations, with an aspiration to deliver to more pupils more frequently. Unfortunately, our advice is not to do this at this stage. Even though some schools may believe they have facilities to deliver to more pupils safely, the government is concerned this will create too much risk in the environment around school, particularly on public transport. We are therefore asking schools to stick within the limits of the recommendations above.

Schools might also be thinking about Y6 pupils getting ready to transition to secondary school. Visits of year 6 pupils from primary to secondary schools for induction should not take place this year. However, some secondary schools may have capacity to undertake remote induction briefings or other types of sessions for pupils (for example to meet form tutors, heads of year, or other key staff, or have a tour of the school virtually). You might wish to discuss appropriate options with your feeder primary schools.