

Question	Answer
When will we get confirmation on 11+ arrangements so that we can share with very anxious parents and plan how we facilitate this?	It is expected that confirmation will be released on the 21st July following a cabinet decision
I used your KAH tool for opening wider. It was very helpful, will there be a new one for us now that the opening criteria has changed for September?	KAH is working with KCC in producing additional guidance which will be published as each section is produced.
How do we manage the more challenging children when we don't have capacity for time outs as children shouldn't leave/re access bubbles?	Under the guidance for full opening in September children can leave the bubble/group where necessary and bubbles will not be as strict as they are this term. Keeping children in a separate bubble is described as a 'should' rather than a 'must' in the guidance and therefore where possible it should happen but is not necessary all the time.
Kent EIS (Cantium) blocks WhatsApp in the schools that they manage. We have begged them to lift it as it has prevented me as a HT from having this invaluable support resource.	We will take this away and raise with EIS
Can I ask when we can begin to expect the publication of the guidance sections?	We anticipate publishing the first sections as they are ready this week.
Good morning, would it be possible to have clarification for September how often key area of a school should be cleaned i.e. toilets children are using?	The guidance will refer to periodic enhanced cleaning arrangements. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents. There will be reference to this in the updated KCC guidance due to be published later this week/beginning of next week.
The DfE directs schools to stagger drop offs and pick ups to keep groups distanced, but without impacting on learning time. How is that achievable with 14 bubbles?	The guidance doesn't require staggered drop-offs but suggests their use where feasible. For many schools this will likely not be possible, particularly at secondary.
From reading the guidance it appears that you can operate a Breakfast Club and After School Club and allow children from different 'bubbles' to come together - this is confusing ... as children will then cross over bubbles	The Govt guidance encourages the same bubbles to be used for breakfast and after school clubs but where this is not possible then small consistent groups can be used which will be made up of children from several bubbles; these groups should also be kept consistent. The new guidance does allow more 'crossover' between bubbles in September than there is now.

Question	Answer
<p>Do we have any idea when the catch up funding detail will be coming to schools - it is difficult to plan for catch up when we don't know the funding implications. The DfE bulletin last week said we could use our funding for summer catch up but we cannot if we don't get information on how much we will be getting before the summer!</p>	<p>The DfE have advised us they are working on it and we still have not received any detail. It will be communicated to schools as soon as we receive it.</p>
<p>The DfE states 'Teach an ambitious and broad curriculum in all subjects...but cover the most important content' and 'substantial modification to the curriculum may be needed' - but teach a broad and balanced curriculum. What will this look like in primary school?</p>	<p>Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021</p>
<p>I have been frustrated by the negative view of home learning. We have experienced and heard from parents many positives; for example children climbing up book bands as parents have had more time to read with their children. Is anyone aware of any research looking at the positives of home learning? Surely home learning has not universally produced a 'lost generation'!</p>	<p>We are reviewing all the implications of this pandemic, including the positive ways of working moving forward.</p>
<p>DfE Guidance is to sit children facing forward With tables that are 1.10 metres in length, is it not better to have children sitting at each end rather than side by side in closer proximity and likely to face each other.</p>	<p>The DfE guidance advises side by side because transmission is through respiratory functions, so children facing each other increases the risk</p>
<p>Will KCC be supporting schools with a message to employers regarding staggered start times. Many parents will need understanding from their employers to allow these staggered times to operate.</p>	<p>Each school is likely to take a different approach to staggered timings, each school will therefore have a different message to communicate to its own school community and we would suggest the school will therefore be best placed to do this.</p>
<p>When should schools be expecting the catch-up support funding? The guidance suggests we can use it to support the anxieties of children in September, but we may not have the funding.</p>	<p>We have contacted the DfE who are currently working on the detail of this. We are expecting the information to come out before the end of term but have not got a definite date as yet. It is our intention to ensure schools have the funding for September.</p>
<p>Is there going to be any guidance about whether schools need to offer Parents Evenings (which would potentially put staff at risk) and also about Open Evenings, which are normally scheduled for October.</p>	<p>This will be discussed in the KCC/KAH task groups and guidance will be published following these discussions.</p>

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Is there any guidance on how to cope with positive handling in the current climate?	The Government guidance is that no additional or different practices or measures are required in these situations. We will include further information in the KCC guidance.
Do we assume that children will need to sit in 'rows' for lunch time?	Schools should avoid having children seated face to face unless sufficient social distancing can be put in place and they are kept in their bubbles
The DfE guidance states that we should work towards staggered starts and ends to each day, but KCC and the bus companies are saying that there will be no changes to timetables, number of buses, etc. in September. This will obviously make managing year group bubbles very challenging. How are large secondary schools reliant on bus travel supposed to manage this situation?	Travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. This will not be feasible for many and measures such as using different entrance points to the site and management of pupil flow on site will remain important.
Are schools able to have lettings again after school?	In September, if their risk assessments following of the DfE guidance on hygiene practices.
When will schools know much money they will receive as the Catch up fund for children who have fallen behind? Will this definitely be given to all schools?	We are still awaiting the detail from the DfE who are still working on this and therefore we do not know how much schools will receive. The expectation is that all schools will receive some funding as all children have been affected.
KAH work has been tremendous during the whole crisis and has been exemplified by Alan's leadership. How will the LA support schools with the proposed Ofsted visits? Will the LA still have input into the visits to RI and Inadequate Schools? Does the LA consider the Ofsted proposals for visits and inspections from January reasonable, proportionate and safe?	Support to all maintained schools will continue, this will include the appropriate use of visits. For schools not yet securely good, the level of support has been increased. Ofsted have been clear that in the Autumn, they want to help schools, by having constructive conversations and not passing judgement. LA advisers will continue to support the inspection of maintained schools through direct conversations with inspectors and attendance at feedback. As always, training and support will be available throughout the year.
Will there be any guidance re phased return over a few days for year groups at Primary and Secondary as was the option for Wider Re-opening so that school systems can be stress tested? Everyone back at once could push HT's, staff, parents and most importantly pupils over the edge before w even get started.	The DfE expectation is that schools will open as normal in September and pupils will receive their entitlement to a full academic years education.

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<p>Some LAs are considering adding a couple of preparation days taken from school year rather than using INSET days. Is this on the table for consideration given that schools will otherwise have to use INSET days to make full preparations to receive all children back thus reducing capacity to do essential training</p>	<p>Each school will need a different amount of time to prepare depending on their context. There have been no changes to term dates or relevant legislation regarding the number of sessions a school should meet for and it is expected that schools will be able to open fully from the first day of term. The Head Teacher is responsible for the management of the school, including a partial or full closure on the grounds of health and safety, however these decisions are not taken lightly and all steps to avoid a closure should be taken. We will include further information in the KCC guidance to support you.</p>
<p>Inclusion Data Scorecard . . .who is being scored, schools?</p>	<p>There is a regularly published dashboard for secondary schools which has been agreed by them, this is shared with the area IYFA/ MC forums. Inclusion data is being collated internally and discussions are taking place to determine which indicators may be appropriate. This includes the County Reference Group. No school scorecard/ dashboard will be published until it was agreed, as part of the wider plan.</p>
<p>Will there be an expectation by Kent that we fine parents who are not ensuring their children are in school because of health and safety concerns?</p>	<p>Not attending school due to parental Covid 19 fears is not a valid reason for absence. However, fines remain the last resort in achieving attendance and schools should continue to use their inclusive measures to support attendance in the first instance.</p>
<p>we have a pool onsite can that be used in September?</p>	<p>The operation of swimming pools is subject to separate guidance outside of that for schools. It is likely that individual circumstances will dictate its use.</p>
<p>In the guidance school leaders are told they need to inform staff about being back for September and therefore need to consider their pre-booked holiday plans and any new bookings they might make. Is there any KCC guidance, to share with staff, on this being put together? e.g. will they be paid? Concerned if we have staff ended up stranded in areas that suddenly become lockdown or needing to self-isolate due to the country they have visited for 14 days on their return that we will be short of staff in September. Will staff be paid if they find themselves in either situation?</p>	<p>As would usually be the case, staff will need to be available to work in school from the start of the autumn term. It would therefore not be appropriate for a member of staff to take a holiday to a location where they know they will have to isolate for 14 days and will not be available to work; where there are factors outside of the staff member's control they may be able to work from home. Schools will need to seek advice on individual HR matters.</p>
<p>When will we see the allocated 'catch up' money in our accounts?</p>	<p>We are still waiting on an update from the DfE. They are still working on it!</p>

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<p>With regard to the Inclusion Scorecard, schools who score as 'less inclusive' will end up with less SEN and becoming more and more exclusive. We risk inadvertently creating pseudo special schools funded as main stream but full of high need pupils. This will create an extremely uneven playing field for accountability. I say this as a HT of 2 highly inclusive schools who are recommended by word of mouth to many SEN parents. I worry an official scorecard would compound this already challenging situation. How will the LA mitigate the impact on those schools who score highly and inevitably end up with an influx of high need pupils and parents use this information to choose their school.</p>	<p>There is a regularly published dashboard for secondary schools which has been agreed by them, this is shared with the area IYFA/ MC forums. Inclusion data is being collated internally and discussions are taking place to determine which indicators may be appropriate. This includes the county reference group. No school scorecard/ dashboard would be published until it was agreed, with schools, as part of a wider plan.</p>
<p>Who are the HTs that have been consulted on decisions? None of the 200+ heads I am in regular contact with have been consulted?</p>	<p>Regular discussion and engagement is held with KAH as the collective association representing Kent Heads.</p>
<p>The guidance comments on the increase in cleaning requirements frequently. Some of these costs have been able to be recovered in the summer term. There isn't a facility in place for September. Does this mean that schools will effectively have to run this at a loss and compromise on other areas of the budget?</p>	<p>The Government has stated that there are no plans at present to reimburse additional costs incurred as part of reopening fully.</p>
<p>Please clarify permitted sizes of bubbles in primary. Maximum of a class (30 approx.) or, as some HTs are planning, bubbles as large as 200 which seems to me to be an unsafe way of organising the children and staff?</p>	<p>In secondary schools, and certainly 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).</p>
<p>Can I ask is there clear guidance for hot school lunches from September and the requirements for PPE etc from the caterers?</p>	<p>School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus. We will include further information in the KCC guidance</p>
<p>There doesn't seem to have been an answer on Parents Evenings...</p>	<p>Parent and Open evening guidance will be published following further discussions with schools through the KAH meetings.</p>

Question	Answer
<p>Localised lockdowns - we will need advice around staff travelling from a localised lockdown to teach in an area that is not locked down!</p>	<p>It is our understanding that there may be different types of local lockdown and that school staff as critical workers will likely continue to be able to attend their workplace in the majority of the scenarios. It may vary depending on the specific circumstances.</p>
<p>I understood primary bubbles were not limited to a class - specialist teachers allowed in etc. I can't see how we could operate hot school lunches and preserve class bubbles, not to mention interventions, phonics groups etc</p>	<p>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. Staff are able to enter any number of bubbles if it is required for them to do so to ensure that children receive a full curriculum and full care.</p>
<p>We are constantly being told that guidance has been issued in consultation with heads and school leaders...</p>	<p>KCC colleagues meet regularly with KAH. Over this period there have been there have been weekly meetings in the areas. If you are interested in being involved, please visit the KAH website.</p>
<p>Data Scorecard is already trending amongst Heads. Maybe things need to be shared earlier and not at a time of significant pressure.</p>	<p>There is a regularly published dashboard for secondary schools which has been agreed by them, this is shared with the area IYFA/ MC forums. Inclusion data is being collated internally and discussions are taking place to determine which indicators may be appropriate. This includes the County Reference Group. No school scorecard/ dashboard will be published until it was agreed, as part of the wider plan.</p>
<p>In the guidance it says that teachers will require more PPA time. Would this be true at primary schools as well as secondary? What are schools doing about this locally?</p>	<p>The way that PPA time is managed, such as the areas it is undertaken if in shared staff rooms may need to be altered, but there is no reference in guidance for there to be an increase in PPA time.</p>
<p>Guidance seems to suggest that pregnant teachers should be allowed to work from home where possible, if SD is not possible in the classroom; SPS have advised all staff will be expected to be back in school from 01/08/20. What is the LA's view? If a teacher does not return, where do we stand with funding a replacement?</p>	<p>DfE guidance is that all staff can return to work from September, those that are clinically vulnerable need to exercise extra care when following SD. This does not necessarily mean working from home. Guidance in specific cases should be sought from your SPS advisor. There is currently no identified funding to cover costs incurred by this circumstance, unless your school has insurance cover for this.</p>