

Minimising contact and maintaining distance – examples from practice

1. DfE has published official guidance for the full opening of schools ([here](#)), which includes a set of protective measures which make up a system of controls. This system of controls includes a number of mandatory elements; the fifth item of the system of controls (minimise contact between individuals and maintain distancing wherever possible) is one which schools are required to consider properly and then put in place measures that suit their particular circumstances.
2. Taking key points from the DfE guidance, we set out some approaches that some schools are taking to support them in minimising contact and maintaining distancing. None of these approaches is mandatory or expected – they are approaches being applied by some schools, offered independently here for others to draw on if helpful. Some could be applied by many schools, some are relevant to fewer schools. Some are straightforward to implement, others much more difficult.
3. The ideas in the document are offered by school leaders in a spirit of collaboration as potentially helpful to colleagues, to be used either as they are or adapted to suit other schools' particular circumstances. They are not, of course, exhaustive of the possible approaches schools might take, and they are being implemented alongside the other protective measures in the system of controls.
4. Schools in this document are typically combining several measures and actions, training staff in the approaches and planning to communicate very fully with parents and students. Like other schools, they are doing their best to reduce both the risk of a case of Covid-19 arising and the impact if a case does occur, including minimizing the risk that large parts of the school population could be affected. They expect that the cumulative impact of a number of (in some cases small) mitigating actions across a school will be considerable.

Primary school examples

5. Primary schools have gained a great deal of experience of grouping and teaching children in bubbles of 15 over the current term. Many primary schools have developed highly effective ways of working which they will be able to translate into class-sized bubbles. Many primary schools have adopted staggered start and finish times, which raise fewer timetable problems than is the case for secondary schools.
6. Nonetheless, having significantly more pupils on site will raise greater logistical and organisational challenges for primary schools, as for secondary schools. While teaching in class groups is a normal model, pressures at the start and end of the day, break and lunch times and on common spaces can be particular challenges.
7. Examples A-D are examples of primary schools' very specific thinking and action this term and preparation for next term. The schools in these examples have recognised that in order to teach children as they want and need to, they need to plan certain aspects of their day particularly meticulously.
8. In these examples, the schools have thought particularly about specialist teaching and interventions, small group teaching and arrangements for planning, preparation and assessment (PPA) time. The schools have also thought very carefully about the organisation of the day, including how best to keep year groups separate at break and lunch times and at the start and end of the day. The organisation of space in the classroom and corridors is also a focus of these examples, and in

one case, the school has decided to modify the catering arrangements due to pressure on dining space.

9. As with all the examples, the solutions chosen by these schools work well in their context but are not necessarily generally applicable.

Secondary school examples

10. Secondary schools may face particular logistical challenges in keeping year group 'bubbles' apart at the start and end of the day, in avoiding crowded corridors and in increasing cleaning as much as they would like to do. The secondary school examples in this document illustrate some of the approaches schools are taking to minimise contacts across the school.

11. Some of the strategies that schools are adopting include:

- Teaching KS3 classes (or just Y7 and Y8 classes) in their tutor groups for all or most lessons and therefore keeping the KS3 bubbles class-sized, or at least minimising mixing and contacts within the strict year-group bubble.
- Where this is being done, reducing movement around the school by doing most of the teaching of these groups in one room, or in a small number of rooms, with teachers moving to pupils. Pupils move between rooms only where specialist spaces are needed.
- Even where this is not done, 'zoning' the school classroom space, so that where possible, particular year group bubbles occupy certain rooms in the school for general teaching – reducing general movement in the school, contacts between different bubbles and the frequency with which one year group follows another into a particular space.
- Adopting longer lessons, so that there are fewer transitions and fewer occasions on which one year group follows another into a space.
- Staggering break and lunch times in order to reduce pressure on social spaces and keep year group bubbles apart.
- Increasing dining space and/or the number of locations at which food is served.
- 'Zoning' social areas, so that where students from different year group bubbles are on break or lunch at the same time, they are kept separate from one another.
- Limited staggering of start and finish times to reduce pressure on entrances and exits. This is sometimes combined with designating certain entrances for certain year groups to maintain separation of bubbles.
- A more radical staggering of the whole school day, designed to ease pressure on public transport.

12. Which of these approaches may be relevant to a particular school will depend on the context of that school. For example, it may be particularly valuable for a school on a tight site with limited external space, or a school with very constrained canteen space to stagger breaks and lunch times, whereas a school with more space may find 'zoning' of the space an effective strategy for break times.

13. As another example, a school with extensive bus routes where virtually all the students arrive on dedicated buses will not find radically staggered starts a useful strategy. An inner city school where pressure on public transport capacity is a serious concern may consider this strategy important in supporting the reduction of crowding and contacts on local buses.

14. These strategies are not mutually exclusive and several of the examples which follow illustrate several of them simultaneously:

- Example E (Paddington Academy) illustrates the model of extended lessons (three per day). This will be combined with teaching KS3 in class groups, mostly in dedicated rooms, zoning of the rest of the school into KS4 and KS5 areas and staggering break and lunch.
- Example F (Northampton Academy) illustrates zoning of the classroom space and zoning of social space, combined with increasing dining spaces and serveries with limited rotation of lunch and break times.
- Example G (Outwood Grange) illustrates how all the core features of a timetable can be retained (including start and finish times for schools reliant on a school bus service) while staggering break and lunch fully, combined with teaching KS3 in dedicated spaces for most of the day.
- Example H (Inner London school) illustrates how a school with only one main entrance, a tight site and on good transport routes but with concerns about local transport capacity has adopted a more radical staggered timetable to avoid different year groups arriving at the same time and spread out break and lunchtimes more fully, again combining this with form group teaching of KS3.
- Example I (South Coast Academy) illustrates a school which has decided to have fewer, longer lessons in order to reduce movement around the building and has also decided to stagger the entire timetable by year group in order to maximise separation of bubbles at all times, and is protecting the features of their curriculum which are important to them.
- Example J (Bennett Memorial) illustrates a school which will zone the classroom and social space, teach KS3 largely in set classrooms, carefully manage entrance and exits in a context where staggering is not possible and introduce new arrangements for catering.

15. Each of the schools represented in these examples has told us they have considered carefully the implications for staff and will continue to do so in implementing these arrangements, recognising that the organisation of the school can only work if it works for staff as well as children. Where staggering is being introduced, for example, the timetable is being constructed to ensure that teachers are working a reasonable length of day and week, within the normal contractual expectations. Likewise, staff are having normal breaks in their day.

Special school examples

16. Many of the strategies being used by mainstream schools are also being used by special schools, but adapted to suit their own context. The particular challenges special schools face may not arise so directly from pressure of large numbers, but from the specific needs of the children within the school.

17. Similar strategies of using smaller bubbles, zoning the site and staggering starts, break and lunch remain important. As examples K (Swiss Cottage School) and L (Moorcroft School) show, special schools are adapting these strategies to their own situation. They are also thinking through very specifically how to manage spaces which need to be used by different groups of children, and how to deploy staff across bubbles. Careful cleaning, particularly of shared spaces and shared equipment is also an important part of these schools' approaches.

Other points from the examples

18. Schools featured in these examples made a number of other points and suggestions. Most were continuing to implement the site-specific arrangements they had in place this term (such as one-way systems). Many had plans to increase washing and sanitising facilities. Some had specific plans to address pinch points on their site, particularly by changing catering arrangements including changing the lunch offer or increasing serveries or eating space (one planned to do this by bringing a catering van on site as an additional servery in a less constrained part of the site). Sometimes, large indoor spaces (hall, sports hall, drama studio) were being made available at break times for specific year groups.

19. The schools were taking steps to ensure that distancing could and would be observed by adults in office spaces, staff rooms and other areas where staff gather. Several were taking steps to highlight to pupils which areas they should and shouldn't be in and to emphasise that common spaces could only be used under supervision. One school which is zoning the building plans year group badges to make supervision straightforward for staff.

20. The schools have thought about how to reduce pinch points in the use of common spaces as far as possible. Several are planning that students can wear PE kit rather than uniform in school and travelling to and from school on days when they have PE in order to reduce use of changing rooms. 'No waiting' zones around gates will help to avoid congestion and encourage students to move home promptly at the end of the day.

21. Several schools are planning to continue to use digital technology within school in order to maintain a sense of community when large gatherings are not possible. For example, some schools have made effective use of video meeting facilities over whiteboards to deliver assemblies to children in multiple different classrooms.

Conclusion

22. None of the examples in this document are intended as a blueprint for all schools to follow. Instead they illustrate the range of practices that schools are planning to adopt in order to meet the expectations of guidance. In line with the expectations of the guidance, schools are responding pragmatically and thoughtfully in the light of their own context to ensure that the protective measures they are implementing keep their communities safe. These examples are shared in order to support school leaders with their own thinking and planning.

Primary examples

Example A – primary school, multi-academy trust

Seating plans

Tables and chairs have been set up in rows so that no pupils are facing each other. Individual class teachers have reviewed where pupils will sit. Those pupils who have had low levels of engagement during lockdown and may require additional support will be seated nearer to the front. Each pupil will have their own set of resources in an individual tray on their desk space, to limit movement around the class.

Children will line up when coming into class in the morning and from break times, in the order of back row to front row to ease movement into classrooms and avoid children having to pass each other once seated.

Where staff need to work with individual children or small groups of children from more than one bubble, care will be taken to maintain distancing.

Specialist intervention

The school has made plans for specialist staff providing 1:1 support (e.g. as part of an EHCP) as follows:

- Staff wash hands before and after working with a pupil
- A space is identified for the intervention to take place, and set up with two separate desks placed a suitable distance apart
- All equipment needed for the child is set up in the space before the start of the session
- Staff go to the child's classroom, standing at the entrance to collect the pupil (not entering the classroom)
- The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way
- The intervention is provided at a distance
- After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil

The school plans for staff providing specialist interventions to work across a given year group and (if necessary) only one other year group, to reduce potential contacts. One staff member providing specialist support is in a high risk category; the school has installed a screen in the intervention space so the staff member can continue to be in school and provide specialist support.

Support staff providing interventions to a small group of pupils across more than one class

The school will review groups so that each small group receiving support is drawn from one class only; pupils from each class bubble will be allocated intervention time for either a morning or an afternoon session. Interventions will take place in an identified area, where the member of support staff will maintain a distance from the pupils. Pupils will bring all equipment they require with them to the intervention area. The area will be cleaned over lunch, before pupils from another bubble use the area. Staff will wash their hands between each group.

Staff members working in this way will provide interventions across either KS1, lower KS2 or upper KS2: no member of staff will work across more than one (sub) phase.

Planning, Preparation and Assessment time

The school is planning for PPA time to be scheduled at times when pupils are undertaking supervised activity with other specialist teachers or support staff, for example:

- PE lessons with a specialist sports coach (with the coach remaining distanced from the pupil group)
- Class-based assemblies led by members of the leadership team via TEAMS, supervised by Teaching Assistants (if the TA is not part of the class bubble, they will remain distanced from the class)
- MFL lessons with a specialist MFL teacher, remaining distanced from the pupil group

Example B – primary school, multi-academy trust

This is a two-form entry school.

Year 1 phonics teaching

For the vast majority of the time, Year 1 pupils will be in class bubbles. However, the ability range of the children in this school is such that effective teaching of phonics will require the use of ‘bubbles within bubbles’, creating small ability-based phonics groups within a year group bubble.

Pupils will be split into 5 phonics groups, taught by the two Year 1 teachers, the Year 1 Teaching Assistant and two additional support staff members.

Where a phonics bubble is taught by a member of staff not working within the year group bubble, the group seating arrangements (including that of the staff member) will ensure distancing between the staff member and the children. Staff and pupils will wash their hands prior to joining their phonics group and after the session.

Children will have two phonics sessions a day to support catch-up. Initially, only one of these will be with their phonics ability bubble with the other being class-based, to reduce the number of times pupils need to be in sub-groups outside their class bubble.

Beginning and end of the day

The school has three entrances to the school site (one of which was previously for staff only):

- Gate 1 – Reception, Y1, Y2
- Gate 2 – Y3, Y4
- Gate 3 – Y5, Y6

The school will have two start and finish times:

	Start	Finish
Group A	08:40	15:10
Group B	09:00	15:30

The school population will be split in half, with one class from each year group (R to Y6) in each of Group A and Group B. Family groups across different age ranges will be placed in the same group to reduce congestion on and off the school site.

Example C – primary school, multi-academy trust

This is a three form entry primary school

Specialist teaching in a bubble

The school is fortunate in being able to provide specialist teaching in some subjects at KS2.

Specialist teachers will continue to teach different classes, but arrangements will be made to ensure that the teacher is distanced from the pupils. They will be restricted in the number of classes that they teach, working across a maximum of two year groups.

Where the teacher cannot teach a class in person (due to the number of classes they are already covering) the specialist teaching will be live-streamed via MS Teams, with support staff providing supervision in class (allowing class teachers to take PPA time).

Visibility of leaders around school

Leaders will continue to walk the school, particularly at times when transitions are at a minimum. Each classroom will have a demarcation on the floor where no children, furniture or equipment will be, enabling leaders to enter the classroom, speak to children, observe learning and generally be present around the school.

Parts of the playground have been marked as pathways to keep different bubbles separate. These will allow leaders to walk around the playground, observing and chatting to pupils at a distance.

The school has also planned a timetable for class assemblies, story time and whole school assemblies, all involving interaction from different classes, through the use of MS Teams.

One way systems

One-way systems are established in all corridors to ensure that bubbles and groups of pupils are separated. In wider corridors, leaders have decided to place furniture that has been removed from the classrooms (to make space) to further demarcate the one-way system. Furniture used in this way will be cleaned on a regular basis, as children may touch surfaces as they pass.

Example D: primary academy, multi-academy trust

Following school review of available space and appropriate distancing between different year groups, a class rota system for morning break and lunch times was established.

Even with this rota system, it will not be possible to maintain space between individual bubbles in the dining space. The school is therefore planning to introduce a lunch rota, whereby one group receives pre-prepared packed lunches and jacket potatoes with fillings in classrooms while the other group receives a hot lunch in the Hall (with groups swapping over on a two-week cycle).

Class	Playtime	Lunch time	Outdoor break
Reception	Part of outdoor continuous provision	11:15-11:45 – in the Hall	In outdoor learning space 12:30 onwards
Year 1	10:00 – 10:15 Playground zoned areas for each class	11:45 – 12:15 – A	Playground or field in zone spaces as per am for half an hour following lunch. Class teachers to collect their classes
Year 2	10:00 – 10:15 Playground zoned areas for each class	11:45 – 12:15 – B	
Year 3	10:20 – 10:35 Playground zoned areas for each class	12:15 – 12:45 – A	
Year 4	10:20 – 10:35 Playground zoned areas for each class	12:15 – 12:45 – B	
Year 5	10:40 – 10:55 Playground zoned areas for each class	12:45 – 13:15 – A	
Year 6	10:40 – 10:55 Playground zoned areas for each class	12:45 – 13:15 – B	
All	In dry weather field also to be used – zoned and with a rota of different year groups	Group A: Week one packed lunch/ jacket potatoes and fillings provided in classrooms. Week two hot lunch in dinning space Group B: Week one hot lunch in dinning space. Week two packed lunch/ jacket potatoes and fillings provided in classrooms Then on rotation	

Secondary examples

Example E – Paddington Academy

Paddington Academy has operated on the basis of 100 minute lessons for over 10 years, and found it extremely effective. While longer lessons have to be structured carefully to make best use of the time, the model allows for extended writing tasks and full ‘do now’ retrieval quizzes in every lesson. The timing of the school day are as follows:

Monday to Thursday		
Lesson	Start	Finish
1	08:30	10:10
Break	10:10	10:35
2	10:40	12:20
Tutor	12:25	12:55
Lunch	12:55	13:40
3	13:45	15:25

Friday		
Lesson	Start	Finish
1	08:30	10:10
Break	10:10	10:35
2	10:40	12:20
Lunch	12:20	13:05
3	13:10	14:50

The school expects to adjust this so that break times are scheduled during period 1 on a rolling basis, with lunch incorporated into one extended period with period 2 – the length of this period will enable rotations of lunch across all year groups.

Paddington’s timetable across two weeks is similar to a one week timetable for a school teaching 30 periods of 50 minutes a week. The planned curriculum model for a two-week cycle in 2020-21 is below (each block is 100 minutes long).

Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Year 7	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Geog	Geog	Geog	Hist	Hist	RE	RE	Art & design	Art & design	MFL	MFL	MFL	Drama	Music	PE	PE
Year 8	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Geog	Geog	Hist	Hist	Hist	RE	RE	Art & design	Art & design	MFL	MFL	MFL	Drama	Music	PE	PE
Year 9	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Geog	Geog	Hist	Hist	RE	RE	Art & design	Art & design	MFL	MFL	MFL	Drama	Music	PE	PE	
Year 10	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	Sci	A	A	A	A	B	B	B	C	C	C	RE	RE	RE	PE
Year 11	Eng	Eng	Eng	Eng	Eng	Ma	Ma	Ma	Ma	Ma	Ma	Sci	Sci	Sci	Sci	Sci	A	A	A	A	B	B	B	B	C	C	C	C	C	RE
Year 12 - A-Level	A	A	A	A	A	A	A	B	B	B	B	B	B	C	C	C	C	C	C	C	C	D	D	D	D	D	D	D	E - Lead	E - IS
Year 13 - A-Level	A	A	A	A	A	A	A	B	B	B	B	B	B	C	C	C	C	C	C	C	C	D	D	D	D	D	D	D	Early finish	Early finish
Year 12 - BTEC	A	A	A	A	A	A	B	B	B	B	B	B	C	C	C	C	C	D	D	D	D	D	D	Not in	Not in	Not in	IS	E - Lead	E - IS	
Year 13 - BTEC	A	A	A	A	A	A	B	B	B	B	B	B	C	C	C	C	C	D	D	D	D	D	D	Not in	Not in	Not in	IS	Early finish	Early finish	

NB: IS = independent study; Lead = leadership

To reduce movement further, the school expects to keep KS3 students in the same classroom and have teachers move to them wherever possible (moving only where they need to go to specialist teaching rooms). KS4 and KS5 students will be split into two 'wings' of the school building, with movement to different classrooms within this area but not beyond.

Example F – Northampton Academy

Northampton Academy is planning to introduce zoning across the school site, with each year group allocated to a different area and remaining in that area as far as possible. In addition, the school plans to:

- Differentiate three separate dining zones, each with sufficient space for a full year group, so that three year groups can be on lunch/break at the same time without mixing between year group bubbles
- Use five separate entrance/exit points to remove the need for staggered start/finish times as far as possible, while maintaining separation between the year group bubbles
- Designate additional areas as food service areas to reduce the risk of mixing between year group bubbles at lunch time (specific service areas will be designated for specific year groups, close to their allocated social space)

Year groups will spend the majority of their time in their own allocated zone. They will have almost all of their lessons in this area. Classes will leave their zone only where they need to go to a lesson in a specialist classroom, for example, art and design, science and practical music lessons. Movement between zones, where it occurs, will be supervised by members of SLT and will be kept to a minimum. Each zone will have an allocated set of toilets for students in that year group.

Year groups will leave their zones for break and lunchtime, but each year group will spend break/lunch in their own allocated space (both indoor and outdoor).

Plans are shown below, with zones marked as follows:

- Ground Floor purple – three social zones (each sufficient for one year group)
- Ground Floor cream – existing areas where food is served
- Ground Floor green dots – new areas identified where food can be served
- Both floors green classrooms – Y7 zone
- Both floors orange classrooms – Y8 zone
- Both floors blue classrooms – Y11 zone
- Both floors grey classrooms – Y10 zone
- Both floors pink classrooms – Y9 zone
- First floor light blue classrooms – sixth form area

Example G – Outwood Grange Academy Trust

Outwood Grange academies will introduce a timetable from September that, as far as possible, maintains the planned curriculum while staggering breaks and lunch times so that year groups are kept separate outside of class time but still have access to the canteen and suitable social spaces.

OGAT started from the full, normal timetable planned for September, with 25 periods of 60 minutes each week. Lesson ‘blocks’ have been retained, with the start and finish time aligned for all year groups to support teacher movement and enable all teachers to teach across all year groups. Changes have been made to incorporate break and lunch times:

- Period 2 is increased to 75 minutes to incorporate a 15 minute break, staggered for Y7-Y11
- Period 4 is increased to 90 minutes to incorporate a 30 minute break, staggered for three year groups
- Two year groups have a 30 minute lunch break scheduled during period 3, giving 30 minutes teaching time and 30 minutes lunch; these year groups then have a full 90 minute period of teaching during period 4

This plan assumes a single canteen/dining space, hence splitting lunch for Y7-Y11 over periods 3 and 4. Where schools can create two dining spaces, each separate and sufficient to take a whole year group, it will be possible to revert to a 60 minute period 3 for all year groups. Where this isn’t possible, OGAT are considering rotating the timing of lunch for different year groups over a two-week cycle to minimise the impact on subjects taught at this time.

Students will remain in a single room, moving to specialist rooms where necessary, with rooms allocated as year group rooms/blocks/zones as far as possible.

	Tutor [T] (TIME)	P1 (60 min lesson)	P2 (75 min in total) 60 min lesson [L], 15 min break [B]			P3 (60 min) Includes lunch for two year gps	P4 (90 min) Includes lunch for three year groups			P5 (60 min lesson)	Enrichment ? (End of day >>)
Y7	T	L - 60 mins	L - 30 mins	B	L - 30 mins	L - 60 mins	L - 30 mins	Lunch	L - 30 mins	L - 60 mins	
Y8	T	L - 60 mins	B	L - 60 mins		Lunch	L - 30 mins	L - 90 mins		L - 60 mins	
Y9	T	L - 60 mins	L - 15 mins	B	L - 45 mins	L - 30 mins	Lunch	L - 90 mins		L - 60 mins	
Y10	T	L - 60 mins	L - 45 mins		B	L - 15 mins	L - 60 mins	Lunch	L - 60 mins	L - 60 mins	
Y11	T	L - 60 mins	L - 60 mins		B	L - 60 mins	L - 60 mins		Lunch	L - 60 mins	
P16	T	L - 60 mins	L - 60 mins & B			L - 60 mins	Lunch during "free period" either on site, zoned, or			L - 60 mins	

Staff will take their break when their period 2 class/lesson is on break, with care taken to ensure equity of staff supervision of break (movement to and from break during this period will need to be carefully managed to avoid mixing bubbles).

OGAT plan for 30 minutes of period 4 to be taken by teachers who had their lunch during period 3, with careful planning to make sure that this balances for all staff over a full week.

Example H – Inner London secondary academy

The school is planning to introduce a staggered timetable from September. The timetable uses eight periods (two of which are used by some staff and students for lunch breaks): students and staff are either in school for periods 1-7 or for periods 2-8 (in both cases, six teaching periods (one incorporating a break) and a lunch break. Lessons are 50 minutes long.

Students in KS3 will start first, followed by students in KS4. Start and finish times are staggered, with tutor time for Y7 and Y10 at the start of the day and for Y8, Y9 and Y11 at the end of the day.

Blocking of lessons will allow teachers to move easily between classes and year groups, with the whole of KS3 starting one period later than KS4/Sixth Form to provide for staggered start and finish times. Break and lunch times are also separate across KS3 and KS4/Sixth Form.

The school will keep KS3 groups as class bubbles as far as possible, with children taught together for all their lessons as a tutor group. Each group will be taught for most of the time in one room, minimising the need for movement around the school. Teachers will move, rather than pupils, for these lessons.

Some movement will be necessary, to specialist teaching rooms e.g. for science, art and design, design technology (including food technology), PE, music and drama, in order to maintain the full breadth of the curriculum. Movement will be carefully managed, with use of one-way systems etc. Where possible, specialist teaching rooms will be cleaned between use by different year groups.

To ensure adequate supervision of children remaining in classrooms, while teachers move, the school is planning to ensure that a member of SLT is present in each corridor during lesson change-over, with classroom doors left open.

Example I – South-coast secondary academy

The school is planning to introduce a staggered timetable, with year groups starting and finishing at different times. Plans are also in place to use multiple exit and entry points in the school to ensure year groups remain separated. The proposed timetable allows the school to maintain its planned curriculum for September, teaching four 75 minute periods each day across all year groups and protecting tutor time and reading time. Break and lunch are both the same length and phased so allowing sufficient time for staff and students to eat and relax in the breaks provided.

11	08:15-08:25 Arrival	08:25-08:35 Line-up	08:35-09:00 Intervention	09:00-10:15 Lesson 1	10:15-10:40 Break	10:40-11:55 Lesson 2	11:55-13:10 Lesson 3	13:10-13:35 Break	13:35-14:50 Lesson 4	14:50-15:50 Lesson 5	15:50 Departure	
10		08:25-08:35 Arrival	08:35-08:45 Line-up	08:45-09:00 Intervention	09:00-10:15 Lesson 1	10:15-11:30 Lesson 2	11:30-11:55 Break	11:55-13:10 Lesson 3	13:10-14:25 Lesson 4	14:25-14:50 Break	14:50-15:00 Line-up	15:00 Departure
9	08:15-08:25 Arrival	08:25-08:35 Line-up	08:35-09:00 Reading	09:00-10:15 Lesson 1	10:15-10:40 Break	10:40-11:55 Lesson 2	11:55-13:10 Lesson 3	13:10-13:35 Break	13:35-14:50 Lesson 4		14:50 Departure	
8		08:25-08:35 Arrival	08:35-08:45 Line-up	08:45-09:00 Reading	09:00-10:15 Lesson 1	10:15-11:30 Lesson 2	11:30-11:55 Break	11:55-13:10 Lesson 3	13:10-14:25 Lesson 4	14:25-14:50 Break	14:50-15:00 Line-up	15:00 Departure
7		08:40-08:50 Arrival	08:50-09:00 Line-up	09:00-10:15 Lesson 1	10:15-10:40 Break	10:40-11:55 Lesson 2	11:55-13:10 Lesson 3	13:10-13:35 Break	13:35-14:50 Lesson 4	14:50-15:15 Reading	15:15 Departure	

Example J: Bennett Memorial Diocesan School

Bennett Memorial has decided that it will not re-timetable, but will re-room the timetable in order to focus year groups in their own parts of site/buildings. This will minimise movement for years 7 and 8 (so that teachers go to them for most lessons). Years 9 and upwards will move, but largely within their own zone.

The school is in a large catchment with many shared buses, so staggered starts are not realistically possible. However, there is some 'natural' staggering of arrival. Dismissal will be staged by year groups to avoid concentration along the exit routes. There will be three dismissal times: 3:20, 3:30 and 3:40.

At lunchtime, hot lunches will be provided in the dining area by pre-paid booking only plus lunches for students eligible for free school meals. Cold packed lunches can be ordered in advance and delivered to tutor rooms in the morning. Hall space is being made available for staff at lunch so that they can sit at a distance from one another.

The exterior space is being zoned by year group for lunch and break. Alternatively, students can remain in their last classroom. There will be a hand sanitisation station in every classroom and a policy of hourly sanitisation for all.

A special cleaning team of 3 will constantly tour the site and clean desks and door handles in rotation, including mid-lesson.

Example K - Swiss Cottage School – a London special school

At Swiss Cottage School, bubbles will be linked to zones of the school to minimise cross-contamination whilst enabling the social and emotional aspects of learning through distanced cross-class links.

The school has allocated staffroom and staff / pupil toilets to bubbles within zones in order to increase cleaning based on need and to integrate wellbeing measures for staff.

The zones are aligned to fire evacuation routes, supporting dynamic risk assessments that are personalised to the bubble. Specialist staff have been allocated to zones or to multiple bubbles where necessary to manage their role across profiles of need, and to minimise cross-contamination.

The school has negotiated with LA Transport to bring pupils by zone / bubble. Arrival and departure times are aligned to the location in the school building and to the profile of need. The school has arranged the stagger so that pupils arrive by floor of the building. This is manageable with 10 minute spaces between arrivals, with all buses in and out over a safe 40-minute cycle.

Virtual assemblies will take place through the classes. Classes host this on rotation to promote the sense of cross-class links in a safe manner. Similarly, therapeutic cross class initiatives will continue through virtual models (video conference in classroom) to bring classes together whilst within their individual bubble classroom and safe space.

Entry to classes from ground level exits in order to promote a sense of ownership in aspects of the building and proactively support response planning through confidence building beyond 'the norm'.

Teaching and learning through the 'TEACCH' model with individual pupil resources in pupil trays / green tray for start of activity with items needing to be cleaned going into a red tray so that this is then in the cleaning cycle in a manageable way.

There will be a shared weekly timetable across classes within the bubble in order to promote shared learning opportunities.

Sensory rooms have been allocated to zones / bubbles. There will be allocated dining tables and similar allocations of space in other shared spaces in order to ensure no cross-contamination.

Example L – Moorcroft School – Middlesex

Zones for an SLD/PMLD secondary school

Moorcroft School will have a zone for each Key Stage which will be for around 25 students each and then an additional zone for those with very complex medical needs (they do this anyway, so can make them more robust).

Staggered breaks and lunchtimes will mean not too many pupils are in the playground at the same time. Virtual assemblies and virtual staff meetings can limit bubbles mixing and we can support this by providing classes with iPads. It also means that those children who are continuing their learning at home (self-isolating, or the small number who may still need to shield) can join social events like assembly.

Setting out classrooms using the TEACCH approach so each student has their own separate work station will support distancing and ASD students will benefit from this approach anyway.

Integrated therapies for OT and SALT will mean that the school can limit the use of therapy rooms – these will still be needed for Arts Therapy. For those therapists who live locally, the school will ensure they have the right equipment to do their write-ups at home at the end of the day to limit staff gatherings.