

2 - Quality of Education

NOTES

- All pre-populated risks / solutions are suggestions only. Please amend / add to for your setting
- All identified risks must have Current and Future risk scores completed
- Do not delete data in columns L or M as these are formulas
- Do not add rows as the formulas will not be included
- Do not enter any information below the bottom of the table
- There are blank rows added at the bottom to add additional risks in
- The Overall Risk analysis provides a count of all overall risk levels currently and following mitigating actions
- The Risk breakdown analysis provides a count of all individual risk likelihood / severity scores currently and following mitigating actions

RISK OVERALL

CURRENT:			OVERALL
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	11.55
0	7	4	MEDIUM

FUTURE:			OVERALL
LOW (1-4)	MEDIUM (5-12)	HIGH (13-25)	4.45
10	1	0	MEDIUM

RISK BREAKDOWN

CURRENT:				
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
0	0	6	5	0
0	1	6	4	0

FUTURE:				
1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
0	10	1	0	0
0	10	1	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What EXISTING controls or mitigations are in place today?	Considering existing controls / mitigations, please assess CURRENT Risk level (1 - 5)		OVERALL CURRENT RISK level 1 - 25 (fills automatically)	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED Risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Planned / Actual Completion date	RAG Status of Further Actions	Comments / Notes	Links to relevant guidance / documents / sources of support
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			Likelihood / prevalence of risk occurring	Severity of Risk if it occurs						
Gaps in children's knowledge and skills that have developed following their extended absence from school will need to be compensated?	Children	Not next year ready	None	4 - High	3 - Medium	MEDIUM	Identify key component knowledge and skills within individual year group and subjects areas (ie the non-negotiable) and prioritise these in the first half of the Autumn term. Identify objectives that have been missed in previous year groups work that need to be caught up on. Baseline children after initial settling in period in an efficient, timely manner, so as not to further delay teaching and learning. (Be mindful of children's mental health and wellbeing). Use pupil premium and catch-up funding to provide disadvantaged children with more intensive catch up support. Target those children with greatest need of additional support.	2 - Low	2 - Low	LOW	HT, DHT and Year group leads	ongoing throughout this academic year 2021/22			
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	Children and staff	Children may not receive their full educational entitlement.	None	3 - Medium	2 - Low	MEDIUM	Although supply teachers, peripatetic teachers and/or other temporary staff can move between schools, we will endeavour to internally cover where possible. Specialists, therapists, clinicians and other support staff for children with SEND should provide interventions as usual. Staff who visit more than one setting should ensure they are familiar with, and abide by hygiene requirements in each individual setting. School risk assessment will be shared with all outside agencies.	2 - Low	2 - Low	LOW	HT and DHT/SENDCo	Throughout this academic year 2021/22			
Online or home learning may need to continue for some children, running alongside return to school for other children. Plan this for contingency if a local outbreak of COVID necessitates school closure/class closure	Children	Children completing home learning could be at a disadvantage compared to those learning in the school environment	None	3 - Medium	3 - Medium	MEDIUM	Generic home learning will be available on our website for each year group to also include sign posting to Oak Academy and BBC websites. Where an individual tests positive but is well enough to work the teacher will be in touch with the family to set home learning. In the event of a class or whole school closure staff will step up online learning to include pre-recorded sessions. Devices will be loaned to anyone with limited devices who are having to self isolate. Paper copies of everything put online will be available to be collected from the school office every week. Purple Mash to be used to supplement and enhance the learning where appropriate. All children have had chance to log in before the latest lockdown	2 - Low	2 - Low	LOW	HT and Year group leads	ongoing throughout this academic year 2021/22			
Curriculum adaptations	Children	Children may not receive their full educational entitlement.	None	4 - High	4 - High	HIGH	Review curriculum and ensure curriculum for subjects from the start of the Autumn Term, but make use of existing flexibilities to create time to cover the most important missed content. Prioritise phonics and early reading alongside maths. Core subjects to be taught within a broad and balanced curriculum.	2 - Low	2 - Low	LOW	HT and SLT	ongoing			
Addressing the needs of all children	Children	Some children may not have their needs met by the curriculum	Targeted support for SEND and vulnerable children	3 - Medium	3 - Medium	MEDIUM	Plan on the basis of the educational needs of children - Curriculum planning should be informed by an assessment of children's starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing children in class, talking to children to assess understanding, scrutiny of children's work) while avoiding the introduction of unnecessary tracking systems.	2 - Low	2 - Low	LOW	HT and SENDCo	ongoing			
Not ready for starting school in reception (Early Years)	Reception children	Children joining school may not be school ready due to time out of nursery	None	4 - High	4 - High	HIGH	For children in nursery settings, teachers should focus on the prime areas of learning, including communication and language, personal, social and emotional development (PSED) and physical development. For children in Reception Year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYF5 Disapplication guidance. For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.	3 - Medium	3 - Medium	MEDIUM	HT and EYF5 lead	ongoing throughout this academic year 2021/22			
Children not next year ready in Y1 and 2 (Key stage)	Children and staff	Gaps in learning may mean children are not next year ready	None	4 - High	4 - High	HIGH	For children in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of children are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE.	2 - Low	2 - Low	LOW	HT and KS1 lead	ongoing			
Specific subjects where the risk of passing on any infection could be higher - music	Children and staff	Risk of infection	None	3 - Medium	3 - Medium	MEDIUM	Singing to take place in a well ventilated room and all children to be forward facing. Percussion instruments can be used but must be cleaned thoroughly after use ready for another class to use.	2 - Low	2 - Low	LOW	HT and music lead	ongoing			

Specific subjects where the risk of passing on any infection could be higher - sport	Children and staff	Risk of infection	None	3 - Medium	3 - Medium	MEDIUM	Outdoor PE lessons, where possible, and large indoor spaces used where it is not, maximising distancing between children and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. Sports coaches to be allowed into school but must adhere to regular handwashing and/or sanitising and ensuring good ventilation at all times. Coaches should use school equipment and not bring their own. Encourage children to be active at break and lunchtimes as well as completing daily mile and other five a day activities.	2 - Low	2 - Low	LOW	HT and PE lead	ongoing			
Catch up	Children	Time away from school may mean children are not next year ready in September	None	4 - High	4 - High	HIGH	Schools will receive catch up funding - exact allocations to be decided. Schools can use this funding as they see fit to support children 'catch up. Alongside this, the DfE National Tutoring Programme which will deliver 1 tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their more affluent peers widening. The evidence shows that tutoring is an effective way to accelerate learning, and we therefore believe a targeted tutoring offer is the best way to narrow the gaps that risk opening up due to attendance at school being restricted.	2 - Low	2 - Low	LOW	HT	ongoing			
Statutory Assessments	Children and staff	Gaps in learning may remain despite best endeavours to provide catch-up to children	None	3 - Medium	3 - Medium	MEDIUM	Gaps in learning to be identified and quality first teaching along with intervention to be successful in addressing gaps. Priority to be given to delivering key skills in core subjects taught through the wider curriculum as well as stand alone subjects.	2 - Low	2 - Low	LOW	HT, DHT, EYFS lead and KS3 lead	ongoing			
END OF TABLE - DO NOT ENTER INFO BELOW HERE															