



## JMAT Strategic Risk Framework for Wider Opening

### **A Framework for Trust Boards**

*The Confederation of School Trusts (CST) is the national organisation and sector body for academy and multi-academy trusts. We believe that strong and resilient governance and decision-making are essential to help schools and trusts deal with the current challenging circumstances. We have therefore created this framework to support your decision-making.*

*The framework outlines a series of strategic actions for trust boards to take before decisions can be made about opening a school or schools more widely in the safest possible way. It does not include all possible actions that could or should be taken in the specific context of your trust or your group of schools. It is intended to be a strategic framework to guide decision-making and we have therefore attempted to be concise.*

*The sections in the framework could be used as your board agenda. In each case, risks and actions to mitigate risks should be identified and recorded formally by the trust board. This is because the trust board is the responsible body, legal entity and employer.*

*Some of the actions identified in this framework may be delegated to school-level and/or your scheme of delegation may need to be amended for a specified period to give delegations or withdraw delegations, depending on your risk assessment and risk tolerances.*

*The DfE will publish guidance which sets out a series of steps that primary headteachers can take to support a decision to open schools more widely. These checks need to be agreed with the responsible body, in this case the trust board, before a school in your trust can be opened more widely.*

*CST is seeking clarification on a number of points in this [guidance](#) on actions to prepare for wider opening, published recently by the DfE. In particular, we are seeking clarity on proposed volumes in relation to primary schools and the scientific guidance on social distancing - why this is different in a school. We will keep this framework up to date as the DfE publishes additional guidance.*

### **Guiding Strategic Principles (Published in May, 2020)**

- 1. Staffing:** Pupils will work only with staff they know and who are already employed by the Trust. Additional staff (eg supply teachers) will not be brought into school;
- 2. Groupings:** In school, pupils will be organised into protective “bubbles” of no more than 15 pupils and bubbles will remain in an allocated space, both inside and outside, to minimise contact and the risk of infection;
- 3. Safeguarding:** All groups will be taught by qualified teachers, working alongside support staff. In all schools, there must be a headteacher or deputy, designated safeguarding lead, SEND specialist, qualified first-aider and a paediatric first-aider on site (primary only) at all times
- 4. Health and Safety:** A comprehensive risk assessment will have been completed and quality assured (externally) prior to wider opening. The risk assessment will embed revised COVID-19 routines for the site - both inside and out - and this will include a weekly deep clean whilst pupils are not in school. The risk assessment will be kept under constant review;
- 5. Support for other learners:** Schools must be able to continue providing high quality online learning and feedback for the year groups remaining at home and time must be allocated for this.

### **Related Documents**

- COVID-19 compliance checklist (site checks)
- Health and Safety: Cleaning Regimes
- School Risk Assessments (individual schools)
- JMAT COVID-19 School Handbook (risk mitigation)
- JMAT Health and Safety Guide for Staff
- FAQs (for staff and parents/carers) and other publications



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### Decisions and actions to take before opening the schools in your trust more widely

		What do you need to do?	What has been done?	RAG
<b>1.</b> <b>Health and safety</b> <b>(linked to strategic decision making)</b>	1.1	Carry out statutory site checks, if required (DfE guidance <a href="#">here</a> )	COVID-19 Actions and Checks as reported previously to the board.	<div style="background-color: #00FF00; width: 100%; height: 100%;"></div>
	1.2	Assess net capacity assessments/ audits for all sites to determine a safe level of occupation. Include: Classroom suitability (in light of projected numbers) Outside space Movement for groups of pupils Location of toilet facilities  Distancing/occupation is control 5/5 in the SAGE hierarchy	Delegated to HTs. All sites have been audited to identify suitable accommodation for pupil “bubbles”.  School models are documented in the individual School Handbooks, together with operational arrangements for safe occupancy.  Pupil booking process is in place to ensure that demand does not outstrip staffing and accommodation. Based on projected numbers, there is little scope for increasing the provision  QA of arrangements on 29/5/20	
	1.3	Consider how the settings can operate safely within government guidance and the individual contexts of schools. Base the model on the available accommodation (inside and out) linked to the SAGE hierarchy of controls and DfE best practice (DSL/First Aider/SLT/Paediatric First Aid/SENDCo on site and recommended ratios)	Guiding principles established and published for wider opening.  Strategic discussions at HT and staff level linked to a model of provision for EYFS/Yr 1/Yr 6. Four day offer agreed and published for designated year groups with a 5 day offer for key worker and vulnerable learners.  Any variation from best practice is being documented in school risk assessments	
	1.4	Review provision, policy and practice regularly taking account of staff, pupil and parental views and experiences	Weekly meetings (minimum) of the Executive Leadership Group (all HTs) are documented through minutes. Discussion includes results of staff/parent surveys. Outcomes relayed to staff/ parents/pupils through newsletters, ppts and FAQs.	
	1.5	Commission deep cleaning of all sites	All completed - see COVID-19 checklist for dates. Wider opening model facilitates a weekly deep clean of the site.	
	1.6	Ensure classrooms, corridors and outside spaces are marked out and signage and safety barriers are put in place (DfE guidance on social distancing <a href="#">here</a> )	Delegated to schools with Trust support as required. Layout plans and movement are in School Handbooks and covered in school risk assessments.	



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	<p>Ensure posters and notices in and outside schools (age appropriate) encourage safe practice in infection control. Embed the SAGE principles into teaching plans (age appropriate)</p>	<p>Schools are producing signage for use in classrooms, corridors and key areas (eg toilets) as well as signage for outside areas. Teaching programmes will embed and reinforce safety awareness.</p> <p>QAd on 29/5/20 and further adjustments made on 1st-3rd June during primary training days.</p> <p>QA for secondary on 11/6/20 - signage delivery on 11/6/20 and further adjustments on 15-16/6/20</p>	
1.7	<p>Assess what PPE is required and purchase thereof (guidance on PPE is included in this <a href="#">guidance</a>)</p>	<p>4 sets - full PPE for first aid rooms. 3 to be the standard stock level (standard suitable for symptomatic infection control)</p> <p>PPE guidance published for staff in COVID-19 Staff Handbook.</p> <p>In addition to the first-aid room, PPE is available for each classroom: gloves, masks, aprons (and visors) and the supply chain is secure.</p>	
1.8	<p>Agree and commission enhanced cleaning arrangements for each site – likely to include but not limited to: toilets to be cleaned after each break and lunchtime, door handles, common equipment and vertical surfaces commonly touched cleaned more frequently, hand sanitiser at school entrance, lidded bins in every classroom double bagged and emptied frequently (guidance on cleaning in non-healthcare settings <a href="#">here</a> and <a href="#">here</a>)</p>	<p>Cleaner is being provided on each site during the day in addition to morning/evening cleaners. Daytime cleaners experienced in enhanced cleaning. A daily checklist is in place (including stock checks).</p> <p>Dedicated cleaner to be deployed by the school during the day (eg cleaning of practical equipment, computer keyboards, toilet areas, commonly touched surfaces etc).</p> <p>Cleaning pack has been provided for each classroom.</p> <p>Lidded bins ordered (awaiting delivery/back-up plan is in place)</p> <p>Additional infection control course for all cleaners (completion by 1/6/20)</p>	
1.9	<p>On a site by site basis, ensure a plan is in place for toilet use (one pupil at a time) and other common spaces e.g. lunch arrangements and outside space/break times</p>	<p>Delegated to Headteachers. Risk assessments in place and covered in the JMAT COVID-19 School Handbook.</p> <p>Catering requests are for “grab and go” type food options which can be delivered to classrooms with disposable packaging (VERTAS).</p>	



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1.10	<p>Agree a policy and procedures should a child or adult fall ill on site, fall ill having recently been on site and/or if a number of people fall ill related to a particular site (DfE guidance on prevention and control <a href="#">here</a> , NHS guidance on what to do if you or someone you live with has coronavirus <a href="#">here</a>, guidance for households with possible coronavirus infection <a href="#">here</a> and guidance on testing <a href="#">here</a>)</p>	<p>Dedicated first aid room available for those who become symptomatic. Full PPE to be worn with suspected cases. HSE reporting (initial contact to be made with Educator Solutions (Norfolk CC).</p> <p>Cleaning procedure documented to cover suspected COVID-19 cases and known to staff.</p> <p>For other first aid issues, procedures are documented in School Handbooks. The key principles include a qualified first-aider on site at all times and there is a first aid box with PPE in each classroom for minor issues and ailments.</p>	
1.11	<p>Ensure there is a critical path decision making process in case of the need for further closures, or scaling back operations, to address local infections</p>	<p>Weekly Executive Leadership Group (All HTs and central team) - ongoing communication.</p> <p>All amendments to risk assessments, school arrangements and provision (COVID-19 Handbook and any others) are documented in a <b>“Decision Making Record”</b> to be found at the end of each school’s risk Assessment.</p> <p>HTs will discuss/refer issues to CEO.</p> <p>CEO will take appropriate advice and liaise with the Chair of Trust. Independent Health and Safety advice available through Educator Solutions (Norfolk CC).</p> <p>School Handbooks also contain a flowchart for action in light of any suspected/confirmed cases of COVID-19.</p>	
1.12	<p>Actions to be in place to maintain separation of “bubbles” throughout the day and control movement within the classroom where practicable. Deploy two members of staff to each bubble where possible. Staff remain dedicated to the allocated bubble.</p> <ul style="list-style-type: none"> <li>- Agree desk and movement routines within the classroom</li> <li>- Agree a policy related to shared items (e.g. books, toys, practical equipment) and the approach to cleaning these</li> <li>- Agree separation in the use of outside space</li> <li>- Plan use of computers to ensure cleaning is possible between different group</li> </ul>	<p>Delegated to schools. School risk assessments and JMAT COVID-19 Handbook in place detailing operational arrangements.</p> <p>All schools are deploying two members of staff where possible - a qualified teacher will lead each bubble (key principle).</p> <p>Dedicated cleaner to be directed in line with the needs of the school.</p> <p>Update Handbook advice following QA visit on 29/5/20 and 11/6/20</p>	



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	1.13	Assess transport-related health and safety risks and how these can be mitigated	<p>School transport not applicable to the primary phase. Approximately 10% of the returning secondary population may require school transport.</p> <p>Assurances required from the LA prior to return of secondary aged pupils. Raised again with the LA on 9/6/20 - giving examples of the specific control measures which the Trust would wish to see.</p> <p>Advice and guidance for parents and pupils to be covered in school information(eg) ppt: walking, cycling, driving and associated interactions. Supported through Trust newsletter (3/6/20).</p> <p>Educator Solutions will be updating information for parents and pupils on 12/6/20 this will be presented in the form of a leaflet</p>	
	1.14	Mitigate risks in relation to visitors on site	<p>Parents will be asked not to visit in person - telephone contact/Zoom is the preferred communication.</p> <p>Contractors are by appointment only and will be on site at times outside the school day whenever possible.</p> <p>Visitors admitted one at a time. Amended notice to be in place identifying updated symptoms and stating the required signing in process.</p>	
	1.15	Cessation of trips, visits and hiring of the premises to continue until further notice	<p>All trips and visits have been refunded. No further visits authorised. No bookings for premises use, including outdoor spaces, until further notice.</p>	
<b>2. Pupils and parents</b>	2.1	Assess parental confidence and reach evidence-informed assumptions of potential number of pupils returning to each school – assume the maximum number of eligible pupils to ensure your schools can cope even if you believe there will be fewer pupils	<p>Initial survey - phone contact offered for queries and questions. Key worker/vulnerable learners are continue with existing provision.</p> <p>Initial numbers catered for and places confirmed for 4/6/20. (Take-up between 30 – 38% of numbers on roll). Some schools close to capacity with current restrictions</p> <p>Booking system to operate (fortnightly) in order to control numbers of pupils. All arrangements documented in School</p>	



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			Handbooks	
	2.2	Assess number of pupils with EHC plans returning and ensure arrangements are in place to keep them and the adults with whom they will be working, safe (DfE guidance on children with SEND <a href="#">here</a> and guidance on risk assessments <a href="#">here</a> )	<p>SENDCo present on all sites. Staff deployment delegated to schools. No additional staff being brought in, therefore pupils working with staff they know.</p> <p>JMAT COVID-19 Handbook documents EHCP arrangements. Needs of EHC and vulnerable learners to be covered during training days.</p>	
	2.3	Assess the number of vulnerable pupils and ensure appropriate support is in place for them (DfE guidance on supporting vulnerable pupils <a href="#">here</a> )	<p>SENDCo and DSL on site at all schools</p> <p>COVID-19 School Handbook documents arrangements for vulnerable learners and the needs of vulnerable learners will be covered on training days (note: vulnerable groups have been attending on all sites throughout lockdown).</p>	
	2.4	Audit wider family services supporting mental health, bereavement, domestic violence etc in order to be able to signpost/refer families where required (Public Health England has published <a href="#">guidance on supporting children and young people's mental health</a> , <a href="#">Every Mind Matters</a> and <a href="#">advice for groups with specific mental health needs</a> )	<p>Information via parental survey and services signposted via Suffolk Headlines.</p> <p>Included in Trust newsletters and supported by schools.</p> <p>Parent/carer survey asked for contextual information and schools have all been making phone contact with pupils and their families during lockdown.</p> <p>Maslow's hierarchy of need has been emphasised in the learning offer for all year groups.</p>	
<b>3. Workforce and HR</b>	3.1	Audit staff to determine workforce that can physically return to school i.e. those not shielding, self-isolating, pregnant, clinically vulnerable, showing symptoms or living with any of the above (government guidance on <a href="#">self-isolation</a> , <a href="#">household isolation</a> , <a href="#">social distancing</a> and <a href="#">shielding and protecting people defined on medical grounds as extremely vulnerable</a> )	<p>Staff audit completed across the Trust on 15/5/20.</p> <p>Schools have sufficient staff to open with designated year groups. However, little (if any) scope for adding additional year groups.</p> <p>HR has collated information on extremely vulnerable and vulnerable groups, together with those living with someone who is shielding and/or clinically vulnerable.</p> <p>An additional group identified comprises staff who feel too anxious to return to work. HR flowchart is in place- discussion on an individual basis, with individual risk assessments is the preferred option.</p> <p>Trust is allowing a period of grace (one month) for those who</p>	



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			are eligible to return to work, but are too anxious.	
3.2	Decide on approach to staff with childcare commitments who are otherwise fit to return to school		As above.	
3.3	<p>Assess staffing requirements to open each school safely, in addition to teaching and support staff, at least one head/ deputy, at least one person with first aid training, at least one person with up to date DSL training, cleaning staff and at least one office staff member</p> <ul style="list-style-type: none"> <li>- If a particular school is unsafe to open, then put in place alternative arrangements e.g. redeploy staff, retain or create a hub with a geographically proximate school if it is safe to do so (DfE guidance on cluster and hub provision <a href="#">here</a>)</li> </ul>		<p>Trust is committed not to share staff, or move pupils, unless arrangements were in place prior to the pandemic.</p> <p>Key principles have been published and decision making is delegated to school leaders, with decisions being documented in the School Handbook.</p> <p>Where issues occur in relation to best practice, risk is mitigated through links with Trust schools/suitable providers and documented in school risk assessments.</p>	
3.4	Agree deployment and responsibilities of staff not physically returning to school		Agreed on an Individual basis e.g. supporting home learning packs. Deployment documented in JMAT COVID-19 School Handbooks. A period of grace will operate for those who are eligible to return, but not yet presenting for work.	
3.5	Agree in-principle the policy for keeping staff who are returning to school safe, both teaching and support staff: e.g. rota, limiting contact with groups, provision of safety equipment like hand sanitisers, limiting moving around the school, evaluation of space, including offices and staff social spaces		<p>Delegated to schools, but the Trust remains accountable as the employer.</p> <p>COVID-19 compliance checklist and risk assessments have been completed. Classroom, “bubble” principle is operating with limited movement + different social areas for staff.</p> <p>Hierarchy of controls is emphasised throughout arrangements to keep staff safe and the supply chain for essential products is secure.</p> <p>Office/admin practice has been amended where necessary. (All reception offices have screens).</p> <p>A Health and Safety Guide has now been published for employees to support well-being. This highlights the needs of BAME staff and a bespoke risk assessment is also in place.</p>	
3.6	Determine whether those staff returning to school sites require training and schedule training days		<p>Training days scheduled for 1st - 3rd June.</p> <p>School-based cleaners have had one training session and further online training is underway.</p>	



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	3.7	Consider what arrangements might be put in place for staff wellbeing – both those staff returning to school sites and those working from home	Zoom meetings operating routinely, within teams and school staff as a whole. Wednesday catch-ups for school staff (either on, or off-site). Trust newsletters for staff to continue and specific Health and Safety Guide for staff to be published by 4/6/20. HR Manager involvement for specific issues.	
	3.8	Consider any amendment to the procedure for staff absence reporting	Delegated to headteachers and documented in JMAT-COVID-19 School Handbooks. Staff deployment means that “bubbles” can be covered temporarily until staffing can be resolved.	

<b>4. Curriculum and timetabling</b>	4.1	Agree the curriculum plan for pupils returning to school and those continuing to learn at home	Delegated to schools. JMAT COVID-19 Handbook has established learning principles for designated year groups returning to school and for those remaining at home. Learning offers are documented for all those in school and for year groups yet to return.	
	4.2	Plan how key workers’ children and vulnerable children provision will run alongside returning year groups (online learning resources <a href="#">here</a> , Oak National Academy <a href="#">here</a> , technology support <a href="#">here</a> , guidance for parents on supporting home learning <a href="#">here</a> , guidance for parents of children with SEND to support home learning <a href="#">here</a> and EEF best evidence in remote learning can be found <a href="#">here</a> - there is also a <a href="#">summary</a> of findings and a <a href="#">toolkit</a> to support home learning. DfE has also published case studies using various methods to <a href="#">adapt the curriculum for remote education</a> to best meet the needs of pupils and <a href="#">adapt teaching practice for remote education</a> and <a href="#">keep pupils engaged</a>	Delegated to Headteachers.  Key Worker and vulnerable children’s groups operating across all schools. Factored into staffing and accommodation requirements.  Online learning well established (and appreciated) by families. Preference for work packs at some schools, rather than online provision.	
	4.3	Ensure that there is a staffing plan and timetable for each school, including any special arrangements e.g. staggered starting and ending times of the school day, drop off and collection and/or break and lunch arrangements	Delegated to Headteachers. Details documented in the JMAT COVID-19 School Handbook. Powerpoint for parents.	



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<b>5. Policies and procedures</b>	5.1	Review at least the following policies and procedures: <ul style="list-style-type: none"> <li>- Health and safety</li> <li>- Child protection and safeguarding – check that you have COVID-19 addendum to your child protection policy (general guidance <a href="#">here</a>, guidance for children’s social care services <a href="#">here</a>, safeguarding and remote education <a href="#">here</a>)</li> <li>- Attendance (guidance on attendance during COVID-19 <a href="#">here</a>)</li> <li>- Behaviour</li> <li>- Exclusions</li> </ul>	<p>Safeguarding appendix is in place.</p> <p>Attendance - school based policy which will have an appendix for COVID-19 (DfE attendance reporting process)</p> <p>Health and Safety Policy - COVID-19 Appendix will embed COVID requirements (eg SAGE hierarchy of controls).</p> <p>Exclusions - 2 sentence addition to the Trust’s exclusion policy discussed and agreed by Headteachers.</p>	
	5.2	Consider whether enhanced safeguarding and welfare provision needs to be put in place – plan for the potential increase in disclosures and welfare needs including mental health	Delegated to schools. All aware of enhanced need and embedded within JMAT COVID-19 Handbook under specific headings. Maslow’s hierarchy of need is emphasised in each school’s learning offer.	
	5.3	Amend procedures for fire drills	Delegated to schools, but included within the JMAT COVID19 Handbook and a fire practice will be held in each school, in line with social distancing.	
	5.4	Assess whether any other trust and/or school-based policies and procedures need to be reviewed and amended	<p>Health and Safety and First Aid Policies to be revisited in light of COVID-19 (to include a 3 month accident history).</p> <p>Cleaning products and regimes have been documented further.</p> <p>COVID-19 First Aid Policy presented to HTs on 15/6/20</p>	
	5.5	Consider whether any delegations in your scheme of delegation need to be amended for a specific period or ongoing.	SoD suspended until further notice. All decisions are Trust based. LGB meetings to be agreed by the Standards Committee in June, 2020. HTs report directly to the CEO as Line Manager.	
<b>6. Supply chains and contracts</b>	6.1	Reactivate and amend catering and/or cleaning contracts, including bringing staff out of furlough where necessary	<p>No staff furloughed with the exception of sports centre staff.</p> <p>Assurance requested from VERTAS on catering checks.</p>	
	6.2	Reactivate supply chains	Supply chains in place.	
	6.3	Agree free school meals provision and work with your catering supplier to determine how and when food will be arranged and served (DfE guidance on FSM <a href="#">here</a> )	<p>Questionnaires have been completed by all schools. All meals to be funded. Meals to be brought to classrooms.</p> <p>Edenred system continues for those not attending school.</p>	



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	6.4	Check suppliers know and understand appropriate social distancing and hygiene arrangements	Visitor and contractor notice in place at all schools. No contractors visits unless booked in advance. Visitor measures to be QAd on 29/5/20) Catering checks being made by VERTAS.	
	6.5	Agree approach to any scheduled or ongoing building works in relation to safety	In place - being managed by Concertus. Additional construction work will require compliance with social distancing, particularly for indoor work.	
<b>7. Communications</b>	7.1	Plan and agree communications to staff, including but not limited to: <ul style="list-style-type: none"> <li>○ Arrangements for keeping staff and pupils safe</li> <li>○ Staff deployment and attendance expectations</li> <li>○ Curriculum and timetabling</li> <li>○ Workload and wellbeing</li> <li>○ Training</li> </ul>	Staff FAQs. Zoom meetings for all staff. Training days: June 1st - June 3rd in all schools. PPA time given on Wednesday of each week (4 day opening across all schools). Health and Safety Guide to be published for staff by 4/6/20.	
	7.2	Agree systems in place for regular briefings for all staff (those returning to school and those continuing to work from home)	As above. HR involved in particular welfare issues.	
	7.3	Plan and agree communications to parents/carers, including but not limited to: <ul style="list-style-type: none"> <li>- Keeping your child safe</li> <li>- Attendance expectations</li> <li>- Uniform expectations ie freshly washed clothes are more important than uniform</li> <li>- The curriculum</li> <li>- Transport/dropping off and picking up</li> <li>- Parents visiting only when strictly necessary, by appointment</li> </ul>	Delegated to schools, but the Trust has provided a powerpoint template (for school websites) covering these issues, in addition to the FAQs produced to date.  Arrangements will be reinforced through newsletters (particularly safe travelling to school).	
	7.4	Agree the frequency of communications with parents or delegate to school-level	Delegated to schools. Booking system to operate fortnightly for pupils. Continue with Trust newsletter in liaison with schools.	

**Decisions and actions to manage the financial and educational impacts and regulatory and accountability environments**



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<b>8. Financial impacts</b>	8.1	Ensure additional cost pressures due to COVID-19 have been identified and an end-of-year forecast which factors them in has been produced for the board.	Each school has a copy of the ASCL (Association of School and College Lecturers) spreadsheet to track costs during the COVID-19 pandemic. Monthly management accounts include a year-end forecast and also a cash flow forecast to the year end. Both are reviewed to ensure they are as accurate as possible.	
	8.2	Assess whether schools in the trust are eligible for financial support (DFE has published <a href="#">guidance</a> on the financial support schools and trusts will receive to reimburse them for exceptional costs incurred during COVID-19. These relate to increased premises-related costs; support for free school meals for eligible children who are not attending school and where those costs are not covered by the FSM national voucher scheme and additional cleaning costs	Use of ASCL spreadsheet will identify extra costs such as FSM provision. Understanding of DfE guidance is only eligible to claim if the Trust exceeds the budget for year 19/20. Monitoring of monthly management accounts year-end forecast.	
	8.3	Assess impact on reserves and review reserves policy	To be done.	
	8.4	Assess impact on three-year financial strategy	To be done. However, currently in the process of setting new three-year BFR.	
	8.5	Explore additional sources of income	Unclear what additional sources of income are possible during a lockdown/revised lockdown.	
	8.6	Review policy and procedures related to fraud (see <a href="#">Fraud Control in Emergency Management: COVID-19 UK government guide</a> )	JMAT Fraud Policy in place. Revised in Spring Term 2020. Will be kept under review to ensure it incorporates latest advice and guidance.	
<b>9. Educational impacts</b>	9.1	Keep educational impacts under review – ensure a trust-wide plan is in place to assess educational impacts, specifically gaps in learning, and that the plans address these in the short and medium term	Project “R” has been published and will be reviewed by the ELG following the return of greater numbers of pupils.	
<b>10. Regulatory environment</b>	10.1	Consider the implications of Eileen Milner’s <a href="#">letter</a> to Accounting Officers which advises on the requirements for financial returns, and the AFH requirements, during the COVID-19 crisis	All received and acknowledged. CFO is fully aware and not raising any concerns.	



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	10.2	Agree a plan for internal scrutiny – ESFA has confirmed that it is at boards’ discretion whether remote checks are feasible and helpful in managing risk during COVID-19	As discussed at the virtual Board Meeting on Monday 11th May, 2020.	
	10.3	Agree the arrangements for external audit and associated returns - ESFA has confirmed that the current timetable should remain	External audit has been agreed. Relevant processes and returns are continuing.	
	10.4	Keep under review the statutory timescales for returns that have been paused or deferred - ESFA published <a href="#">guidance</a> on reducing burdens which includes a full list of returns that have been cancelled, paused or deferred	ESFA guidance received, understood and being monitored by the CFO.	
<b>11. Accountability environment</b>	11.1	Scrutinise the executive’s arrangements for teacher assessments and the submission of grades for public examinations (FAQs on the decision around public examinations <a href="#">here</a> . Ofqual has also published <a href="#">information</a> about how GCSEs, AS and A levels will be awarded this summer, an <a href="#">update</a> on summer 2020 GCSEs, AS and A level grades for students in year 10 and below and for private candidates and <a href="#">guidance</a> for teachers, students, parents and carers	Of relevance only to Years 11 and 13 at present. Process is underway. Opening for Years 10 and 12 is not part of the current resolution due to lack of guidance for the DfE at the time of writing. Stowupland assessment is based on DfE and ASCL guidance will be submitted to the Board’s Standards Committee in June.	
	11.2	Review the arrangements for school and trust accountability and the performance management policy in the light of DfE <a href="#">guidance</a> on how school and trust external accountability will be handled this year. (Schools and trusts will not be held to account based on exams and assessment data from summer 2020 and data will not be used by others, such as Ofsted and local authorities, to hold schools and trusts to account)	Amended SiP 3 reports will be produced for July 2020. Resumption of wider curriculum planning in July 2020.	