

**PARATOADAU I AIL-AGOR YSGOLION**

Trosolwg Dashfwrdd      Egwyddorion Trosfwaol

Diogelwch      Safle a Chyfleusterau      Trafnidiaeth

Staffio      Dysgu ac Addysgu      Cefnogi Dysgwyr

Cyfathrebu      Tasgau Rheolaethol Allweddol Eraill      Dogfennaeth a Chanllawiau LIC

**Aseidiadau Risg**

Trosolwg      Ysgol Gynradd      Ysgol Uwchradd      Ysgol Arbennig      UCD

Sgorio

Canllawiau

**PREPARATION TO RE-OPEN SCHOOLS**

Dashboard Overview      Overarching Principles

Safety      Site & Facilities      Transport

Staffing      Teaching & Learning      Learner Support

Communication      Other Key Management Tasks      WG Guidance Documents

**Risk Assessments**

Overview      Primary Schools      Secondary Schools      Special Schools      PRU

Scoring

Guidance

Fel ar y 15-06-2020



As at 15-06-2020

# CANLLAW DASHFWRDD

- Cliciwch ar yr "i" am gyfarwyddiadau syml o sut i ddefnyddio'r dashfwrdd
- Cliciwch yma i weld pa ddogfennaeth sydd yn y dashfwrdd
- Cliciwch yma am yr egwyddorion trosfwaol
- Cliciwch ar un o'r naw bocs am ddogfennaeth, canllawiau neu dempledi

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Trosolwg | Sgorio | Ysgol Gynradd | Ysgol Uwchradd | Ysgol Arbennig | UCD

Canllawiau

- Disgrifiad syml o'r ddogfen neu'r templed
- Cliciwch ar yr hyperlink i agor y ddogfen. Ar ol agor y ddogfen, gallwch ei arbed ar eich cyfrifiadur yn eich ffordd arferol
- Cliciwch ar y botwm cartref i ddychwelyd i'r fwydlen

## DYSGU AC ADDYSGU

DISGRIFIAD		HYPERDDOLENNI
1	Canllawiau Addysgu a Dysgu	<a href="https://www.gw.govlledl.cymru/wp-content/uploads/2020/03/Canllawiau-Addysgu-a-Dysgu.pdf">https://www.gw.govlledl.cymru/wp-content/uploads/2020/03/Canllawiau-Addysgu-a-Dysgu.pdf</a>
2	Dychwelyd i'r Ysgol - Ystyriaethau Adborth	<a href="https://www.gw.govlledl.cymru/wp-content/uploads/2020/06/Dychwelyd-i-r-ysgol-Ystyriaethau-Adborth-Cym.docx">https://www.gw.govlledl.cymru/wp-content/uploads/2020/06/Dychwelyd-i-r-ysgol-Ystyriaethau-Adborth-Cym.docx</a>
3		
4		
5		
6		
7		
8		

## TROSOLWG DASHFWRDD

Bwriad y dangosfwrdd hwn yw cefnogi pob lleoliad ysgol ar draws y rhanbarth drwy roi fframwaith cymorth iddynt. Bydd y llyfrgell hon o ddogfennau a chanllawiau wrth law i ysgolion, fel y bo'u hangen, yn ystod y cyfnod dyrys hwn. Ceir yma lawer o ddogfennau sydd wedi'u trefnu fesul thema. Gobeithio y bydd y cyfeiriadur canlynol yn ddefnyddiol i'ch tywys chi drwy hyn oll. Bydd rhagor o ddogfennau ar gael yn ystod yr wythnosau nesaf.

### CYNNWYS

Materion i'w Hystyried	Disgrifiad o'r Ddogfennaeth
Diogelwch	Atodiad a awgrymir ar gyfer polisiau COVID-19
	Atodiad i Bolisi Iechyd a Diogelwch COVID-19 Ysgolion
	Addendum to School Visits Policy [Saesneg yn unig]
	Arweiniad i Ysgolion ynglŷn ag Ymwelwyr ar Safleoedd Ysgol
	Protocolau Pellhau Cymdeithasol
	HSE: Working safely during the coronavirus outbreak - a short guide [Saesneg yn unig]
	National Fire Chiefs Council: Covid-19 - Protection - Advice to Businesses [Saesneg yn unig]
	Atodiad Cofid-19 - Cymorth Cyntaf
	Llywodraeth Cymru: POLISI A STRATEGAETH: Coronafeirws a chyfarpar diogelu personol (PPE)
	Recommended PPE for healthcare workers by secondary care inpatient clinical setting, NHS and independent sector [Saesneg yn unig]
	Putting on personal protective equipment (PPE) [Saesneg yn unig]
	Taking off personal protective equipment (PPE) [Saesneg yn unig]
	Public Health England [PHE]: Putting on and removing Personal Protective Equipment [PPE] - a guide for health and social care settings [Saesneg yn unig]
	Safle a Chyfleusterau
Safle a Chyfleusterau - protocolau hylendid	
Undebau: Preparations of teaching spaces - Commentary and Checklist [Saesneg yn unig]	
Atodiad COFID-19 i Polisi Gosod Ysgolion [templod llythyr]	
CILIP: COVID-19 Guidance for School Libraries [Saesneg yn unig]	
Zurich: School Site Reopening: Property Risk Management Guidance [Saesneg yn unig]	
Glanhau - Covid-19 - Peth dogfennaeth yn Saesneg	
UK Government: COVID-19: Cleaning of Non-healthcare Settings [Saesneg yn unig]	

CYNNWYS	
Materion i'w Hystyried	Disgrifiad o'r Ddogfennaeth
Trafnidiaeth	Teithio'n ddiogel yn ystod pandemig y coronafeirws: canllawiau i'r cyhoedd
Staffio	Canllaw Adnoddau Dynol
	Adnodd Asesu Risg COVID-19 Cymru Gyfan ar gyfer y Gweithlu
	Cynllun Profi Covid-19 Llywodraeth Cymru
	Sut i wneud cais am brawf Covid-19
	Prawf Cynhwysedd Gweithwyr Hanfodol
	Sut wyt ti? - Cyngor Iechyd Cyhoeddus Cymru ar les
	Neges y Gweinidog Addysg i holl staff ysgolion Cymru
Dysgu ac Addysgu	Canllaw Dysgu ac Addysgu Cynradd
	Canllaw Dysgu ac Addysgu Uwchradd
	Dychwelyd i'r ysgol - Ystyriaethau Adborth i Ddisgyblion
	Ystyriaethau yn ystod 'Dod i'r Ysgol, Dal Ati i Ddysgu' - Cynradd
	Deg Ffordd o ddatblygu Dysgu o Bell - Uwchradd
	Ystyriaethau Darparieth y Cyfnod Sylfaen
	Model Dysgu Cyfunol Cyfnod Sylfaen
	Model Dysgu Cyfunol CA2 - dewisol
	Model Dysgu Cyfunol CA2 - gemau olympaidd
	Model Dysgu Cyfunol CA2 - prosiect awyr agored
	Model Dysgu Cyfunol CA3 - Dysgu gyda'n gilydd
	Model Dysgu Cyfunol CA3 - Yr Amgylchedd
	Model Dysgu Cyfunol CA3 - Beth sydd i de? - Lasagne
	Canllaw a Model Dysgu Cyfunol CA4
	Crynodeb Ymgysylltu Rhanbarthol - yn ystod y cyfnod Dysgu o Bell
	Pam ystyried Cwricwlwm Adferiad?

CYNNWYS	
Materion i'w Hystyried	Disgrifiad o'r Ddogfennaeth
Cefnogi Dysgwyr	Atodiad Polisi Diogelu - COVID-19
	Atodiad Polisi Diogelu Plant sy'n derbyn gofal (LAC)- COVID-19
	Agweddau i gael sylw - Cymorth i Ddisgyblion a Llesiant
	Cyfeirlyfr Cefnogi Llesiant Dysgwyr
	GDD Trosolwg Cynnig Proffesiynol GwE Cymraeg
	Pecyn Dull Ysgol Gyfan at Les
	Chi a'r '5 Ffordd' - holiadur
	Adroddiad Comisiynydd Plant Cymru: Coronafeirws a Fi
Cyfathrebu	Paratoi at y cam nesaf mewn addysg - Strategaeth Gyfathrebu Ddrafft i Ysgolion
	Llythyr i rieni
	Cwestiynau enghreifftiol i rieni
	Llyfryn i Ddisgyblion - i'w haddasu i'ch ysgol chi
	Llyfryn Dwyiethiog i Ddisgyblion - i'w haddasu i'ch ysgol chi
	Llyfryn Gwybodaeth i Rieni - i'w haddasu i'ch ysgol chi
	Esiampl o drosolwg i Rieni - i'w haddasu i'ch ysgol chi
	Canllaw i Lyfryn Staff (Saesneg yn unig) - Drafft
	Llyfryn Gwybodaeth i Staff - i'w haddasu i'ch ysgol chi
	Esiampl o Llyfryn Uwchradd (Saesneg yn unig)
	Esiampl o fideo i rieni (Saesneg yn unig)
	Cwricwlwm Adferiad Mehefin 2020 - Ysgol Tir Morfa (Saesneg yn unig)
	Ymateb i Covid-19 - Cadw ein cymuned yn ddiogel i Ysgol Tir Morfa (Saesneg yn unig)
	Protocol Dosbarth Covid-19 - Ysgol Tir Morfa (Saesneg yn unig)
Tasgau Rheolaethol Allweddol Eraill	Protocol Aseidiadau Risg
Dogfennaeth a Chanllawiau Llywodraeth Cymru	Llacio'r cyfyngiadau ar ein cymdeithas a'n heconomi; dal i drafod
	Arwain Cymru allan o'r pandemig coronafeirws: fframwaith ar gyfer adferiad
	Canllawiau gweithredol i ysgolion a lleoliadau Addysg: Diogelu Addysg (COVID-19)
	Canllawiau ar ddysgu dros dymor yr haf: Diogelu Addysg (COVID-19)

CYNNWYS	
Materion i'w Hystyried	Disgrifiad o'r Ddogfennaeth
Dogfennau i Ddilyn	Diogelwch - Canllawiau pellach ar bolisiau penodol
	Diogelwch - Asesiad Risg i staff
	Diogelwch - Siart lif safle
	Cymorth i Ddysgwyr - Caiff proffiliau gwasanaeth ar gyfer pob awdurdod lleol eu darparu i ysgolion gyda gwybodaeth am fynediad i wasanaethau ar gyfer grwpiau allweddol o ddysgwyr
	Cymorth i Ddysgwyr - Enghreifftiau o fesurau lles y gall ysgolion eu defnyddio i gefnogi pob dysgwr
	Cymorth i Ddysgwyr - Canllawiau rhanbarthol ar gymorth/darpariaeth allweddol fel CAMHS/Gyrfaoedd Cymru
	Cymorth i Ddysgwyr - Canllawiau rhanbarthol ar ddull adfer a chefnogi pob dysgwr yn ôl i'r ysgol
	Cyfathrebu - Rhagor o enghreifftiau o gynnwys/llythyrau i'w rhannu â rhieni a dysgwyr am ddisgwyliadau o ran trefniadau newydd yr ysgol
	Cyfathrebu - Enghraifft o weithdrefnau cyflwyno i staff a dysgwyr

## EGWYDDORION TROSWAOL

### Paratoi at y cam nesaf i addysg

Ddydd Mercher, 3 Mehefin, cyhoeddodd y Gweinidog Addysg, Kirsty Williams, y byddai "Pob plentyn yn cael y cyfle i **"Ddod i'r Ysgol, Dal Ati i Ddysgu, Paratoi ar gyfer yr Haf a mis Medi"**. Cyhoeddir canllawiau gan Lywodraeth Cymru yr wythnos yn dechrau 8 Mehefin.

Daw'r cyhoeddiad yn sgil cyhoeddiadau blaenorol gan Lywodraeth Cymru:

- **'Llacio'r cyfyngiadau ar ein cymdeithas a'n heconomi; dal i drafod' ar 15 Mai 2020.**

<https://llyw.cymru/llacior-cyfyngiadau-ar-ein-cymdeithas-heconomi-dal-i-drafod>

Law yn llaw â hyn, cyhoeddodd y Llywodraeth **'Fframwaith penderfyniadau ar gyfer y cam nesaf i addysg a gofal plant, gan gynnwys ystyriaethau, cynlluniau a heriau'**. Mae'r dogfennau hyn yn gosod y "meddylfryd presennol" ar gyfer sut fydd gweithrediadau ysgolion, lleoliadau addysg eraill a darparwyr gofal plant yn newid i ganiatáu ar gyfer cadw pellter cymdeithasol a ffactorau eraill.

- **'Arwain Cymru allan o'r pandemig coronafeirws: fframwaith ar gyfer adferiad' 24 Ebrill 2020.**

<https://llyw.cymru/arwain-cymru-allan-or-pandemig-coronafeirws>

Mae dull graddol yn cael ei ystyried i fwy o blant a dysgwyr eraill ddychwelyd i ofal plant neu addysg wyneb yn wyneb. Nid un penderfyniad fydd hwn, ond cyfres o benderfyniadau dros amser i gynyddu neu, os bydd angen, lleihau gweithrediadau ysgolion neu ddarparwyr eraill.

Nid yw'n glir eto am ba hyd y bydd angen i ofynion cadw pellter cymdeithasol fod ar waith. Cyn belled â bod y rhain yn bresennol, bydd ysgolion a darparwyr eraill yn gyfyngedig o ran nifer y plant/dysgwyr y gallant eu cymryd ar y tro. Rhaid i ni gymryd y bydd rhaid cadw pellter cymdeithasol am y dyfodol hyd y gallwn ragweld, a bydd angen i unrhyw benderfyniadau roi ystyriaeth i hyn.

Yn y Fframwaith Penderfyniadau, nodir y penderfyniadau lefel uchel y bydd angen i Weinidogion eu gwneud. Mae'r cyhoeddiad "Dod i'r Ysgol, Dal Ati i Ddysgu, Paratoi ar gyfer yr Haf a mis Medi" yn ategu hyn, a bydd angen penderfyniadau a gweithgarwch ar bob lefel. Bydd Llywodraeth Cymru yn rhoi canllawiau ar lefel uchel, ond ysgolion a darparwyr eraill, drwy weithio gyda'r awdurdodau lleol a'r consortia fel y bo'n briodol, fydd yn datblygu ffyrdd o weithio (yn unol â'r canllawiau pendant hynny) a fydd yn caniatáu i blant/dysgwyr ddychwelyd i amgylchedd sy'n ddiogel ac yn gefnogol.

Cyhoeddwyd canllawiau pellach gan y Llywodraeth ar 10 Mehefin, 2020.

<https://llyw.cymru/canllawiau-gweithredol-i-ysgolion-lleoliadau-addysg-diolgeu-addysg-covid-19>

<https://llyw.cymru/canllawiau-ar-ddysgu-dros-dymor-yr-haf-diogelu-addysg>

Mae'r Gweinidog Addysg wedi dweud yn glir y bydd unrhyw benderfyniad ar ailagor ysgolion yng Nghymru yn cael ei lywio gan y cyngor gwyddonol diweddaraf un, a bydd y penderfyniad hwn ar sail bodloni pum egwyddor allweddol:

1.	Diogelwch a lles meddyliol, emosiynol a chorfforol dysgwyr a staff.
2.	Parhau i gyfrannu at yr ymdrech a'r strategaeth genedlaethol i fynd i'r afael â lledaeniad COVID-19.
3.	Ennyn hyder rhieni a gofawlyr, staff a dysgwyr – ar sail tystiolaeth a gwybodaeth – fel y gallant flaengynllunio.
4.	Y gallu i flaenoriaethu dysgwyr ar adegau allweddol, gan gynnwys y rhai o gefndiroedd difreintiedig.
5.	Cysondeb â fframwaith Llywodraeth Cymru ar gyfer gwneud penderfyniadau, rhoi canllawiau ar waith i gefnogi mesurau megis ymbellhau, rheoli presenoldeb a chamau diogelu ehangach.

Noda'r Fframwaith Penderfyniadau bod tri 'cam':

- Gweithredu Presennol
- Paratoi ar gyfer y 'normal newydd'
- Gweithio yn y 'normal newydd'

Paratoi ar gyfer y 'normal newydd' - gwaith tebygol y bydd angen ei wneud i baratoi am y 'cam nesaf'.

Mae angen i ALI / GwE / ysgolion:

- Ddechrau paratoadau nawr, cyn i unrhyw benderfyniad gael ei wneud neu ei gyhoeddi
- Ystyried anghenion ymarferol, lles a hyfforddiant staff ysgolion, a'u cynnal yn briodol
- Gweithio gydag ysgolion i asesu risg a chynhwysedd (gan gynnwys niferoedd tebygol unrhyw ddarpariaeth ychwanegol a risgiau)
- Dechrau paratoi yn barod am newidiadau mewn gweithredoedd (ystyried ystod eang o faterion ymarferol)
- Dechrau meddwl am anghenion a phrofiadau dysgu priodol plant / dysgwyr
- Datblygu ar y ddarpariaeth bresennol gan ysgolion / Hybiau i blant gweithwyr allweddol a phlant bregus
- Datblygu ar waith llwyfan Hwb yng Nghymru gyda phob ysgol yn cefnogi dysgwyr o bell

Ni fydd un ateb cyffredinol i bawb, gan fod y newidynnau yn niferus ac yn berthnasol i gyd-destun unigol pob ysgol. Bydd rhaid gwneud penderfyniadau ar lefel Awdurdod Lleol o fewn Fframwaith Cenedlaethol ac/neu gan ysgolion lleol i addasu i'r opsiwn gorau.



Cyfrifoldebau allweddol ar gyfer arwain y cam nesaf i addysg	
Haen	Cyfrifoldeb
Llywodraeth Cymru	• Gosod pwrpas a rhesymeg sy'n glir ar gyfer y 'normal newydd'
	• Gosod Fframwaith a chanllawiau sy'n diffinio rolau'r ALI a'r ysgolion o ran ailagor ysgolion
Mewn partneriaeth efo GwE, bydd yr Awdurdodau Lleol yn:	• Gweithredu pwrpas a rhesymeg cenedlaethol ar gyfer 'normal newydd'
	• Mabwysiadu Fframwaith a chanllawiau Cenedlaethol
	• Llunio cyfres o bolisiau i ategu proses ailagor ysgolion yn ddiogel
	• Adnabod logisteg ac isadeiledd meysydd allweddol fel glanhau, arlwyo, cludiant a chynhwysedd i allu ailagor yn ddiogel
	• Cynnal asesiadau risg priodol ar gyfer pob sector i liniaru a rheoli ailagor yn ddiogel
Mewn partneriaeth â'r ALI a GwE, bydd ysgolion yn:	• Gweithredu pwrpas a rhesymeg cenedlaethol ar gyfer y 'normal newydd'
	• Mabwysiadu Fframwaith a chanllawiau Cenedlaethol
	• Mabwysiadu polisiau Awdurdodau Lleol
	• Cynnal asesiadau risg sy'n benodol i'r safle
	• Creu sefyllfaoedd a cynlluniau i weithredu'r pwrpas a'r rhesymeg cenedlaethol dros ailagor/y 'normal newydd'
	• Rhoi gwybod i rieni a disgyblion

Fframwaith ymarferol rhanbarthol GwE/ALI ar gyfer y 'normal newydd'	
Bydd y fframwaith ymarferol rhanbarthol hwn yn arwain a chefnogi ysgolion ar draws y rhanbarth i gynllunio'r camau gweithredu a'r penderfyniadau penodol y bydd angen iddynt eu gwneud ym mhob cam. Gyda fframwaith cyffredin, gall ysgolion gydweithio i rannu syniadau a dogfennau.	
Yn y fframwaith, bydd adnoddau i gefnogi'r gwaith cynllunio ar gyfer:	
1.	Gofynion iechyd a diogelwch
2.	Trefniadau safle a chyfleusterau
3.	Cludiant
4.	Trefniadau staffio
5.	Dysgu ac addysgu cyfunol
6.	Cynhwysiant a chymorth i ddisgyblion
7.	Tasgau rheolaethol allweddol.
Dylai ysgolion unigol ddefnyddio'r fframwaith i ddatblygu a gweithredu eu cynlluniau manylach, unigryw eu hunain. Bydd y rhain yn adlewyrchu cyfnod, math a chyd-destun lleol yr ysgol.	

## DIOGELWCH

DISGRIFIAD		HYPERDDOLENNI
1	Atodiad a awgrymir ar gyfer polisiau COVID-19	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-a-awgrymir-ar-gyfer-polisiau-COVID-19-Cym.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-a-awgrymir-ar-gyfer-polisiau-COVID-19-Cym.pdf</a>
2	Atodiad i Bolisi Iechyd a Diogelwch COVID-19 Ysgolion	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/XX-10771-COVID-19_SCHOOL_HEALTH_SAFETY_POLICY_SUPPLEMENT-CY.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/XX-10771-COVID-19_SCHOOL_HEALTH_SAFETY_POLICY_SUPPLEMENT-CY.pdf</a>
3	Addendum to School Visits Policy [Saesneg yn unig]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Addendum-to-Schools-Visits-Policy.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Addendum-to-Schools-Visits-Policy.pdf</a>
4	Arweiniad i Ysgolion ynglŷn ag Ymwelwyr ar Safleoedd Ysgol	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Arweiniad-i-ysgolion-ynglŷn-ag-ymwelwyr-ar-safleoedd-ysgol.docx.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Arweiniad-i-ysgolion-ynglŷn-ag-ymwelwyr-ar-safleoedd-ysgol.docx.pdf</a>
5	Protocolau Pellhau Cymdeithasol	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Protocolau-Pellhau-Cymdeithasol.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Protocolau-Pellhau-Cymdeithasol.pdf</a>
6	HSE: Working safely during the coronavirus outbreak - a short guide [Saesneg yn unig]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/HSE-Working-safely-during-the-coronavirus-outbreak-a-short-guide.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/HSE-Working-safely-during-the-coronavirus-outbreak-a-short-guide.pdf</a>
7	National Fire Chiefs Council: Covid-19 - Protection - Advice to Businesses [Saesneg yn unig]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/NFCC-Covid-19-Protection-Advice-to-Businesses.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/NFCC-Covid-19-Protection-Advice-to-Businesses.pdf</a>
8	Atodiad Cofid-19 - Cymorth Cyntaf	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-Cofid-19-Cymorth-Cyntaf-Cym.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-Cofid-19-Cymorth-Cyntaf-Cym.pdf</a>
9	Llywodraeth Cymru: POLISI A STRATEGAETH: Coronafeirws a chyfarpar diogelu personol (PPE)	<a href="https://llyw.cymru/coronafeirws-chyfarpar-diogelu-personol-ppe?_ga=2.207575572.643438286.1591539726-149540065.1582899712">https://llyw.cymru/coronafeirws-chyfarpar-diogelu-personol-ppe?_ga=2.207575572.643438286.1591539726-149540065.1582899712</a>
10	Recommended PPE for healthcare workers by secondary care inpatient clinical setting, NHS and independent sector [Saesneg yn unig]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recommended-PPE-for-healthcare-workers-by-secondary-care-inpatient-clinical-setting-NHS-and-independent-sector-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recommended-PPE-for-healthcare-workers-by-secondary-care-inpatient-clinical-setting-NHS-and-independent-sector-1.pdf</a>
11	Putting on personal protective equipment (PPE) [Saesneg yn unig]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Putting-on-personal-protective-equipment-PPE-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Putting-on-personal-protective-equipment-PPE-1.pdf</a>
12	Taking off personal protective equipment (PPE) [Saesneg yn unig]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Taking-off-personal-protective-equipment-PPE-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Taking-off-personal-protective-equipment-PPE-1.pdf</a>
13	Public Health England [PHE]: Putting on and removing Personal Protective Equipment [PPE] - a guide for health and social care settings [Saesneg yn unig]	<a href="https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be&amp;app=desktop">https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be&amp;app=desktop</a>
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## SAFLE A CHYFLEUSTERAU

DISGRIFIAD		HYPERDDOLENNI
1	Llywodraeth Cymru: Coronafeirws (COVID-19): canllawiau lleoliadau addysgol (fersiwn 4)	<a href="https://llyw.cymru/coronafeirws-covid-19-canllawiau-lleoliadau-addysgol?_ga=2.53977704.1102461197.1591005876-1061534209.1587670156">https://llyw.cymru/coronafeirws-covid-19-canllawiau-lleoliadau-addysgol?_ga=2.53977704.1102461197.1591005876-1061534209.1587670156</a>
2	Safle a Chyfleusterau - protocolau hylendid	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Safle-a-Chyfleusterau-4.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Safle-a-Chyfleusterau-4.pdf</a>
3	Undebau: Preparations of teaching spaces - Commentary and Checklist [Saesneg yn unig]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/TU-Preparations-of-teaching-spaces-Commentary-and-Checklist.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/TU-Preparations-of-teaching-spaces-Commentary-and-Checklist.pdf</a>
4	Atodiad COFID-19 i Polisi Gosod Ysgolion [templod llythyr]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-COFID-19-i-Polisi-Gosod-Ysgolion-templod-llythyr.doc">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-COFID-19-i-Polisi-Gosod-Ysgolion-templod-llythyr.doc</a>
5	CILIP: COVID-19 Guidance for School Libraries [Saesneg yn unig]	<a href="https://www.cilip.org.uk/news/news.asp?id=506793">https://www.cilip.org.uk/news/news.asp?id=506793</a>
6	Zurich: School Site Reopening: Property Risk Management Guidance [Saesneg yn unig]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Reopening-Guide-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Reopening-Guide-1.pdf</a>
7	Glanhau - Covid-19 - Peth dogfennaeth yn Saesneg	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Glanhau-Covid-19-2.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Glanhau-Covid-19-2.docx</a>
8	UK Government: COVID-19: Cleaning of Non-healthcare Settings [Saesneg yn unig]	<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>
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## TRAFNIDIAETH

DISGRIFIAD		HYPERDDOLENNI
1	Teithio'n ddiogel yn ystod pandemig y coronafeirws: canllawiau i'r cyhoedd	<a href="https://llyw.cymru/teithion-ddiogel-yn-ystod-pandemig-y-coronafeirws-canllawiau-ir-cyhoedd.html?_ga=2.109056518.2054918999.1591895592-1375883983.1568812428">https://llyw.cymru/teithion-ddiogel-yn-ystod-pandemig-y-coronafeirws-canllawiau-ir-cyhoedd.html?_ga=2.109056518.2054918999.1591895592-1375883983.1568812428</a>
2	Mwy o ganllawiau i ddilyn	
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## STAFFIO

DISGRIFIAD		HYPERDDOLENNI
1	Canllaw Adnoddau Dynol	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dogfen-AD-Covid-15-Mehefin-2020.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dogfen-AD-Covid-15-Mehefin-2020.docx</a>
2	Adnodd Asesu Risg COVID-19 Cymru Gyfan ar gyfer y Gweithlu	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Adnodd-Asesu-Risg-COVID-19-Cymru-Gyfan-ar-gyfer-y-Gweithlu.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Adnodd-Asesu-Risg-COVID-19-Cymru-Gyfan-ar-gyfer-y-Gweithlu.pdf</a>
3	Cynllun Profi Covid-19 Llywodraeth Cymru	<a href="https://llyw.cymru/dull-cenedlaethol-cymru-o-brofi-am-covid-19-mai-2020?_ga=2.47083812.2054918999.1591895592-1375883983.1568812428">https://llyw.cymru/dull-cenedlaethol-cymru-o-brofi-am-covid-19-mai-2020?_ga=2.47083812.2054918999.1591895592-1375883983.1568812428</a>
4	Sut i wneud cais am brawf Covid-19	<a href="https://llyw.cymru/gwneud-cais-i-gael-prawf-coronafeirws?_ga=2.117930250.2054918999.1591895592-1375883983.1568812428">https://llyw.cymru/gwneud-cais-i-gael-prawf-coronafeirws?_ga=2.117930250.2054918999.1591895592-1375883983.1568812428</a>
5	Prawf Cynhwysedd Gweithwyr Hanfodol	<a href="https://llyw.cymru/gweithwyr-hanfodol-allweddol-y-coronafeirws-cymhwysedd-prawf?_ga=2.113261060.2054918999.1591895592-1375883983.1568812428">https://llyw.cymru/gweithwyr-hanfodol-allweddol-y-coronafeirws-cymhwysedd-prawf?_ga=2.113261060.2054918999.1591895592-1375883983.1568812428</a>
6	Sut wyt ti? - Cyngor Iechyd Cyhoeddus Cymru ar les	<a href="https://icc.gig.cymru/pynciau/coronafeirws/sut-wyt-ti/">https://icc.gig.cymru/pynciau/coronafeirws/sut-wyt-ti/</a>
7	Neges y Gweinidog Addysg i holl staff ysgolion Cymru	<a href="https://hwb-team-storage.s3-eu-west-1.amazonaws.com/ContentTeam/llythyr-agored-i-staff-ysgolion-cymru.pdf">https://hwb-team-storage.s3-eu-west-1.amazonaws.com/ContentTeam/llythyr-agored-i-staff-ysgolion-cymru.pdf</a>
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## DYSGU AC ADDYSGU

DISGRIFIAD		HYPERDDOLENNI
1	Canllaw Dysgu ac Addysgu Cynradd	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Canllaw-Dysgu-ac-Addysgu-Cynradd-Cym-2.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Canllaw-Dysgu-ac-Addysgu-Cynradd-Cym-2.docx</a>
2	Canllaw Dysgu ac Addysgu Uwchradd	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Canllaw-Dysgu-ac-Addysgu-Uwchradd.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Canllaw-Dysgu-ac-Addysgu-Uwchradd.docx</a>
3	Dychwelyd i'r ysgol - Ystyriaethau Adborth i Ddisgyblion	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dychwelyd-i-r-ysgol-Ystyriaethau-Adborth-Cym.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dychwelyd-i-r-ysgol-Ystyriaethau-Adborth-Cym.docx</a>
4	Ystyriaethau yn ystod 'Dod i'r Ysgol, Dal Ati i Ddysgu' - Cynradd	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ystyriaethau-yn-ystod-'Dod-i-r-ysgol-Dal-ati-i-ddysgu'-cynradd-Cym-1.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ystyriaethau-yn-ystod-'Dod-i-r-ysgol-Dal-ati-i-ddysgu'-cynradd-Cym-1.docx</a>
5	Deg Ffordd o ddatblygu Dysgu o Bell - Uwchradd	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Deg-Ffordd-o-ddatblygu-Dysgu-o-Bell-Uwchradd.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Deg-Ffordd-o-ddatblygu-Dysgu-o-Bell-Uwchradd.docx</a>
6	Ystyriaethau Darparieth y Cyfnod Sylfaen	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ystyriaethau-Darparieth-y-Cyfnod-Sylfaen.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ystyriaethau-Darparieth-y-Cyfnod-Sylfaen.docx</a>
7	Model Dysgu Cyfunol Cyfnod Sylfaen	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-Cyfnod-Sylfaen-Cym.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-Cyfnod-Sylfaen-Cym.docx</a>
8	Model Dysgu Cyfunol CA2 - dewisol	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA2-Cym.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA2-Cym.docx</a>
9	Model Dysgu Cyfunol CA2 - gemau olympaidd	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA2-Olympians-Cym.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA2-Olympians-Cym.docx</a>
10	Model Dysgu Cyfunol CA2 - prosiect awyr agored	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Prosiect-Dysgu-Cyfunol-CA2-1.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Prosiect-Dysgu-Cyfunol-CA2-1.docx</a>
11	Model Dysgu Cyfunol CA3 - Dysgu gyda'n gilydd	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA3Cym-1.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-Dysgu-Cyfunol-CA3Cym-1.docx</a>
12	Model Dysgu Cyfunol CA3 - Yr Amgylchedd	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-1-CA3-Gydgag-ystyriaethau.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Model-1-CA3-Gydgag-ystyriaethau.docx</a>
13	Model Dysgu Cyfunol CA3 - Beth sydd i de? - Lasagne	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/CA3-Model-2-Dysgu-Cyfunol.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/CA3-Model-2-Dysgu-Cyfunol.docx</a>
14	Canllaw a Model Dysgu Cyfunol CA4	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dysgu-Cyfunol-CA4.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Dysgu-Cyfunol-CA4.docx</a>
15	Crynodeb Ymgysylltu Rhanbarthol - yn ystod y cyfnod Dysgu o Bell	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Crynodeb-Ymgysylltu-Rhanbarthol-Cym.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Crynodeb-Ymgysylltu-Rhanbarthol-Cym.docx</a>
16	Pam ystyried Cwricwlwm Adferiad?	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pam-ystyried-Cwricwlwm-Adferiad.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pam-ystyried-Cwricwlwm-Adferiad.pdf</a>

## CEFNOGI DYSGWYR

DISGRIFIAD		HYPERDDOLENNI
1	Atodiad Polisi Diogelu - COVID-19	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-Polisi-Diogelu-COVID-19-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Atodiad-Polisi-Diogelu-COVID-19-1.pdf</a>
2	Atodiad Polisi Diogelu Plant sy'n derbyn gofal (LAC)- COVID-19	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Atodiad-polisi-plant-syn-derbyn-gofal-LAC.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Atodiad-polisi-plant-syn-derbyn-gofal-LAC.pdf</a>
3	Agweddau i gael sylw - Cymorth i Ddisgyblion a Llesiant	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Agweddau-i-gael-sylw-Cymorth-i-Ddisgyblion-a-Llesiant.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Agweddau-i-gael-sylw-Cymorth-i-Ddisgyblion-a-Llesiant.docx</a>
4	Cyfeirlyfr Cefnogi Llesiant Dysgwyr	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cyfeirlyfr-Cefnogi-Llesiant-Dysgwyr.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cyfeirlyfr-Cefnogi-Llesiant-Dysgwyr.pdf</a>
5	GDD Trosolwg Cynnig Proffesiynol GwE Cymraeg	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/GDD-Trosolwg-Cynnig-Proff-GwE-Cymraeg.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/GDD-Trosolwg-Cynnig-Proff-GwE-Cymraeg.pdf</a>
6	Pecyn Dull Ysgol Gyfan at Les	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pecyn-Dull-Ysgol-Gyfan-at-Les.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pecyn-Dull-Ysgol-Gyfan-at-Les.pdf</a>
7	Chi a'r '5 Ffordd' - holiadur	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/5-ways-to-wellbeing-personal-questionnaire-Cymraeg -1.doc">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/5-ways-to-wellbeing-personal-questionnaire-Cymraeg -1.doc</a>
8	Adroddiad Comisiynydd Plant Cymru: Coronafeirws a Fi	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FINAL_formattedCVRep_CYM.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FINAL_formattedCVRep_CYM.pdf</a>
9	Cefnogi lles corfforol a meddyliol drwy ddysgu o bell	<a href="https://hwb.gov.wales/dysgu-o-bell/cefnogi-lles-corfforol-a-meddyliol-drwy-ddysgu-o-bell/">https://hwb.gov.wales/dysgu-o-bell/cefnogi-lles-corfforol-a-meddyliol-drwy-ddysgu-o-bell/</a>
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## CYFATHREBU

DISGRIFIAD		HYPERDDOLENNI
1	Paratoi at y cam nesaf mewn addysg - Strategaeth Gyfathrebu Ddrafft i Ysgolion	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Paratoi-at-y-cam-nesaf-mewn-addysg-Strategaeth-Gyfathrebu-Ddrafft-i-Ysgolion.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Paratoi-at-y-cam-nesaf-mewn-addysg-Strategaeth-Gyfathrebu-Ddrafft-i-Ysgolion.pdf</a>
2	Llythyr i rieni	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llythyr-i-rieni-Letter-to-parents.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llythyr-i-rieni-Letter-to-parents.docx</a>
3	Cwestiynau enghreifftiol i rieni	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cwestiynau-enghreifftiol-i-rieni.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cwestiynau-enghreifftiol-i-rieni.pdf</a>
4	Llyfryn i Ddisgyblion - i'w haddasu i'ch ysgol chi	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pamffled-Disgyblion-Cynddelw.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pamffled-Disgyblion-Cynddelw.docx</a>
5	Llyfryn Dwyieithiog i Ddisgyblion - i'w haddasu i'ch ysgol chi	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-Disgybl-Pupil-Booklet-Dwyieithog.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-Disgybl-Pupil-Booklet-Dwyieithog.docx</a>
6	Llyfryn Gwybodaeth i Rieni - i'w haddasu i'ch ysgol chi	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-i-Rieni.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-i-Rieni.docx</a>
7	Esiampl o drosolwg i Rieni - i'w haddasu i'ch ysgol chi	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Esiampl-o-drosolwg-i-rieni.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Esiampl-o-drosolwg-i-rieni.docx</a>
8	Canllaw i Lyfryn Staff (Saesneg yn unig) - Drafft	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Draft-guidance-for-staff-document.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Draft-guidance-for-staff-document.docx</a>
9	Llyfryn Gwybodaeth i Staff - i'w haddasu i'ch ysgol chi	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-staff-Cynddelw.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-staff-Cynddelw.docx</a>
10	Esiampl o Llyfryn Uwchradd (Saesneg yn unig)	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Wider-Opening-Handbook.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Wider-Opening-Handbook.docx</a>
11	Esiampl o fideo i rieni (Saesneg yn unig)	<a href="https://youtu.be/ji52lbfk4IQ">https://youtu.be/ji52lbfk4IQ</a>
12	Cwricwlwm Adferiad Mehefin 2020 - Ysgol Tir Morfa (Saesneg yn unig)	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recovery-Curriculum-Tir-Morfa-June-2020.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recovery-Curriculum-Tir-Morfa-June-2020.pdf</a>
13	Ymateb i Covid-19 - Cadw ein cymuned yn ddiogel i Ysgol Tir Morfa (Saesneg yn unig)	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Our-Response-to-COVID-19-SYMBOLS-YTM.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Our-Response-to-COVID-19-SYMBOLS-YTM.pdf</a>
14	Protocol Dosbarth Covid-19 - Ysgol Tir Morfa (Saesneg yn unig)	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Class-Protocols-YTM.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Class-Protocols-YTM.pdf</a>
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## TASGAU RHEOLAETHOL ALLWEDDOL ERAILL

DISGRIFIAD		HYPERDDOLENNI
1	Protocol Aseidiadau Risg	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Protocol-Aseiad-Risg.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Protocol-Aseiad-Risg.pdf</a>
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## DOGFENNAETH A CHANLLAWIAU LLC

DISGRIFIAD		HYPERDDOLENNI
1	Llacio'r cyfyngiadau ar ein cymdeithas a'n heconomi; dal i drafod	<a href="https://llyw.cymru/llacior-cyfyngiadau-ar-ein-cymdeithas-heconomi-dal-i-drafod">https://llyw.cymru/llacior-cyfyngiadau-ar-ein-cymdeithas-heconomi-dal-i-drafod</a>
2	Arwain Cymru allan o'r pandemig coronafeirws: fframwaith ar gyfer adferiad	<a href="https://llyw.cymru/arwain-cymru-allan-or-pandemig-coronafeirws">https://llyw.cymru/arwain-cymru-allan-or-pandemig-coronafeirws</a>
3	Canllawiau gweithredol i ysgolion a lleoliadau Addysg: Diogelu Addysg (COVID-19)	<a href="https://llyw.cymru/canllawiau-gweithredol-i-ysgolion-leoliadau-addysg-diogelu-addysg-covid-19">https://llyw.cymru/canllawiau-gweithredol-i-ysgolion-leoliadau-addysg-diogelu-addysg-covid-19</a>
4	Canllawiau ar ddysgu dros dymor yr haf: Diogelu Addysg (COVID-19)	<a href="https://llyw.cymru/canllawiau-ar-ddysgu-dros-dymor-yr-haf-diogelu-addysg">https://llyw.cymru/canllawiau-ar-ddysgu-dros-dymor-yr-haf-diogelu-addysg</a>
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## TROSOLWG ASESIAD RISG

### PUMP EGWYDDOR I DDYCHWELYD I'R YSGOL

1.	Diogelwch a lles meddyliol, emosiynol a chorfforol dysgwyr a staff.
2.	Cyfraniad parhaus at yr ymdrech a'r strategaeth genedlaethol i ymladd rhag i Covid-19 ledaenu
3.	Ennyn hyder rhieni, staff a myfyrwyr - ar sail tystiolaeth a gwybodaeth - fel y gallant gynllunio ymlaen
4.	Gallu blaenoriaethu dysgwyr ar adegau allweddol, gan gynnwys y rheiny o gefndiroedd difreintiedig
5.	Cysondeb â fframwaith Llywodraeth Cymru ar gyfer gwneud penderfyniadau, canllawiau ar waith i gynnal mesurau fel ymbellhau, rheoli presenoldeb a champau gweithredu eraill i amddiffyn.

### CWESTIYNAU I'W HYSTYRIED

	Gan dybio y bydd angen i lai o ddisgyblion fod yn yr ysgol i ddechrau, pa fodel yr ydych chi'n ei ffafrio fwyaf i gyflawni hyn? A yw'n well cael pob myfyriwr i mewn ar sail rota, neu grwpiau blwyddyn penodol?
	I ba raddau y dylai'r Llywodraeth ddweud pwy ddylai fod yn yr ysgol, a faint dylai ysgolion allu penderfynu drostynt eu hunain?
	Beth yw'r camau a'r penderfyniadau penodol y byddai'n rhaid i ysgolion/ymddiriedolaethau eu cymryd cyn Mehefin 29ain?
	Pwrpas a disgwyliadau, Amserlenni, Polisiâu Diogelwch, Asesiadau risg a rheoliadau, Safle a chyfleusterau, Trafnidiaeth, Staffio, Dysgu ac Addysgu Pa amodau sydd angen bod yn eu lle cyn y gall ysgolion agor ymhellach?
	Pa amodau sydd angen bod yn eu lle cyn y gall ysgolion agor ymhellach?
	Yn arbennig, petai'n ofynnol i ysgolion gynllunio i fwy o ddisgyblion ddychwelyd, sut ellid cadw pellter cymdeithasol, a sut allai hyn amrywio o ysgol i ysgol?
	A oes unrhyw sefyllfaoedd y gallai ysgolion wynebu a fyddai'n ei gwneud hi'n amhosibl iddynt gymryd mwy o ddisgyblion ymhen agor mewn tair wythnos? (e.e. cwmnïau contractio wedi mynd i'r wal), ble byddai'n rhaid cael 'ffenestr' ail agor (h.y. rhwng dyddiad A a dyddiad B)?

### Gall y canlynol fod yn fan cychwyn i gwmpasu eich asesiad risg a'ch ymateb strategol yn unol â'r cyfarwyddebau gwyddonol diweddaraf wedi'u cymeradwyo gan y Llywodraeth

•	Cynnal proffil staffio
•	Proffilio cynhwysedd eich adeiladau o dan y gofynion cadw pellter cymdeithasol cyfredol
•	Proffilio gofynion iechyd a diogelwch adeiladau
•	Proffilio adleoli staff mewn perthynas â gweithgareddau yn yr ysgol a gofynion dysgu o bell
•	Proffilio goblygiadau i gludiant
•	Proffilio trefn ddyddiol

## SGORIO ASESIAD RISG

Difrifoldeb	5	5	10	15	20	25	Tebygolrwydd		Difrifoldeb		
	4	4	8	12	16	20	5	Bron yn sicr – risg uchel iawn	5	Marwolaeth – risg uchel iawn	
	3	3	6	9	12	15	4	Tebygol – risg uchel	4	Analluogrwydd difrifol – risg uchel	
	2	2	4	6	8	10	3	50/50 – risg ganolig	3	Absennol 3 wythnos – risg ganolig	
	1	1	2	3	4	5	2	Annhebygol – risg isel	2	Yn absennol llai nag 1 diwrnod - risg isel	
		1	2	3	4	5	1	Bron yn amhosibl – risg isel	1	Dibwys – risg isel	
<b>Tebygolrwydd</b>											
<b>1 - 4 ISEL</b>			<b>5 - 9 CANOLIG</b>			<b>10 - 15 UCHEL</b>			<b>16 - 25 UCHEL IAWN</b>		
Parhau â'r rheolaethau presennol, fodd bynnag, monitro newidiadau. Gweithredu unrhyw reolaethau ychwanegol sydd eu hangen, o fewn yr amserlenni a roddir yn yr AR.			Angen sylw i leihau'r sgôr yn ogystal â monitro parhaus rheolaidd. Gweithredu unrhyw fesurau rheoli ychwanegol sydd eu hangen, o fewn yr amserlenni a roddir yn yr AR.			Angen sylw ar unwaith i ddod â'r risg i lawr i lefel dderbyniol. Gweithredu unrhyw fesurau rheoli ychwanegol sydd eu hangen, o fewn yr amserlenni a roddir yn yr AR, a pharhau i adolygu arferion gwaith i leihau'r tebygolrwydd o ddamwain i'r lefel isaf posibl.			Stopio ar unwaith – mae'r risg yn rhy uchel. Cymryd camau ar unwaith i leihau'r risg i'r lefel isaf bosibl.		

## SUT I DDEFNYDDIO ASESIAD RISG COVID-19 - PARATOI I AIL AGOR YSGOLION

- Dyma asesiad risg enghreifftiol a ddarperir ar gyfer ysgolion ledled Gogledd Cymru. Mae'n cynnwys nifer o faterion i'w hystyried mewn nifer o wahanol feysydd.
- Maent wedi cael eu grwpio gyda'i gilydd fel a ganlyn:
  - Logisteg
  - Dysgwyr a Staff
  - Y Diwrnod Ysgol
  - Trefniadau Domestig
  - Arweiniad a Dogfennau
  - Parhad Dysgu
  - Sicrhau Disgwyliadau
- Gall ysgolion ddefnyddio'r hidlyddion i ganolbwyntio ar faes penodol sy'n peri pryder/rhannu cyfrifoldeb dros faes penodol.
- Bydd angen i bob ysgol ddiwygio'r naratif i adlewyrchu ei sefyllfa unigryw ei hun. Mae'r sgoriau ar gyfer y rheolaethau ychwanegol wedi'u gadael yn wag felly bydd angen i ysgolion gwblhau hyn i adlewyrchu'r rheolaethau sy'n cael eu rhoi ar waith o fewn eu hysgolion eu hunain.
- Dylai'r ysgol gyfeirio at ganllawiau cenedlaethol a lleol wrth gwblhau'r ddogfen. Bydd nifer o ganllawiau a dogfennau defnyddiol a pherthnasol yn dilyn yn fuan.
- Efallai y byddwch yn dewis lawrlwytho'r AR i'ch cyfrifiadur gan ddefnyddio'r botwm lawr lwytho ar ochr dde'r daenlen.

Cliciwch ar yr icon i weld y tabl sgorio

Cliciwch ar yr icon i ddileu'r hidlyddion

Cliciwch ar yr saeth i hidlo'r wybodaeth

Cliciwch ddwywaith o fewn cell i fewnbynnu gwybodaeth. Gwasgwch Alt Return i ddechrau llinell newydd. Bydd angen datgloi'r daenlen yn gyntaf.

Cliciwch ar y "drop down" i ddewis sgôr ar gyfer pob risg

Cliciwch i lawrlwytho'r daenlen i'ch cyfrifiadur.

Cliciwch ar yr icon i gloi / ddatgloi'r daenlen

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL UWCHRADD										
Grŵp	Maes Pryder	Mesurau Presennol	Tebigoirwydd	Difrifoldeb	Sgôr	Mesurau Ychwanegol	Tebigoirwydd	Difrifoldeb	Sgôr	Sylwadau Ychwanegol
Logisteg	Adeiladau	<ul style="list-style-type: none"> <li>Cyfrifo cynhwysedd ysgol</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Yn ôl cyfrifiadau cynhwysedd, gallai 56 m<sup>2</sup> safonol gymryd 8 disgybl i ganiatáu ar gyfer cadw pellter cymdeithasol o 2m.</li> <li>• Ar gyfer ysgol arferol efo amrywiaeth o ddsbarthiadau byddai hyn yn awgrymu cynhwysedd posibl o 35% o ddefnydd arferol.</li> <li>• Mae'r dosbarth cyfartalog, efo dodrefn a staff ychwanegol yn 6 disgybl.</li> <li>• Gallai ysgolion fod eisiau gweithredu ffactorau cyfyngu eraill neu edrych ar raddoli cynhwysedd o 20% i 40% yn dibynnu ar eu cyfyngiadau unigol.</li> <li>• Gallai ysgolion fod eisiau dechrau ar ben isaf yr ystod ac, ar sail profiad, addasu cynhwysedd dros yr wythnosau dilynol.</li> </ul>				<ul style="list-style-type: none"> <li>• Mae gan ALL ddata ar gynhwysedd a gellid cynnal amrywiaeth o fodlau wrth i'r cyngor ar gadw pellter cymdeithasol aeddfedu gyda'r cyngor gwyddonol cyfredol. Dylid gweithredu'r un egwyddorion diogelu i'r ystafell athrawon.</li> </ul>
Logisteg	Yr ystafelloedd	<ul style="list-style-type: none"> <li>• Gofnion iechyd a diogelwch o safbwynt yr ystafell ddsbarth a defnyddio lle o fewn yr ysgol.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• Bydd angen i ysgolion edrych ar y mesurau o ran glanhau, golchi dwylo, toiledau, arlwyso a defnydd o'r gofod cymdeithasol.</li> </ul>				<ul style="list-style-type: none"> <li>• Mae angen i ysgolion ofalu bod yr holl wiriadau iechyd a diogelwch wedi'u cwblhau ar ôl cyfnod o gau fel clefyd Legionnaire, profi larymau tân a systemau chwistrellu dŵr, tynnu llwch ac ati.</li> <li>• Sylwch nad yw hon yn rhestr lawn ac y bydd angen i ysgolion gysylltu â'u hymgynghorwyr iechyd a Diogelwch am asesiad cyfansawdd.</li> </ul>

**COVID-19 - PARATO I AIL AGOR YSGOLION - ASESIAID RISG YSGOL GYNRADD**

Grŵp	Maes Pryder	Mesurau Parod	Tebgolrwydd	Dirifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebgolrwydd	Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Logisteg	Adeiladau	<ul style="list-style-type: none"> <li>Cyfrifo cynhwysedd ysgol</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>Yn ôl cyfrifiadau cynhwysedd, gallai 56 m<sup>2</sup> safonol gymryd 8 disgybl i ganiatáu cadw pellter cymdeithasol o 2m.</li> <li>Ar gyfer ysgol arferol efo amrywiaeth o ddsosbarthiadau byddai hyn yn awgrymu cynhwysedd posibl o 35% o ddefnydd arferol.</li> <li>Mae'r dosbarth cyfartalog, efo dodrefn a staff ychwanegol yn 6 disgybl.</li> <li>Gallai ysgolion fod eisiau gweithredu ffactorau cyfyngu eraill neu edrych ar raddoli cynhwysedd o 20% i 33% yn dibynnu ar eu cyfyngiadau unigol.</li> <li>Gallai ysgolion fod eisiau dechrau ar ben isaf yr ystod ac, ar sail profiad, addasu cynhwysedd dros yr wythnosau dilynol.</li> </ul>				<ul style="list-style-type: none"> <li>Mae gan ALI ddata ar gynhwysedd a gellid cynnal amrywiaeth o fodelau wrth i'r cyngor ar gadw pellter cymdeithasol aeddfedu gyda'r cyngor gwyddonol cyfredol.</li> <li>Mewn ysgolion cynradd, mae canllawiau LIC yn cydnabod nad yw'n ymarferol disgwyl i ddysgwyr barhau i ymbellhau'n gymdeithasol 2 fetr. Fodd bynnag, dylech geisio sicrhau rhywfaint o bellhau rhwng dysgwyr. Mae hyn yn seiliedig ar gyngor a thystiolaeth feddygol sy'n awgrymu bod y risg o gael eu heintio a'u trosglwyddo i blant yn debygol o fod yn is.</li> <li>Dylai ymarferwyr gydnabod na fydd plant iau yn gallu cynnal ymbellhau cymdeithasol bob amser ond dylech geisio cynnal rhywfaint o bellhau lle y bo'n bosibl.</li> </ul>		
Logisteg	Yr ystafelloedd	<ul style="list-style-type: none"> <li>Gofynion iechyd a diogelwch o safbwynt yr ystafell ddsosbarth a defnyddio lle o fewn yr ysgol.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Bydd angen i ysgolion edrych ar y mesurau o ran glanhau, golchi dwylo, toiledau, arlwyio a defnydd o'r gofod cymdeithasol.</li> </ul>				<ul style="list-style-type: none"> <li>Mae angen i ysgolion ofalu bod yr holl wiriadau iechyd a diogelwch wedi'u cwblhau ar ôl cyfnod o gau fel clefyd Legionnaire, profi larymau tân a systemau chwistrellu dŵr, tynnu llwch ac ati.</li> <li>Sylwch nad yw hon yn rhestr lawn ac y bydd angen i ysgolion gysylltu â'u hymgyngorwyr Iechyd a Diogelwch am asesiad cyfansawdd.</li> </ul>		
Logisteg	Cludiant, Mynediad at y safle a'r Maes Parcio	<ul style="list-style-type: none"> <li>Penodol iawn i'r ysgol, yn amrywio o ychydig iawn o ofynion gyda'r mwyafrif yn byw o fewn 3 milltir ac yn teithio'n ddiogel i'r ysgol, hyd at ysgolion ble mae mwyafrif y dysgwyr yn cael eu cludo i'r ysgol.</li> <li>Hefyd, mae angen ystyried dysgwyr bregus y mae arnynt angen trefniadau unigryw.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Dylai gweithwyr fynd i'r gwaith ar droed neu gan ddefnyddio ffordd bersonol o deithio yn hytrach na thrafnidiaeth gyhoeddus.</li> <li>Ni ddylai gweithwyr rannu car (oni bai eu bod yn byw yn yr un tŷ).</li> <li>Rhaid cadw pellter cymdeithasol yn y maes parcio efo digon o le rhwng cerbydau a fydd yn lleihau faint o geir all barcio yno.</li> <li>Dylai dysgwyr a rhieni/gofalwyr fynd i'r ysgol ar droed neu gan ddefnyddio ffordd bersonol o deithio yn hytrach na thrafnidiaeth gyhoeddus.</li> <li>Ni ddylai dysgwyr a rhieni/gofalwyr rannu car efo teuluoedd eraill.</li> <li>Rhaid cadw pellter cymdeithasol yn y maes parcio/mannau danfon efo digon o le rhwng pobl/cerbydau.</li> <li>Bydd dysgwyr sy'n teithio ar fws ysgol yn gorfod cadw at reolau cadw pellter cymdeithasol.</li> <li>Bydd dysgwyr sy'n teithio mewn tacsï yn gorfod cadw at reolau cadw pellter cymdeithasol.</li> </ul>				<ul style="list-style-type: none"> <li>Caiff clwydi mynediad eu nodi'n glir a chaiff phob un arall eu cloi.</li> <li>UDA ar y giât er mwyn gadael i diogelwch i dacsï a bysiau</li> </ul>		
Dysgwyr a Staff	Adnabod dysgwyr i'w hailintegreiddio	<ul style="list-style-type: none"> <li>Wrthi'n gweithio ar ddiffiniad Llywodraeth Cymru (LIC) o weithwyr allweddol a bregus - niferoedd presennol angen cymorth yn codi.</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>Ail integreiddio ar sail anghenion.</li> <li>Lleihau'r angen am gymysgu dosbarthiadau.</li> <li>Aseidiadau risg unigol i bob dysgwr sydd â chynlluniau gofal.</li> <li>Ystyried dechrau efo cynhwysedd 20% a chynyddu yn ôl llwyddiant.</li> <li>Oni bai y caiff ei reoli'n ofalus iawn, gallai hyn achosi i'r ysgol fod ar gau am gyfnod hir.</li> </ul>				<p>Ystyriwch ailgyflwyno dysgwyr mewn blociau neu garfanau, megis grŵp gwahanol o ddysgwyr bob wythnos. Nid oes angen i grwpiau blwyddyn benderfynu hyn o reidrwydd.</p> <ul style="list-style-type: none"> <li>Os yw'n bosibl, dylai ysgolion ystyried cymysgu grwpiau blwyddyn a gall hyn ganiatáu i blant o'r un aelwyd fynychu ar yr un pryd.</li> <li>Dylid ystyried hyn hefyd ar gyfer plant gweithwyr critigol a phlant sy'n agored i niwed.</li> <li>Ystyriwch hefyd dri grŵp posibl y gellir eu hadnabod:             <ol style="list-style-type: none"> <li>Yn yr ysgol ond mewn amgylchiadau anghyfarwydd</li> <li>Methu dod i mewn (bregus, ac ati)</li> <li>Ddim yn fodlon dod i mewn (awgrymu cyswllt â statws economaidd gymdeithasol)</li> </ol> </li> </ul>		

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Dirifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Dysgwyr a Staff	Crisialu pwrpas presenoldeb addysgol ar safleoedd ysgol	<ul style="list-style-type: none"> <li>Bydd yn anodd gorfodi gofynion presenoldeb arferol gan fydd dymuniadau rhieni/gofalwyr yn amrywion fawr o ran eu disgwyliadau am ddiogelwch eu plant mewn rhaglen ail ymgysylltu.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Bydd angen i ysgolion gysylltu â'r ALL i weld a yw'r canllawiau a'r disgwyliadau i'w rhannu efo rhieni/gofalwyr a chreu gweithdrefnau gwirio ac olrhain os teimlant nad yw dysgwyr yn cyrraedd y disgwyliadau hyn.</li> </ul>				<ul style="list-style-type: none"> <li>Dylai hyn fod yn broses o annog yn hytrach na gorfodaeth, oni bai ei fod yn dod o dan bryder diogelu.</li> <li>Ni ddylai neb sydd â symptomau Covid-19 fynychu lleoliad am unrhyw reswm.</li> <li>Dylai plant cymwys – gan gynnwys grwpiau blaenoriaeth - gael eu hannog yn gryf i fynychu'r ysgol, oni bai eu bod yn hunan ynysu neu'n agored i niwed (os felly, dylent ddilyn cyngor meddygol).</li> <li>Os yw rhywun yn eu cartref yn agored i niwed, dim ond os gellir cadw at ymbellhau cymdeithasol llym y dylid mynychu, a bod y plentyn yn gallu deall a dilyn y cyfarwyddiadau hynny.</li> <li>Dylai ysgolion a lleoliadau gadw cofnod o bresenoldeb a dylai teuluoedd hysbysu eu hysgol os nad yw eu plentyn yn gallu mynychu. Bydd hyn yn helpu ysgolion, lleoliadau ac awdurdodau lleol i ddeall unrhyw rwystrau sy'n rhwystro dysgwyr rhag dychwelyd i'r ysgol a nodi unrhyw gymorth pellach sydd ei angen. Ar hyn o bryd, ni fyddem yn disgwyl i rieni gael eu dirwyo am ddiffyg presenoldeb.</li> <li>Dylai ysgolion barhau i roi gwybod i weithwyr cymdeithasol os nad yw plant â gweithiwr cymdeithasol yn mynychu.</li> </ul>		
Dysgwyr a Staff	Staff sydd ar gael	<ul style="list-style-type: none"> <li>Oherwydd y system rota, y staff sydd ar gael yn briodol.</li> <li>Tua xx% yn hunan ynysu ac xx% ddim ar gael i weithio am resymau eraill.</li> <li>xx% o staff â phlant oed ysgol.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Wrth i gyswllt â mwy o ddygwyr gynyddu, bydd yr angen i staff sydd angen hunan ynysu hefyd yn codi.</li> <li>Mae staff sydd ag asthma ac/neu gyflyrau meddygol eraill yn llai tebygol o fynd i'r gwaith - angen dilyn canllawiau cenedlaethol.</li> <li>Bydd staff sydd â gorbryder efallai'n ei gweld hi'n anodd mynd i'r gwaith heb gael eu sicrhau.</li> <li>Adnabod staff sy'n gweithio gartref a staff sydd ar gael i weithio yn yr ysgol.</li> <li>Adnabod staff sydd â chyfrifoldebau gofal plant a gwneud rota bosibl.</li> <li>Ysgol i ystyried ail leoli staff i sicrhau tegwch a chydbwysedd.</li> <li>Darpariaeth i ddygwyr yn yr ysgol ac adref i fod yr un fath e.e. dewis a dethol, ychydig o dasgau ffocws dyddiol ac/neu brosiect thematig i'w gyflwyno'n electronig.</li> <li>Staff i weithio mewn timau (CS, CA2, Blynyddoedd Cynnar ac ati) i gynllunio ac ymateb i waith plant.</li> </ul>				<ul style="list-style-type: none"> <li>Dilyn canllawiau cenedlaethol/leol ar asthma/cyflyrau meddygol eraill.</li> <li>Arweiniad i ysgolion ar gymarebau athro/dysgwr - yn enwedig yn y Cyfnod Sylfaen.</li> <li>Ni ddylai unrhyw un sydd wedi derbyn llythyr cysgodi fod yn bresennol ar hyn o bryd (yn unol â LIC).</li> </ul>		
Dysgwyr a Staff	Asesu'r risg i staff a dysgwyr bregus (agored i ddal Covid-10 ac/neu oherwydd diffyg cyswllt â'r ysgol)	<ul style="list-style-type: none"> <li>Mae gan ysgolion dealltwriaeth o staff a dysgwyr sydd yn 'fregus' o dan y gofynion, ac mae mesurau diogelwch ar waith.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Creu cofrestr staff a dysgwyr sydd yn 'fregus'.</li> <li>Bydd angen ei diweddarw wrth i'r sefyllfa ddeinamig hon newid a bydd angen cyfleu unrhyw newid mewn statws mewn da bryd cyn i'r statws newydd ddechrau.</li> <li>Grwpiau neu unigolion 'bregus' i gael asesiadau risg unigryw os nad yw asesiadau risg arferol Covid-19 yn briodol i'w sefyllfaoedd.</li> <li>Os bydd unrhyw ddygwyr neu staff ar feddyginiaeth, gofalwch ei bod yn cael ei chadw yn yr ysgol ac nid ei hanfon gartref i osgoi unrhyw halogiad bosibl.</li> </ul>				<ul style="list-style-type: none"> <li>Dylid gwneud hyn mewn partneriaeth â'r ALL i sicrhau cysondeb ac ymgynghori priodol â'r holl randdeiliaid.</li> </ul>		
Dysgwyr a Staff	Dangos symptomau yn yr ysgol - Gweithwyr, Dysgwyr, Rhieni/Gofalwyr	<ul style="list-style-type: none"> <li>Ni ddylai gweithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r ymweld â'r ysgol.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Ni ddylai gweithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r ymweld â'r ysgol.</li> <li>Os bydd unrhyw un yn cael ei daro'n wael yn yr ysgol, rhaid iddynt adael yr ysgol cyn gynted ag y bo modd a dilyn canllawiau hunan ynysu.</li> <li>Ysgol i fonitro absenoldeb salwch dysgwyr a dweud wrth yr ALL am unrhyw achos a amheuir o symptomau Covid-19.</li> </ul>				<ul style="list-style-type: none"> <li>Dylai ysgolion a lleoliadau gael gweithdrefnau clir os yw dysgwyr neu staff yn dechrau dangos symptomau ar y safle.</li> <li>Mae angen i'r staff a'r rhieni/gofalwyr ddeall y rhain yn llawn.</li> <li>Dylid cadw'r rhai sy'n dangos y symptomau ar wahân hyd nes y gellir eu casglu a mynd â hwy adref. Yn ddefnyddiol, dylai hyn fod mewn ystafell ar wahân, sy'n cael ei oruchwylio o bellter o ddau fetr.</li> <li>Dylai unrhyw un sy'n arddangos symptomau aros gartref am saith diwrnod.</li> <li>Dylai unrhyw un sy'n byw gyda rhywun sy'n arddangos symptomau ond sy'n aros yn dda aros gartref am 14 diwrnod o'r diwrnod y daeth y person cyntaf yn sâl.</li> </ul>		

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Mesurau Rheoli Ychwanegol			Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?		
			Tebygolrwydd	Difrifoldeb	Sgôr				Tebygolrwydd	Difrifoldeb
Dysgwyr a Staff	Anaf i ddysgwyr ar y safle	<ul style="list-style-type: none"> <li>Pe byddai dysgwr yn cael anaf yn yr ysgol, byddai'r staff yn rhoi sylw i'r anaf neu'n trefn i weld meddyg neu fynd i'r ysbyty.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Wrth roi sylw i unrhyw glwyfau ac ati, staff ysgol i ddefnyddio cyfarpar diogelu personol (PPE) pob amser.</li> <li>Gofyn am ganiatâd gan riant/gofalwr i fynd i'r feddygfa neu'r ysbyty yn ystod pandemig.</li> <li>Os oes unrhyw amheuaeth (neu'n methu cysylltu â rhiant/gofalwr), cysylltu â Galw GIG/Gwasanaethau Brys am gyngor.</li> </ul>			<ul style="list-style-type: none"> <li>Mae angen ystyried beth fyddai'n digwydd petai dysgwr yn cael ei anafu'n ddifrifol, neu fod rhywun â chyflwr meddygol angen mynd i'r ysbyty.</li> <li>Wrth gwrs, gellid galw'r gwasanaeth brys ar gyfer rhai digwyddiadau difrifol, ond nid pob tro.</li> <li>A yw staff yn fodlon mynd i'r ysbyty os na allai rhiant/gofalwr ddod i nol y dysgwr?</li> <li>A fyddai'r rhiant/gofalwr yn hapus i'r dysgwr fynd i'r ysbyty yn y lle cyntaf, gan gofio y gallai rhai fod yn amharod i fynd i'r ysbyty ar hyn o bryd?</li> </ul>	
Dysgwyr a Staff	Mynediad at Gyfarpar Diogelu Personol (PPE)	<ul style="list-style-type: none"> <li>Ychydig o gyfarpar diogelu personol ar gael i ysgolion.</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>Ysgolion angen cael mynediad at gyflenwad cyfarpar diogelu personol i gefnogi staff a lleddfau pryder.</li> <li>Angen cyfarpar diogelu personol ar gyfer gofal personol agos nes bydd y rheoliadau wedi'u llacio.</li> </ul>			<ul style="list-style-type: none"> <li>Mae canllawiau LIC yn nodi bod yn rhaid i'r defnydd o PPE gan staff mewn lleoliadau addysg fod yn seiliedig ar asesiad clir o risg, gan ystyried pob lleoliad unigol ac anghenion y dysgwr unigol.</li> <li>Mae gan ysgolion, lleoliadau ac awdurdodau lleol brosesau asesu risg ar waith eisoes y dylid eu defnyddio i ddefnyddio PPE.</li> <li>Yn dilyn unrhyw asesiad risg, lle mae'r angen am PPE wedi'i nodi, dylai fod ar gael yn rhwydd a dylid ei ddarparu.</li> <li>Lle yr asesir bod angen defnyddio PPE, dylai'r holl staff gael eu hyfforddi ar sut i osod PPE a'i dynnu oddi ar y cyfarpar (fel sy'n ofynnol gan Reoliadau Iechyd a Diogelwch) a sicrhau bod staff yn cyfyngu lledaeniad Covid-19.</li> </ul>	
Dysgwyr a Staff	Gwisg ysgol	<ul style="list-style-type: none"> <li>Dysgwyr yn gwisgo gwisg ysgol yn ystod diwrnod ysgol arferol.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Yn wir, gallai'r sefyllfa fod yn waeth oherwydd problemau ariannol rhieni yn ystod cyfnod y cyfyngiadau, yn enwedig heb dâl llawn neu ddim tâl yn dod i mewn i'r tŷ.</li> <li>Mae angen i ysgolion ddangos cydymdeimlad ac efallai llacio rhai o'u rheolau o safbwynt gwisg ysgol.</li> <li>Os bydd dysgwyr yn defnyddio mwy ar y tu allan, gellid annog gwisgo dillad addas. Dylai dillad a wisgir fod yn hawdd eu golchi.</li> </ul>			<ul style="list-style-type: none"> <li>Nid yw'n statudol i ddysgwyr cynradd gael gwisg ysgol.</li> <li>Mae'n bwysig bod y neges hon yn cael ei rhannu gyda'r holl rieni.</li> <li>Ble mae rhieni yn cael trafferthion ariannol, yna dylai ysgolion geisio darparu'r wisg ysgol i'r plentyn/plant.</li> <li>Gallai gwisgo dillad addas hwyluso gweithio tu allan a gallai hefyd gael effaith llesol ar y dysgwr - hwyluso'r trosglwyddo i'r 'normal newydd'.</li> </ul>	
Dysgwyr a Staff	Cod Gwisg Staff	<ul style="list-style-type: none"> <li>Cod gwisg presennol ddim yn ymarferol efallai.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Bu rhywfaint o drafodaeth y dylai staff ystyried golchi eu dillad ar ddiwedd pob diwrnod i leihau'r potensial i drosglwyddo haint.</li> </ul>			<ul style="list-style-type: none"> <li>Efallai bydd ysgolion yn meddwl bod gwisg llai ffurfiol yn fwy addas - yn enwedig oherwydd gellid annog dysgwyr i weithio tu allan.</li> </ul>	
"Y Diwrnod Ysgol"	Cyrraedd yr Ysgol	<ul style="list-style-type: none"> <li>Pob cerbyd (cyhoeddus a phreifat) i gyrraedd yr ysgol a pharcio yn y maes parcio neu ar y brif ffordd.</li> <li>Gall ceir ddefnyddio'r man gollwng i ddysgwyr hŷn.</li> <li>Dysgwyr iau (a rhai dysgwyr hŷn) yn cael eu danfon i'r ysgol gan rieni/gofalwyr.</li> <li>Gall fod yn amser prysur tu allan i'r prif adeilad - dibynnu ar gyd-destun yr ysgol.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Trefn bendant ar gyfer dod i mewn i'r ysgol - defnydd posibl o wahanol giatiau/mynedfa i rieni/dysgwyr yn cerdded i'r ysgol i sefydlu system unffordd</li> <li>Ystyried defnyddio meysydd parcio lleol i osgoi tagfeydd diangen.</li> <li>Sefydlu rheolau cadw pellter cymdeithasol unwaith ar safle'r ysgol - o'r giatiau ymlaen.</li> <li>Sefydlu llwybrau o'r giatiau at ddothbarthiadau unigol.</li> <li>Ystyried manteision ac anfanteision amseroedd gwasgarog - gweithio i deuluoedd ond efallai dim grwpiau blwyddyn - efallai gorfod aros ar gychwyn/diwedd y dydd.</li> <li>Wrth ddod i mewn i'r ysgol, ystyried pwyntiau mynediad gwahanol i wahanol ddysgwyr - ydyn nhw'n gallu mynd i mewn i'r dosbarth yn syth o'r tu allan?</li> <li>Pob dysgwr i olchi dwylo yn drylwyr cyn neu wrth fynd i mewn i'r dosbarth.</li> <li>A ellir cadw drysau (ar wahân i ddrwsau tan, toiledau a diogelwch) ar agor i leihau lledaenu haint.</li> </ul>			<ul style="list-style-type: none"> <li>Arweiniad pendant i bawb ar gadw pellter cymdeithasol ar safle'r ysgol.</li> <li>Staff ar rota i oruchwylio rhieni a disgyblion wrth gyrraedd yr ysgol</li> </ul>	



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Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Dirifrodeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Dirifrodeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
"Y Diwrnod Ysgol"	Cyrraedd y Dosbarth	<ul style="list-style-type: none"> <li>Gyda nifer llai o ddysgwyr, efallai mai ychydig iawn o ddysgwyr fydd ym mhob dosbarth.</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>Pob dysgwr i olchi dwylo cyn/wrth gyrraedd y dosbarth. Golchi dwylo rheolaidd yn ystod y dydd.</li> <li>Symud desgiau/dodrefn i sicrhau cadw pellter cymdeithasol.</li> <li>Pob dysgwr i gael lle/ardal ac offer penodol i weithio.</li> <li>Sefydlu trefn glir ar gyfer dod i mewn i'r dosbarth i'w lle penodol - i gynnwys system unffordd o symud o gwmpas y dosbarth.</li> <li>Adnoddau penodol i bob dysgwr - gawn nhw ddod â rhai eu hunain?</li> <li>Monitro egwyl toiled.</li> <li>Atgoffa o reolau/canllawiau yn rheolaidd drwy gydol y dydd.</li> </ul>				<ul style="list-style-type: none"> <li>Dylai ysgolion a lleoliadau sicrhau bod yr holl staff a dysgwyr yn golchi eu dwylo'n rheolaidd a bod y cyfleusterau hyn ar gael.</li> <li>Dylid eu golchi gyda sebon a dŵr am o leiaf 20 eiliad.</li> <li>Dylai staff hefyd sicrhau bod dysgwyr yn cael eu hatgoffa o dechnegau effeithiol o olchi dwylo.</li> <li>Dylai golchi dwylo'n rheolaidd gynnwys:                             <ul style="list-style-type: none"> <li>- wrth gyrraedd ac wrth adael yr ysgol neu'r lleoliad</li> <li>- cyn ac ar ôl trafod bwyd</li> <li>- cyn ac ar ôl trafod gwrthrychau ac offer a allai fod wedi cael eu defnyddio gan eraill</li> <li>- lle bu unrhyw gyswllt corfforol</li> <li>- ar ôl i bobl chwythu eu trwyn, disian neu beswch.</li> </ul> </li> </ul>		
"Y Diwrnod Ysgol"	Addoli ar y cyd a Gwasanaethau	<ul style="list-style-type: none"> <li>Addoli ar y cyd/gwasanaethau dyddiol yn unol ag amserlen yr ysgol.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Dim addoli ar y cyd fel ysgol gyfan/cyfnod allweddol na gwasanaethau.</li> <li>Cynnal addoli ar y cyd mewn dosbarthiadau unigol.</li> </ul>						
"Y Diwrnod Ysgol"	Teithio o gwmpas yr ysgol	<ul style="list-style-type: none"> <li>Caiff dysgwyr eu cefnogi gan oedolion a'u hatgoffa o'r disgwyladau o ran cadw pellter cymdeithasol.</li> <li>Ychydig iawn o deithio oherwydd niferoedd isel.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Dim mwy na xx% o boblogaeth yr ysgol i gael mynediad yr un pryd, canolbwyntio ar grwpiau blaenoriaeth LIC ar gyfer mynediad.</li> <li>Mapio a marcio pellter cymdeithasol ar draws yr ysgol.</li> <li>Posteri yn atgoffa pawb i gadw pellter yn amlwg i bawb.</li> <li>Lleihau teithio o gwmpas yr ysgol drwy aros yn yr un dosbarth drwy gydol y dydd.</li> <li>Sefydlu trefn/ffenestr ar gyfer egwyl toiled.</li> <li>Cadw pob drws ar agor ar wahân i ddrysau tân, toiled a diogelwch.</li> <li>Sefydlu system unffordd drwy'r ysgol (defnydd posibl o lwybrau tu mewn a thu allan) ac/neu goridorau wedi'i marcio'n glir ar gyfer cerdded ar yr ochr chwith yn unig.</li> <li>Gofalu bod manau cyhoeddus mor glir â phosibl o gyfyngiadau.</li> <li>Os bydd y tywydd yn ddrwg, lleihau teithio i weithgareddau yn y dosbarth yn unig, ond bai bod angen mynd i'r toiled.</li> <li>Y tîm gofaluwr lanau pob drws/arwyneb yn rheolaidd drwy gydol y dydd.</li> </ul>				<ul style="list-style-type: none"> <li>Canllawiau eglur ar ofynion cadw pellter cymdeithasol.</li> </ul>		
"Y Diwrnod Ysgol"	Y Cyfnod Sylfaen (CS)	<ul style="list-style-type: none"> <li>Gall rhai dysgwyr eisoes fod yn mynd i'r hybiau os yw eu rhieni yn weithwyr allweddol/bregus.</li> <li>Dysgu o Bell ar waith ar gyfer holl ddisgyblion y Cyfnod Sylfaen ar hyn o bryd.</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>Amserlen weledol i staff a dysgwyr gydag ardaloedd dynodedig gan gynnwys defnyddio'r tu allan ar adegau penodol.</li> <li>Amser carped/eistedd i fod cyn lleied â phosibl.</li> <li>Dylai dysgwyr eistedd ar farc dynodedig ar y llawr.</li> <li>Un aelod staff i fod ar gael i ddellio gyda defnyddio'r toiled, hylendid offer a hylendid personol drwy gydol y diwrnod ysgol/sesiwn yn unol â chanllawiau LIC.</li> <li>Gellid rhoi bag adnoddau i ddysgwyr ddefnyddio drwy gydol y dydd a thrê o eitemau i'w defnyddio mewn gweithgareddau dysgu ymarferol a drwy brofiadau. Eitemau i'w diheintio wedi'u defnyddio.</li> <li>Offer mawr, e.e. beics, sgwteri, ceir, i gael eu diheintio ar ôl eu defnyddio.</li> <li>Dysgwyr i ddod i'r ysgol mewn dillad sy'n addas ar gyfer dysgu yn yr awyr agored h.y. ymlacio mewn gwisg ysgol-gan gynnwys hetiau ac elci haul.</li> </ul>				<ul style="list-style-type: none"> <li>Y gweithgareddau dosbarth a fydd yn cael eu gwneud i ystyried y gymhareb oedolyn:plenty.</li> <li>Ystyried trefn trosglwyddo plant CS i rieni ar gychwyn a diwedd y diwrnod ysgol - sut fydd hyn yn gweithio i sicrhau bod oedolion a phlant yn cadw pellter cymdeithasol.</li> </ul>		

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Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd Difrifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?	
"Y Diwrnod Ysgol"	Amseroedd Egwyl	<ul style="list-style-type: none"> <li>Amseroedd egwyl pan fydd angen ar hyn o bryd, gyda ffrwythau ar gael mewn mannau cyffredin cyhoeddus neu ddosbarthiadau.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Cyflwyno amseroedd egwyl gwasgarog i bob dosbarth a lleihau ymhen amser os yn briodol.</li> <li>Defnyddio'r tu allan, os yn briodol, drwy ddefnyddio drysau allan dosbarthiadau i leihau teithio o gwmpas yr ysgol.</li> <li>Sicrhau bod lefel goruchwyllo gan staff yn briodol amser egwyl.</li> <li>Llefydd bwyta ffrwyth cyffredin i fod ar gau a dysgwyr i ddot â ffrwyth eu hunain efo nhw i'w fwyta yn y dosbarth - ffrwythau i'w bwyta yn y dosbarth.</li> <li>Pob dysgwr i olchi dwylo wrth ddychwelyd o amser egwyl.</li> <li>Gofalu bod pob dysgwr sy'n deall cadw pellter cymdeithasol ond yn dewis peidio â dilyn hyn, yn cael ei atgoffa o'r hyn sy'n ddisgwyliedig.</li> </ul>					
"Y Diwrnod Ysgol"	Amser Cinio	<ul style="list-style-type: none"> <li>Amser cinio tua hanner dydd fel arfer efo un neu ddau eisteddiad, yn dibynnu ar faint yr ysgol. Mae hyn yn cyfyngu ar gadw pellter cymdeithasol.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Cyflwyno amseroedd cinio gwasgarog i sicrhau cadw pellter cymdeithasol yn y ffreutur. Gall hyn olygu cynyddu nifer yr eisteddiadau.</li> <li>Annog dysgwyr i ddot â'u pecyn bwyd eu hunain a'i fwyta yn y dosbarth.</li> <li>Ystyried defnyddio amseroedd chwarae distrwythur ar ôl bwyta i sicrhau cadw pellter cymdeithasol ble'n bosibl e.e. rhannu'r iard chwarae yn ardaloedd.</li> <li>Ystyried posibiliadau cael sesiynau hanner diwrnod i wahanol grwpiau/dosbarthiadau o ddysgwyr, felly yn osgoi'r angen am amseroedd cinio.</li> </ul>					
"Y Diwrnod Ysgol"	Defnyddio'r Ystafell Athrawon	<ul style="list-style-type: none"> <li>Bydd y drefn bresennol mewn ystafell athrawon yn amrywio yn dibynnu ar faint o staff sydd yno.</li> <li>Trefn cadw pellter cymdeithasol eisoes yn cael ei harddel yn y rhan fwyaf o achosion.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Cadw pellter cymdeithasol pob amser.</li> <li>Un person i fynd at y lle bwyd/diod ar y tro.</li> <li>Lleihau cynhwysedd yr ystafell athrawon fel bod modd cadw pellter.</li> <li>Unigolion i baratoi bwyd/diodydd i'w bwyta a'u hyfed eu hunain yn unig.</li> <li>Dim rhannu cyllyll a ffyr/llestri. Unigolion i olchi/cadw eu pethau eu hunain.</li> <li>Unrhyw fotymau cyffwrdd ar offer cegin sy'n cael ei rannu e.e. microdon, i gael eu glanhau cyn eu defnyddio, ac wedyn.</li> <li>Defnyddio biniau gwastraff/biniau ailgylchu agored yn unig.</li> </ul>					
Trefniadau Domestig	Arlwyo	Gall dysgwyr gael prydau amser cinio yn yr ysgol.	3	4	12	<ul style="list-style-type: none"> <li>Dylai dysgwyr fwyta yn eu hystafelloedd dosbarth eu hunain lle bo'n bosibl.</li> <li>A fydd dysgwyr yn cael eu hannog i ddot â'u cinio eu hunain? - Holwch adran arlwyo'r ALI.</li> </ul>			<ul style="list-style-type: none"> <li>Dylai'r ddarpariaeth ystyried a ddylai gynnwys brecwast, cinio ac, o bosibl, swper pan fo angen am hyd y gofal. Efallai y bydd angen byrbrydau hefyd.</li> <li>Os yw'n bosibl, dylid gweini bwyd yn yr ystafelloedd lle mae'r dysgwyr yn ymgymryd â gweithgaredd. Mae hyn yn lleihau'r risg o drosglwyddo haint. Dylid glanhau'r ardal yn unol â'r canllawiau ar ôl bwyta.</li> <li>Dylai staff sicrhau eu bod yn parhau i ymbellhau'n gymdeithasol yn ystod amseroedd bwyd a dylai dysgwyr eistedd dau fetr oddi wrth ei gilydd.</li> <li>Yn yr achos hwn, dylid cael gwared ar y byrddau o annibendod, wedi'u diheintio, ac yn weledol lân cyn darparu'r pryd/byrbryd.</li> <li>Os oes unrhyw byrderon, dylai ysgolion a lleoliadau ofyn am gyngor eu tîm iechyd yr amgylchedd lleol am gyngor.</li> <li>Dylai dysgwyr hefyd olchi eu dwylo cyn ac ar ôl bwyta a dylai staff hefyd olchi eu dwylo cyn ac ar ôl gweini bwyd.</li> <li>Efallai y bydd yr ysgol neu'r lleoliad am ystyried darparu prydau ar gyfer staff hefyd er mwyn lleihau nifer y gwrthrychau sy'n cael eu trosglwyddo o'r adeilad ac i'r adeiladau.</li> <li>Dylai awdurdodau lleol a phenaethiaid weithio gyda darparwr a chyflenwr bwyd i sicrhau bod hylendid yn cael ei wneud yn drylwyr iawn, gan gynnwys paratoi, defnyddio a gwaredu.</li> <li>Rhaid peidio â rhannu bwyd. Dylid gwahanu unrhyw fyrbrydau yn glir i osgoi hyn</li> <li>Gallai amser cinio ac egwyl gael ei wahanu i gefnogi ymbellhau cymdeithasol.</li> </ul>		

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd			Mesurau Rheoli Ychwanegol	Tebygolrwydd			Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
			Difrifoldeb	Sgôr			Difrifoldeb	Sgôr				
Trefniadau Domestig	Dal/Lledaenu. Methu cadw pellter cymdeithasol wrth roi gofal personol.	<ul style="list-style-type: none"> <li>Mae ysgolion wrthi'n dilyn canllawiau Iechyd Cyhoeddus Cymru ar fenig a ffedogau.</li> <li>Gall masgiau wyneb hefyd fod ar gael i staff.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Dilyn canllawiau ar gyfarpar amddiffyn personol gan gynnwys masgiau wyneb, ffedogau a menig.</li> <li>Rhoi gwastraff mewn dau fag.</li> <li>Gofalu bod binau gwastraff yn cael eu gwagio pob diwrnod gan y tîm gofalywyr.</li> </ul>				<ul style="list-style-type: none"> <li>Adolygwch oriau/arferion glanhau i feithrin hyder y cyhoedd.</li> <li>Mae angen strategaeth ar gyfer unrhyw aelod o'r ysgol sy'n arddangos symptomau Covid-19.</li> <li>Polisi ar waith ar gyfer hysbysu cymuned yr ysgol am unrhyw achosion a gadarnhawyd a'r gallu i olrhain, lle bo hynny'n rhesymol, eraill a allai fod wedi dod i gysylltiad â'r achos a gadarnhawyd.</li> <li>Y Cyngor presennol yw nad oes angen sgrinio tymheredd. Bydd rhieni/gofalywyr y dysgwyr yn gallu gwirio eu tymheredd. Beth bynnag, ni fydd sgrinio'n nodi pob achos o Covid-19 a gall y dull o wirio'r tymheredd roi staff mewn mwy o berygl o drosglwyddo. Bydd hyn yn cael ei adolygu'n rheolaidd. Wrth gwrs, dylai staff fod yn wyladwros o newidiadau i dymheredd ac arwyddion twymyn y plant.</li> <li>Ni ddylid anfon unrhyw ddysgwr â symptomau i'r ysgol o gwbl ac mae'n hanfodol bod rhieni/gofalywyr yn cael eu hannog i weithredu'n unol â hynny.</li> <li>I'r mwyafrif helaeth o ddysgwyr, mae Covid-19 yn salwch ysgafn. Cyngorhwyd dysgwyr sydd wedi'u dosbarthu fel rhai sy'n amddiffyn oherwydd cyflyrau meddygol a oedd yn bodoli eisoes i ymgymryd â mesurau penodol i 'gysgodi'. Mae gan y dysgwyr hyn gyflyrau iechyd sylfaenol difrifol sy'n eu rhoi mewn perygl uchel o salwch difrifol o Covid-19 ac fe'u cynghorir i ddilyn mesurau gwarchod yn drylwyr er mwyn y cadw eu hunain yn ddiogel. Ni ddylai ysgolion ddisgwyl i'r dysgwyr hyn fynychu ysgolion neu leoliadau ar hyn o bryd, a dylent barhau i gael cymorth gartref gymaint â phosibl.</li> <li>Unwaith y bydd rhywun yr amheuir ei fod wedi cael cadarnhad neu fod ganddo symptomau wedi'i nodi, rhaid nodi pob ardal lle mae'r person hwn wedi'i adnabod a'i gadw'n glir. Dylai'r broses o reoli'r ardal fod yn ffisegol lle bo'n bosibl h.y. rhwystrau gydag arwyddion addas neu y tu ôl i ddrysau wedi'u cloi. Dylid glanhau cyn ailfeddiannol yn dilyn canllawiau ' Covid-19: glanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd '.</li> <li>Bydd angen ystyried plant a phobl ifanc sy'n agored i niwed yn glinigol (nad ydynt yn gwarchod) fesul achos, ond wrth gwrs, ni fyddem ond yn disgwyl i'r rhain fod yn bresennol os yw rhieni/gofalywyr yn fodlon bod hyn yn ddiogel iddynt.</li> <li>Mae risg y bydd dysgwyr (a staff) yn ofidus a hyd yn oed yn crio wrth ddychwelyd i'r ysgol.</li> </ul>		
Trefniadau Domestig	Ymwelwyr yn yr ysgol	<ul style="list-style-type: none"> <li>Dim ond ymwelwyr hanfodol i ddod i'r brif dderbynfa ac aross i staff ddod i gyfarfod â nhw.</li> <li>Dim ymwelwyr oni bai bod hyn wedi'i drefnu o flaen llaw.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Pob ymwelydd i fod wedi'i drefnu o flaen llaw.</li> <li>Dim ymwelwyr allanol heblaw am ymwelwyr allweddol e.e. nyrs ysgol, gweithwyr cymdeithasol amddiffyn plant.</li> <li>Canslo pob ymweliad/cyswllt anstatudol neu eu gwneud drwy rith gyfarfodydd.</li> <li>Hylif diheintio dwylo a chanllawiau ar weithdrefnau'r ysgol ar gael i bob ymwelydd.</li> <li>Gadael post yn y dderbynfa.</li> <li>Lleihau cyswllt wrth ddanfôn parseli/cyfnwedd dogfennau a defnyddio llofnod/taliadau electronig ble'n bosibl.</li> <li>Person enwebedig yn casglu'r post/parseli a rhoi cadach efo hylif diheintio drostynt.</li> </ul>				<ul style="list-style-type: none"> <li>Cefnogaeth yr ALI i reoli disgwyliadau rhieni ac asiantaethau allanol bod ysgolion yn rhedeg 'yn ôl yr arfer' yn syth.</li> </ul>		
Trefniadau Domestig	Prosesau glanhau	<ul style="list-style-type: none"> <li>Newid prosesau glanhau i ganolbwyntio ar arwynebau, drysau a manau cyffredin.</li> <li>Gofynnir i bob staff fod yn ystyriol a chefnogi prosesau glanhau.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Cynyddu oriau glanhau nes y dywedir fel arall a chanolbwyntio ar arwynebau, drysau a manau cyffredin.</li> <li>Cynyddu oriau glanhau i sicrhau bod yr holl arwynebau yn cael eu glanhau yn drylwyr ar ddiwedd y diwrnod/shifft.</li> <li>Mae hyn yn golygu cynyddu amser gofalywyr.</li> </ul>				<ul style="list-style-type: none"> <li>Costau cysylltiedig oherwydd ymateb i asesiad risg.</li> <li>Defnyddio drysau sy'n gweithio efo 'ffob' ble'n bosibl, yn hytrach na bysellbad.</li> </ul>		
Arweiniad a Dogfennau	Adolygu Polisiâu Allweddol	<ul style="list-style-type: none"> <li>Arfarnu'r polisiâu cyfredol i sicrhau y byddant yn gwrthsefyll craffu dan y gofynion presennol.</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Gosod strwythur adolygu polisi i sicrhau craffu a chymeradwyaeth gan y Corff Llywodraethu.</li> </ul>				<ul style="list-style-type: none"> <li>Cysylltu â'r ALI i rannu arferion gorau a chydymffurfiaeth.</li> </ul>		

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Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Dirifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Arweiniad a Dogfennau	Creu canllawiau ysgol newydd	<ul style="list-style-type: none"> <li>Mae'r arferion gwaith presennol wedi esblygu yn ystod cyfnod ail bwrpasu ysgolion.</li> <li>Dylai ysgolion ystyried gosod arweiniad newydd ar gyfer y cyfnod ail ymgysylltu nesaf hwn.</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Datblygu set o ddisgwyliadau ac egwyddorion canllaw i'r holl randdeiliaid.</li> </ul>				<ul style="list-style-type: none"> <li>Gwirio efo Adnoddau Dynol bod unrhyw arweiniad diwygiedig yn cydymffurfio â chytundebau efo Undebau a Chymdeithas.</li> <li>Gall ysgolion fod eisiau ystyried datblygu llawlyfr (copi caled ac/neu ar-lein) i gyfeirio ato ar gyfer y trefniadau gweithredu newydd.</li> </ul>		
Arweiniad a Dogfennau	Larwm Tân/Gadael mewn achos o dân	<ul style="list-style-type: none"> <li>Mae'n bosib nad oes unrhyw ymarferion tân, profion larwm ac ati wedi cael eu cynnal yn ystod cyfnod y cyfyngiadau.</li> <li>Efallai na fyddai mesurau arferol ysgol yn briodol yn ystod y cyfnod hwn oherwydd cadw pellter cymdeithasol a newidiadau posibl i goridorau/llwybrau allan o adeilad yr ysgol.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Adolygu Asesiad Risg Tân.</li> <li>Profion larwm tân wythnosol, yn ôl yr arfer.</li> <li>Gohirio ymarferion gwagio'r adeilad mewn achos o dân (adolygu'r sefyllfa pob 6 wythnos).</li> <li>Cadw pellter cymdeithasol wrth wagio'r adeilad, os yn ymarferol.</li> <li>Cadw pellter cymdeithasol mewn man ymgynnull tân.</li> </ul>						
Parhad Dysgu	Adolygu dull dysgu o bell i gynnwys mwy o ddysgwyr yn cael cyswllt â'r ysgol.	<ul style="list-style-type: none"> <li>Dysgu o bell wedi'i sefydlu i'r rhan fwyaf o ddysgwyr - cymysgedd o dasgau ar y we, yn seiliedig ar ddewislen, tasgau thematig.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Darpariaeth Dysgu o Bell bresennol i barhau i ddysgwyr yn yr ysgol a thu allan i'r ysgol.</li> <li>Staff i weithio mewn timau i ddarparu'r ddarpariaeth.</li> <li>Arferion da sydd wedi'u hadnabod a'u sefydlu wrth ddysgu o bell i gael eu datblygu.</li> <li>Rhoddyd pwyslais ar les wrth ddysgu o bell - mae angen i hyn barhau a'i gyfoethogi os yn bosibl wrth i ddysgwyr ddechreio i'r 'normal newydd'.</li> <li>Er hynny mae angen cydbwysu hyn efo ystod o dasgau 'academaidd' i ddod â rhyw fath o normalrwydd ac addysg i ddysgwyr.</li> <li>Bydd hyn yn sicrhau tegwch o ran darpariaeth i bob dysgwr.</li> <li>Gellid ffilmio cyflwyniadau athrawon yn y dosbarth a'u llwytho ar 'Seesaw' / Google Classroom er mwyn peidio â dyblygu gwaith.</li> <li>Mae amser yn yr ysgol yn 'amser cyswllt' o ran dysgu o bell ac yn gyfle i ryngweithio'n gymdeithasol (o bell) efo cyfoedion.</li> <li>Drwy ddatblygu ar y ddarpariaeth bresennol, sicrhau cysondeb a thegwch i bob dysgwr, bydd yn ysgafnu llwyth gwaith ac yn helpu efo annibyniaeth a chadw pellter.</li> <li>Gwahaniaeth posibl fydd trefn/amserlen sy'n fwy strwythuredig i ddysgwyr sy'n mynd i'r ysgol.</li> <li>Rota - ai diwrnod neu wythnos, dau/tri diwrnod yr wythnos ar y tro - dibynnu ar flaenoriaeth ac felly niferoedd ym mhob ysgol?</li> </ul>				<ul style="list-style-type: none"> <li>Gellid datblygu ac addasu'r ddarpariaeth wrth i niferoedd dysgwyr godi dros amser - datblygu modelau yn ôl yr amrywiol opsiynau.</li> <li>Bydd o leiaf 3 grŵp o ddysgwyr:                         <ol style="list-style-type: none"> <li>1 - Y rheiny sy'n dod yn ôl i'r ysgol ond i amgylchedd gwahanol ac un sydd dan straen o bosib</li> <li>2 - Y rheiny na allant ddechreio i'r ysgol oherwydd eu bod nhw, neu aelod o'u teulu, yn fregus</li> <li>3 - Y rheiny na fyddant yn dychwelyd i'r ysgol oherwydd ofn (awgrym cyswllt â statws economaidd gymdeithasol isel)</li> </ol> </li> <li>Mae OECD yn awgrymu'n gryf na ddylid gorfodi neb i fynd i'r ysgol. Mae angen i'r holl ddysgwyr hyn gael darpariaeth deg yn unol ag egwyddorion strategaeth dysgu o bell.</li> </ul>		

**COVID-19 - PARATO I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD**

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd			Mesurau Rheoli Ychwanegol	Tebygolrwydd			Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
			Dirifoldeb		Sgôr		Dirifoldeb		Sgôr			
Parhad Dysgu	Diwrnod cyflwyno staff i'r prosesau newydd	<ul style="list-style-type: none"> <li>Mae staff wrthi'n gweithio i gefnogi dysgwyr mewn amrywiol ffyrdd - cadw cysylltiad â phawb/dysgwyr bregus, cefnogi dysgu o bell, mynd i Hybiau ar sail rota.</li> <li>Mae rhai aelodau staff yn hunan ynysu ac yn gwarchod, felly'n gweithio o gartref.</li> <li>Mae ysgolion wedi creu amryw byd o ffyrdd i gyfathrebu â staff a gweithio mewn timau fel y bo'n briodol.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Arweiniad clir i'r holl aelodau staff ar resymeg a phwrpas y cyfnod dysgu nesaf gyda lles dysgwyr a'r gweithlu yn flaenoriaeth.</li> <li>Cysuro staff i leihau pryder a straen a achosir wrth ddychwelyd i'r gwaith.</li> <li>Adolygu arferion yr ystafell athrawon i sicrhau y cedwir at drefn cadw pellter cymdeithasol a hylendid.</li> <li>Deall proffil y staffio all ddychwelyd i'r ysgol a'r cwricwlwm a gynigir i gefnogi unrhyw staff sy'n pryderu am ddychwelyd.</li> <li>Gofalu bod y staff i gyd wedi cael cyfle i gymryd rhywfaint o wyliau ers ail bwrpasu ysgolion ar 23 Mawrth, 2020.</li> <li>Ystyried bod anwytho staff yn flaenoriaeth ac adolygu'r llawlyfr staff i gynnig arweiniad a chanllawiau ar gyfer y cyfnod nesaf hwn.</li> <li>Cynnal cyswllt â'r holl staff, fel bod modd i gydweithwyr gefnogi'i gilydd a phartneriaeth efo Undebau a chyfle i holi cwestiynau.</li> <li>Cymorth gan Adnoddau Dynol ar gyfer amodau gwaith staff.</li> </ul>				<ul style="list-style-type: none"> <li>Cymorth i'r holl staff gyda lles a diogelwch yn flaenoriaeth ar draws pob cyfnod i gynnwys cyfarpar diogelu personol i staff.</li> <li>Cyfathrebu a chyswllt rheolaidd i adnabod hyfforddiant ac/neu gwmsela i'r rheiny a adnabyddir.</li> <li>Pwyntiau adolygu rheolaidd i sicrhau lles staff - defnyddio cylchlythyrau/mewnrwyd i sicrhau bod pawb yn cael yr wybodaeth ddiweddaraf.</li> <li>Cyfluoedd i staff weithio ar y cyd yn yr ysgol ac o fewn cyfnodau/clystyrau i ystyried cymorth ar gyfer dysgu o bell/datblygu cynnig cwricwlwm.</li> <li>Dysgu proffesiynol ar sut i gefnogi dysgwyr ddychwelyd i'r ysgol â mwy o bryderon/trawma a pharhad sgiliau TGCh fel rhan o ddsygu o bell.</li> <li>Cyngor i ysgolion ar statws dyddiau hyfforddiant staff.</li> </ul>		
Parhad Dysgu	Lles Dysgwyr	<ul style="list-style-type: none"> <li>Mae gan ysgolion ystod o gymorth ar gael i ddsygyr.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Unwaith y bydd ysgolion yn ail ddechrau, ystyriaeth i ddsygyr ddychwelyd at yr athro a'r dosbarth blaenorol am gyfnod byr o amser.</li> <li>Byddai'n haws i ddsygyr gadw pellter cymdeithasol ac ati mewn lleoliad cyfarwydd efo staff cyfarwydd.</li> <li>Dylai gwasanaethau cymorth a lles yr ALI gysylltu ag ysgolion i helpu efo arweiniad yn gysylltiedig â 'thrawma' a, ble bo'n briodol, gwasanaethau profedigaeth.</li> <li>Ble bydd grwpiau blwyddyn yn dychwelyd i'r ysgol, dylai arweinwyr ysgol ystyried: <ul style="list-style-type: none"> <li>- iechyd meddwl a lles dysgwyr, ac adnabod unrhyw ddsygyr allai fod angen cymorth ychwanegol er mwyn bod yn barod i ddsygu;</li> <li>- asesu ble mae dysgwyr arni yn eu dysgu, a chytuno pa addasiadau sydd angen eu gwneud i gwricwlwm yr ysgol dros yr wythnosau nesaf;</li> <li>- adnabod a chynllunio sut oriau i gefnogi addysgu grwpiau anghenion uchel, gan gynnwys dysgwyr difreintiedig, dysgwyr AAA ac Anawsterau a dysgwyr bregus.</li> </ul> </li> </ul>				<ul style="list-style-type: none"> <li>Gofalu bod gan ysgolion systemau effeithiol ar gyfer cyfnewid gwybodaeth rhwng staff - adnabod dysgwyr allai bellach fod yn fregus wedi'r cyfnod cyfyngiadau a Covid-19.</li> </ul>		
Parhad Dysgu	Gweithgarwch Corfforol	<ul style="list-style-type: none"> <li>Gwersi AG arferol ddim yn rhan o'r cynnig dysgu ond defnyddio'r maes chwarae ac arwynebau chwarae i gefnogi ymarfer corff a lles.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Yn ôl y cynnig parhad dysgu, ail werthuso gwersi Addysg Gorfforol ac unrhyw faes/ardal tu allan a ddefnyddir i wneud ymarfer corff.</li> <li>Dim gemau goresgyn, chwaraeon unigol/di-gyswllt yn unig.</li> <li>Ystyried adnoddau i gefnogi lles dysgwyr a rôl gweithgarwch corfforol o ran cefnogi iechyd e.e. Joe Wicks, cosmic yoga.</li> <li>Rhoi cadach diheintio ar bob cyfarpar chwaraeon cyn y wers nesaf.</li> <li>Cynnig chwaraeon tu allan os bydd y tywydd yn caniatáu.</li> </ul>						

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Difrifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Parhad Dysgu	Cymorth oedolyn	<ul style="list-style-type: none"> <li>• Ar hyn o bryd, mae'r holl staff ar y rota i sicrhau tegwch a lleihau niferoedd ar y safle ar yr un pryd.</li> <li>• Rota yn seiliedig ar anghenion a niferoedd dysgwyr.</li> <li>• Angen rhagor o gymorth/cyngor i sicrhau y cedwir pellter diogel.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>• Parhau i weithio ar sail rota.</li> <li>• Rhannu cymorth oedolyn rhwng dosbarthiadau, gan sicrhau bod cymarebau yn briodol i'r angen.</li> </ul>						
Parhad Dysgu	Cyfarpar i ddsygyr sydd ag anghenion arbennig	<ul style="list-style-type: none"> <li>• Bydd llawer o ddsygyr yn defnyddio'r un cyfarpar yn yr ysgol ac yn eu cartref hefyd.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>• Cydlynu efo'r Bwrdd Iechyd i arfarnu beth sydd yn bosibl o ran cael rhagor o gyfarpar i gadw yn yr ysgol.</li> </ul>				<ul style="list-style-type: none"> <li>• Mae angen ystyried y perygl o gario haint.</li> <li>• Trefniadau cludiant hefyd angen eu hystyried gan fod angen i yrwyr tacsï, hefyd gyffwrdd â'r offer.</li> </ul>		
Parhad Dysgu	Trosglwyddo i'r ysgol - Dysgwyr Newydd	<ul style="list-style-type: none"> <li>• Mae rhai ysgolion uwchradd wedi gwneud cyswllt â dysgwyr a rhieni B6 am ffurflenni mynediad, cludiant, dod i adnabod dysgwyr drwy Google Classrooms.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• Arweiniad clir i'r staff i gyd ar resymeg a phwrpas y cyfnod dysgu nesaf gyda diogelwch a lles dysgwyr a'r gweithlu i gael blaenoriaeth.</li> <li>• Yn dibynnu ar faint yr ysgol, cynhwysedd staffio a'r nifer mwyaf o ddsygyr gaiff fod yn yr adeilad ar y tro tra'n cadw pellter cymdeithasol.</li> <li>• Ystyriaeth i F6 ddychwelyd i ysgolion cynradd am amser dynodedig yn Nhymor yr Hydref i gau pen y mwdwl ar eu cyfnod cynradd a lleddfu pryderon e.e. pythefnos.</li> <li>• Sefydlu grŵp naill fesul ysgol neu grwpiau dewisol. Staff yn rhannu cyfrifoldeb. Os bydd niferoedd staffio ysgol gynradd yn caniatáu, edrych ar y posibilrwydd o athro blwyddyn 6 presennol yn yr ysgol uwchradd.</li> </ul>				<ul style="list-style-type: none"> <li>• Mwy tebygol o fod yn dasg uwchradd/clwstwr.</li> </ul>		
Sicrhau Disgwyliadau	Dim cydymffurfio â rheolau	<ul style="list-style-type: none"> <li>• Rheolau'r safle yn cael eu rhannu â holl weithwyr ysgol, dysgwyr, rhieni/gofalwyr drwy drafodaethau anffurfiol, llythyrau, e-bost ac ati.</li> <li>• Staff yn monitro rheolau'r safle fel y bo angen.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• Pawb i fod yn ymwybodol o reolau'r safle boed yn weithwyr, dysgwyr, rhieni/gofalwyr.</li> <li>• Arwyddion i atgyfnerthu rheolau'r safle ac arweiniad Covid-19.</li> <li>• Pennaeth/Athrawon dynodedig yn monitro a gweithredu rheolau'r safle a gofynion cadw pellter cymdeithasol.</li> <li>• Cymerir camau disgyblu yn erbyn unigolion sydd yn methu dro ar ôl tro i ddilyn unrhyw reolau safle/ALI.</li> </ul>						

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAD RISG YSGOL GYNRADD

Grŵp	Maes Pryder	Mesurau Parod	Tebygolrwydd	Difrifoldeb	Sgôr	Mesurau Rheoli Ychwanegol	Tebygolrwydd	Difrifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?
Sicrhau Disgwyliadau	Cyfathrebu â rhieni/gofalwyr	<ul style="list-style-type: none"> <li>Cydnabyddir bod cynnal perthynas effeithiol a chadarnhaol rhwng yr ysgol a'r cartref yn greiddiol ac, yn rhan o hyn, mae ysgolion wrthi'n defnyddio ystod o dduiliau ar gyfer cyfathrebu efo rhieni/gofalwyr i gynnwys galwadau ffôn, defnyddio'r cyfryngau cymdeithasol, e-bost, testun, defnyddio Hwb a thynnu partneriaid i mewn i gefnogi teuluoedd efo adnoddau.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Rhesymeg a phwrpas pendant dros ysgolion yn ail agor yn helpu rhoi tryloywder a gwybodaeth i rieni/gofalwyr ar ba ddysgwyr sy'n cael blaenoriaeth a pham.</li> <li>Ysgolion yn cael eu cefnogi efo modelau/templodi o'r hyn i'w gynnwys mewn gohebiaeth i rieni/gofalwyr i egluro'r rolau a'r cyfrifoldebau a fydd ganddyn nhw, y dysgwyr, a'r ysgol yn y cyfnod nesaf hwn wrth ddychwelyd i'r ysgol.</li> <li>Rhannu esboniadau a modelau o'r diwrnod ysgol, yn ogystal â dealltwriaeth o ofynion cadw pellter cymdeithasol o fewn adeilad yr ysgol, trosglwyddo ar gychwyn ac ar ddiwedd y diwrnod.</li> </ul>				<ul style="list-style-type: none"> <li>Dylai ysgolion a lleoliadau ddarparu dulliau cyfathrebu clir er mwyn sicrhau bod rhieni/gofalwyr yn deall disgwyliadau. Gallai hyn gynnwys:</li> <li>Rhybudd ymlaen llaw gan rieni ynghylch a fyddant yn anfon eu plant.</li> <li>Cynghorwch y rhieni i ddatgan nad yw eu plant wedi dangos symptomau Covid-19.</li> <li>Eglurder o ran trefniadau trafnidiaeth i ac o safle'r ysgol, bydd hyn hefyd yn cynnwys gollwng a chasglu.</li> <li>Amseru diwrnod ysgol – yn enwedig os yw'r ysgol yn amseroedd cychwyn syfrdanol.</li> <li>Mynedfeydd ac allanfeydd ysgol – gall hyn fod yn wahanol i drefniadau "arferol".</li> <li>Trefniadau bwyta a pholisi hylendid.</li> <li>Gweithdrefnau os yw plentyn yn mynd yn sâl yn ystod amser yn yr ysgol.</li> <li>Trefniadau ar gyfer grwpiau o ddysgwyr drwy gydol y diwrnod ysgol.</li> <li>Protocolau clir ar gyfer plant iach sy'n dychwelyd i'r ysgol yn unig, yn deall beth sy'n digwydd yn ystod y dydd os bydd plentyn yn troi'n sâl.</li> <li>Ysgolion i ystyried y dull o gefnogi teuluoedd cyfan gyda mwy nag un plentyn yn dychwelyd ar yr un pryd.</li> <li>Ysgolion i ystyried sut y gall rhieni roi adborth i ysgolion-holiadur ar farnau am ddychwelyd, adborth ar ddysgu o bell a chymorth sydd ei angen ar blant.</li> <li>Ystyried sut fydd plant yn cyfathrebu efo rhieni dysgwyr newydd ar adegau trosglwyddo allweddol e.e. Meithrin / B2 / B6.</li> </ul>		

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESIAID RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Dirifoliaeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Dirifoliaeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoliaeb
		Cynwyo Sesiynau - Angydu, Dal i Fyny, Paratoi ar gyfer yr haf a mis Medi' yn ystod tymor yr haf 2019/20 sy'n llywio'r canllawiau hyn, ynghyd â'r cyngor gwyddonol a meddygol diweddaraf. Mae'r canllawiau'n amlinellu'r cyngor iechyd cyhoeddus y mae'n rhaid i ysgolion ei ddilyn			Mae'r risg o blant yn mynd yn ddirifrol wael o'r coronafeirws (COVID-19) yn isel iawn, a chaiff bod allan o'r ysgol effaith negyddol ar iechyd. Mae'r ysgol yn bwyt cyswllt hanfodol i iechyd cyhoeddus a gwasanaethau diogelu, sy'n bwysig iawn i les dysgwyr a theuluoedd.			Does dim un dull sy'n addas i bawb. Mae arweinydd ysgolion yn deall anghenion eu hysgolion a'u cymunedau. Gallant ddod i farn wybodus, gan greu cydbwysedd rhwng darpariaeth cwricwlwm a mesurau rheoli risg. Mae canllawiau Llywodraeth Cymru yn darparu egwyddorion i helpu ysgolion a lleoliadau addysgol i ddod i farn wybodus a lleihau risgiau. Gyda chymorth awdurdodau lleol, disgyblir i ysgolion a lleoliadau weithio'n agos gyda rhieni a staff wrth gytuno ar y dulliau gorau ar gyfer eu hamgylchiadau.	
Logisteg	Adeiladau	• Cyfrifo cynhwysedd ysgol	4	3	12			<ul style="list-style-type: none"> <li>• Mae gan ALI ddata ar gynhwysedd a gellid cynnal amrywiaeth o fodolau wrth i'r cyngor ar gadw pellter cymdeithasol aeddfedu gyda'r cyngor gwyddonol cyfredol. Dylid gweithredu'r un egwyddorion diogelu i'r ystafell athrawon. Yr egwyddor gyffredinol yw lleihau'r cyswllt rhwng dysgwyr a staff. Gellir cyflawni hyn drwy gadw grwpiau cyswllt ar wahân a chadw pellter rhwng unigolion, lle bo hynny'n bosibl. Nid dewisiadau eraill yw'r rhain a bydd y ddau fesur yn helpu, ond bydd y cydbwysedd rhyngddynt yn newid, gan ddiybnu ar: <ul style="list-style-type: none"> <li>• allu plant i gadw pellter cymdeithasol</li> <li>• cynllun safle'r ysgol</li> <li>• pa mor ymarferol yw cadw grwpiau penodol ar wahân wrth gynnyg y cwricwlwm (yn enwedig yn yr ysgol uwchradd).</li> </ul> </li> <li>• Mae cadw pellter rhwng pobl yn adeilad yr ysgol a lleihau'r amser wyneb yn wyneb yn lleihau'r risg o drosglwyddo. Mae iechyd cyhoeddus yn cynghori'n gryf y dylai staff mewn ysgolion uwchradd gadw pellter oddi wrth eu dysgwyr, gan aros ym mlaen y dosbarth ac i ffwrdd o'u cyd-weithwyr lle bo modd. Yn ddefnyddol, dylai oedolion gadw pellter o 2 fetr oddi wrth ei gilydd, ac oddi wrth ddysgwyr.</li> <li>• Dylai ysgolion a lleoliadau wneud mán addasiadau i'r dosbarth i gefnogi cadw pellter cymdeithasol lle bo modd. Dylai hyn gynnwys dysgwyr yn eistedd ochr yn ochr gan wynebu ymlaen, yn hytrach na wynebu ei gilydd, a gallai olygu symud ddefnodyn diangen allan o ddsosbarthiadau er mwyn creu mwy o le.</li> <li>• Ceir cyngor cadarn gan iechyd cyhoeddus bod staff mewn ysgolion uwchradd yn cadw pellter oddi wrth eu dysgwyr, gan aros ym mlaen y dosbarth ac i ffwrdd o'u cyd-weithwyr, lle bo hynny'n bosibl. Yn ddefnyddol, dylai oedolion gadw pellter o 2 fetr oddi wrth ei gilydd, ac oddi wrth ddysgwyr.</li> </ul>	
Logisteg	Yr ystafelloedd	• Gofynion iechyd a diogelwch o safbwynt yr ystafell ddsosbarth a defnyddio lle o fewn yr ysgol.	4	4	16			<ul style="list-style-type: none"> <li>• Mae angen i ysgolion edrych ar y mesurau o ran glanhau, golchi dwylo, toiledau, arlwyio a defnydd o'r gofod cymdeithasol.</li> </ul>	
Logisteg	Cludiant	<ul style="list-style-type: none"> <li>• Penodol iawn i'r ysgol, yn amrywio o ychydig iawn o ofynion gyda'r mwyafrif yn byw o fewn 3 milltir ac yn teithio'n ddiogel i'r ysgol, hyd at ysgolion ble mae mwyafrif y dysgwyr yn cael eu cludo i'r ysgol.</li> <li>• Hefyd, mae angen ystyried dysgwyr bregus y mae arnynt angen trefniadau unigryw.</li> </ul>	3	4	12			<ul style="list-style-type: none"> <li>• Cysylltu â'r ALI am gludiant mewn perthynas â'r diwrnod ysgol a faint fydd angen.</li> <li>• Parhau i leihau niferoedd sydd yn cael cludiant. Bydd rhywfaint o gymysgu uniongyrchol neu anuniongyrchol rhwng plant mewn gwahanol grwpiau cyswllt yn anochel, megis ar gludiant ysgol, wrth dderbyn addysgu arbenigol neu oherwydd cyfyngiadau staffio. Lle na gellir osgoi cymysgu, dylai ysgolion leihau'r risg o drosglwyddo gan ddefnyddio amrediad o fesurau rheoli risg.</li> </ul>	
								<ul style="list-style-type: none"> <li>• Bydd pob giât heblaw am y giât ffrynt ar gau.</li> <li>• UDA ar y giât i adael bysus a thacsis i mewn ac allan unwaith y bydd yn ddiogel.</li> <li>• Rhaid i hyn fod yn berthnasol i bob safle - dylai fod yn hyblyg i bob ysgol.</li> <li>• Bydd angen i blant ar fysus fod ar rota hefyd.</li> <li>• Creu manau gollwng disgyblion - meysydd parcio gerllaw ac ati.</li> <li>• Efallai bydd rhaid i ddysgwyr beidio â defnyddio trafndiaeth gyhoeddus ar adegau prysur ac felly, o ganlyniad, gall ysgolion fod angen ystyried cynnal diwrnod ysgol tu allan i oriau teithio prysur. Cludiant (Mae canllawiau LIC yn cael eu hystyried ar hyn o bryd a bydd angen eu diweddarau)</li> <li>• Dylid rhoi ystyriaeth i'r canllawiau cludiant diweddaraf. Lle bo'n bosibl, dylai rhieni a gofalwyr deithio gyda'u plant yn ôl ac ymlaen i'r ysgol, yn ddefnyddol ar droed, neu ar feic, sgwter neu unrhyw ffordd arall o deithio llesol. Dylid cadw pellter cymdeithasol ar y daith i'r ysgol ac oddi yno. Dylai pobl o fwy na dwy aelwyd deithio gyda'i gilydd dim ond os yw cadw pellter cymdeithasol yn bosibl.</li> </ul>	
								Mewn unrhyw drefniadau cludiant ysgol, dylid rhoi blaenoriaeth i'r rhai hynny na allant fynychu'r ysgol heb gludiant.	



COVID-19 - PARATO I AIL AGOR YSGOLION - ASESIAID RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb	
Dysgwyr a Staff	Adnabod disgyblion i'w hailintegreiddio	Wrthi'n gweithio ar ddiffiniad LLC o weithwyr bregus ac allweddol - niferoedd presennol sydd angen cymorth yn codi. <b>Mae Llywodraeth Cymru yn gofyn i ysgolion a lleoliadau gynllunio ar gyfer dychwelyd yr holl ddysgwyr yn raddol o ddechrau tymor yr Hydref.</b>	4	3	12	<ul style="list-style-type: none"> <li>Ail integreiddio ar sail anghenion</li> <li>Dim cymysgu anghenion/cyfnodau.</li> <li>Asesiad risg unigol i bob disgybl sydd â chynllun gofal</li> <li>Dechrau efo cynhwysedd 20% a chynyddu yn ôl llwyddiant</li> <li>Oni bai y caiff ei reoli'n ofalus iawn, gallai hyn achosi i'r ysgol fod ar gau am gyfnod hir. <b>Dylai ysgolion ystyried dychwelyd yn raddol gan ddechrau gyda grwpiau blwyddyn 7, 11 a 13 am y pythefnos cyntaf Rhaid i bob dysgwr arall fynychu'r ysgol. Dylai ysgolion ystyried pryderon posibl disgyblion, rhieni/gofalwyr a all fod yn amharod neu'n bryderus ynglŷn â dychwelyd i'r ysgol. Dylent roi'r cymorth addas ar waith i fynd i'r afael â hyn. Gall hyn gynnwys dysgwyr sydd wedi bod yn gwarchod (shielding) a sydd wedi cael gwybod nad yw hyn yn angenrheidiol mwyach, y rhai sy'n byw mewn cartrefi lle mae rhywun yn clinically vulnerable, neu'r rhai sy'n pryderu am y risg gymharol uchel o goronafeirws (COVID-19), gan gynnwys y rheini o gefndiroedd pobl dduon, Asiaidd a lleiafrifoedd ethnig neu sydd â chyflyrau penodol fel gordewdra a diabetes.</b></li> </ul>			<ul style="list-style-type: none"> <li>Angen cymorth gan bob gwasanaeth ALL i reoli disgwyliadau rhieni/gofalwyr.</li> <li>Os na ellir arddel y polisi cadw pellter cymdeithasol yn gaeth, dylid nodi na ddylai'r unigolion hynny fynychu. Dylid eu cefnogi i weithio o gartref. Gallai hyn ddibynnu pam bod ysgolion yn ail agor - addysg, lles neu economi.</li> <li>Mewn ysgolion uwchradd - gall y cwricwlwm fod yn seiliedig ar brosiect yn dibynnu faint o staff sydd ar gael.</li> <li>Efallai bydd angen ystyried teuluoedd sydd â mwy nag un plentyn yn yr ysgol. A yw Blwyddyn 10, Blwyddyn 12, Blwyddyn 6 yn flaenoriaeth er enghraifft, neu deuluoedd sydd mewn angen, teuluoedd sy'n gweithio? Y Gymraeg? Ar gyfer ysgolion 1 i 16, a ddylid ystyried dysgwyr Blwyddyn 11 i helpu gyda'u pontio i'r cam nesaf yn eu dysgu?</li> <li>Rhaid cael cyfarwyddwyd cenedlaethol pendant ar bwy sy'n cael blaenoriaeth ar sail y rheswm dros ail agor ysgolion. Yna rhaid i ysgolion chwilio am y datrysiadau.</li> <li>Tri grŵp i'w hadnabod: <ol style="list-style-type: none"> <li>Yn yr ysgol ond mewn amgylchiadau anghyfarwydd</li> <li>Methu dod i mewn (bregus, ac ati)</li> <li>Ddim yn fodlon dod i mewn (awgrymu cyswllt â statws economaidd gymdeithasol)</li> </ol> </li> <li>Byddai ysgolion yn annoeth i orfodi unrhyw un i ddod i'r ysgol – efallai bydd angen polisi presenoldeb dros dro ar ysgolion.</li> <li>Efallai bydd ysgolion eisiau ystyried a yw bregus yn flaenoriaeth, yna dan anfantais digidol yna AAA ac Anawsterau.</li> <li>Bydd yn hanfodol cadw cofnodion presenoldeb manwl o safbwynt diogelu ac er mwyn cynllunio strategaeth ysgol, ALL a Cymru yn strategol. <b>Mae Llywodraeth Cymru yn gofyn i ysgolion a lleoliadau gynllunio ar gyfer pob dysgwr yn dychwelyd yn raddol o ddechrau tymor yr hydref.</b></li> </ul>	
Dysgwyr a Staff	Crisialu pwrpas presenoldeb addysgol ar safleoedd ysgol	<ul style="list-style-type: none"> <li>Bydd yn anodd gorfodi gofynion presenoldeb arferol gan fydd dymuniadau rhieni/gofalwyr yn amrywion fawr o ran eu disgwyliadau am ddiogelwch eu plant mewn rhaglen ail ymgysylltu.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Bydd angen i ysgolion gysylltu â'r ALL i weld a yw'r canllawiau a'r disgwyliadau i'w rhannu efo rhieni/gofalwyr a chreu gweithdrefnau gwirio ac olrhain os teimlant nad yw dysgwyr yn cyrraedd y disgwyliadau hyn. <b>Dylai ysgolion a lleoliadau weithio gyda rhieni/gofalwyr i sicrhau bod disgyblion yn mynychu'r ysgol yn rheolaidd o ddechrau'r tymor. Bydd hyn yn hanfodol i helpu disgyblion i ddal i fyny gyda'u haddysg, i wneud cynnydd ac i hybu eu lles a'u datblygiad ehangach.</b></li> </ul>			<ul style="list-style-type: none"> <li>Mae angen rhannu unrhyw ganllawiau diwygiedig mewn da bryd â'r holl randdeiliaid i sicrhau cysondeb disgwyliadau a'r hawl i ofyn i ysgolion ac ALL ystyried amgylchiadau unigol.</li> <li>Dylid gwneud hyn ar ffurf anogaeth yn hytrach na gorfodaeth, oni bai ei fod yn bryder am ddiogelu.</li> <li>Ni ddylai unrhyw un sydd â symptomau Covid-19 fynd i leoliad am ba bynnag reswm.</li> <li>Plant cymwys – gan gynnwys grwpiau blaenoriaeth - dylid eu hannog yn gryf i fynd i'r ysgol, oni bai eu bod nhw'n hunan ynysu neu'n fregus (yn yr achos hwn, dylent ddilyn cyngor meddygol).</li> <li>Os oes rhywun yn eu cartref yn fregus, dylent fynd i'r ysgol dim ond os gellir cadw at reolau cadw pellter cymdeithasol caeth, a bod y plant yn gallu deall a dilyn y cyfarwyddiadau hynny.</li> <li>Dylai teuluoedd ddweud wrth eu hysgol, fel ag yr arfer, os bydd eu plentyn methu mynd fel y gall staff edrych ar y rheswm efo nhw a rhoi sylw i rwystrau efo'i gilydd.</li> <li>Dylai ALL ei gwneud hi'n glir na fydd rhieni yn cael eu dirwyo am beidio ag anfon eu plant i'r ysgol ar yr adeg hon, ac ni fydd ysgolion yn cael eu dwyn i gyfrif am lefelau presenoldeb.</li> <li>Dylai ysgolion barhau i roi gwybod i weithwyr cymdeithasol os nad yw plant sydd â gweithiwr cymdeithasol yn mynd i'r ysgol.</li> </ul>	

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Dysgwyr a Staff	Staff sydd ar gael	<ul style="list-style-type: none"> <li>Oherwydd y system rota, y staff sydd ar gael yn briodol.</li> <li>Tua 10% yn gwarchod eu hunain a 5% ddim ar gael i weithio am resymau eraill.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Wrth i gyswllt â mwy o ddysgwyr gynyddu, bydd yr angen i staff sydd angen hunan ynysu hefyd yn codi.</li> <li>Mae staff sydd ag asthma ac/neu gyflyrau meddygol eraill yn llai tebygol o fynd i'r gwaith - angen canllawiau cenedlaethol.</li> <li>Bydd staff sydd â gorbryder efallai'n ei gweld hi'n anodd mynd i'r gwaith heb gael eu sicrhau.</li> </ul>		<ul style="list-style-type: none"> <li>Angen canllawiau cenedlaethol/lleol ar asthma/cyflyrau meddygol eraill.</li> <li>Ni ddylai unrhyw un sydd wedi derbyn llythyr cysgodi fod yn bresennol ar hyn o bryd (yn unol â LIC).</li> <li>Efallai bydd ALL yn dymuno diffinio'r term 'bregus' fel bod gan yr holl randdeiliaid yr un diffiniad.</li> <li>Dylai ysgolion allu adnabod staff sy'n gweithio gartref a staff sydd ar gael yn yr ysgol.</li> <li>Mater ychwanegol yw staff sydd â phlant oedran ysgol, mae angen adnabod hyn a'i ystyried yn y rota</li> <li>Dylai ysgolion ystyried adleoli staff: ni fydd staff sy'n gweithio yn yr ysgol yn gallu gwneud yr un dyletswyddau dysgu o bell.</li> <li>Gall fod angen ystyried adleoli grwpiau i sicrhau tegwch a chydbwysedd ymysg staff.</li> <li>Dylid rhannu darpariaeth ar gyfer profi Covid-19, a dylai'r holl randdeiliaid ei deall.</li> <li>Dylai ALL, Cyrff Llywodraethu ac Uwch Arweinyddion fod yn ymwybodol o les eu staff i gyd, gan gynnwys uwch arweinydd eu hunain, a'r angen i weithredu arferion gwaith hyblyg mewn ffordd sy'n hybu cydbwysedd da rhwng bywyd a gwaith, ac yn cefnogi athrawon ac arweinyddion.</li> </ul> <p><b>Gofynnwn i ysgolion/lleoliadau ac awdurdodau lleol:</b></p> <ul style="list-style-type: none"> <li>gyfleu disgygliadau clir a chyson ynghylch presenoldeb i rieni/gofalwyr drwy gydol yr haf cyn y flwyddyn ysgol newydd</li> <li>adnabod dysgwyr sy'n amharod neu'n bryderus am ddychwelyd, neu sydd mewn perygl o ymddieithrio. Mae angen datblygu cynlluniau ar gyfer ailymgylltu â hwy. Dylai hyn gynnwys plant a phobl ifanc difreintiedig a bregus, yn enwedig y rhai a oedd yn absennol yn barhaus cyn y pandemig neu nad ydynt wedi ymgysylltu â'r ysgol yn rheolaidd yn ystod y pandemig.</li> <li>gweithio'n agos gyda gweithwyr proffesiynol eraill, fel bo'n briodol, i gefnogi'r dychwelyd i'r ysgol, gan gynnwys parhau i hysbysu gweithiwr cymdeithasol y plentyn, os oes ganddo un, am ddiffyg presenoldeb.</li> </ul>	
Dysgwyr a Staff	Aseu'r risg i staff a dysgwyr bregus	<ul style="list-style-type: none"> <li>Bydd angen i ysgolion lunio cofrestr o staff a dysgwyr sy'n 'fregus' o dan y gofynion presennol.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Bydd angen ei diweddarwr wrth i'r sefyllfa ddeinamig hon newid a bydd angen cyfleu unrhyw newid mewn statws mewn da bryd cyn i'r statws newydd ddechrau.</li> </ul>		<ul style="list-style-type: none"> <li>Dylid gwneud hyn mewn partneriaeth â'r ALL i sicrhau cysondeb ac ymgynghori priodol â'r holl randdeiliaid.</li> </ul> <p><b>Bydd profi cyflym ar gael gan raglen Profi, Olrhain, Diogelu GIG Cymru i gefnogi achosion o goronafeirws mewn ysgolion/lleoliadau. Bydd Byrddau Iechyd Lleol yn darparu profion antigen PCR i bawb yn 'swigod' yr ysgol/lleoliad a effeithir (grŵp bach, cyson o ddim mwy na 8), a phawb yn yr ysgol/lleoliad os nad yw'r lleoliad wedi dilyn canllawiau Llywodraeth Cymru ar gyfer ysgolion ac/neu fesurau Atal a Rheoli heintiau.</b></p> <p><b>Gellir darparu a samplio profion antigen cyflym mewn amrywiaeth o ffordd megis defnyddio unedau profi symudol (MTUs), lloerennau profi dros dro a llwybrau gollwng a chasglu. Trafodir y dull profi mwyaf priodol, a chytuno ar hyn, gyda'r holl randdeiliaid.</b></p>	
Dysgwyr a Staff	Dangos symptomau yn yr ysgol - Gweithwyr, Dysgwyr, Rhieni/Gofalwyr	<ul style="list-style-type: none"> <li>Ni ddylai gweithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r/ymweld â'r ysgol.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Ni ddylai unrhyw weithwyr, dysgwyr neu rieni/gofalwyr sy'n teimlo'n wael/dangos symptomau Covid-19 fynd i'r/ymweld â'r ysgol.</li> <li>Os bydd unrhyw un yn cael ei daro'n wael yn yr ysgol, rhaid iddynt adael yr ysgol cyn gynted ag y bo modd a dilyn canllawiau hunan ynysu.</li> <li>Ysgol i fonitro absenoldeb salwch dysgwyr a dweud wrth yr ALL am unrhyw achos a amheuir o symptomau Covid-19.</li> </ul> <p><b>Dywed y Prif Swyddog Meddygol nad oes unrhyw dystiolaeth i gefnogi'r angen i wisgo gorchuddion wyneb anfeddygol ar raddfa eang yn y gymuned. Argymhellir y rhain pan na ellir cadw pellter cymdeithasol.</b></p> <p><b>Dylid ymateb i unrhyw haint drwy ddefnyddio'r strategaeth Profi, Olrhain, Diogelu. Dylid rheoli achosion o COVID-19 a gadarnhawyd yng nghymuned yr ysgol, a dilyn cyngor y tîm diogelu iechyd lleol i ynysu'r haint.</b></p>		<p><b>Mae canllawiau diweddaraf LIC yn argymhell bod mesurau hanfodol yn cynnwys:</b></p> <ul style="list-style-type: none"> <li>pobl sy'n sâl yn aros gartref</li> <li>hyllendid dwylo ac anadlol cadarn</li> <li>gwell trefniadau glanhau</li> <li>ymwneud gweithredol â'r strategaeth Profi, Olrhain, Diogelu</li> <li>ystyried yn ffurfiol sut i leihau cyswllt a chadw i'r eithaf bellter cymdeithasol yn yr ysgol ble bynnag bo'n bosibl</li> <li>ystyried yn ffurfiol sut i leihau'r potensial ar gyfer halogiad cyn belled ag y bo'n rhesymol ymarferol</li> </ul> <p><b>Bydd strategaethau i leihau cyswllt yn dibynnu ar amgylchiadau'r ysgol, a bydd hyn yn cynnwys fel a ganlyn (gymaint ag y bo modd):</b></p> <ul style="list-style-type: none"> <li>grwpio dysgwyr gyda'i gilydd</li> <li>osgoi cyswllt rhwng grwpiau</li> <li>trefnu dosbarthiadau fel bod desgiau yn wynebu'r blaen</li> <li>staff yn cadw pellter oddi wrth ddisgyblion a staff eraill gymaint ag y bo modd.</li> </ul>	

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Dysgwyr a Staff	Anaf i ddysgwyr ar y safle	<ul style="list-style-type: none"> <li>Pe byddai dysgwr yn cael anaf yn yr ysgol, byddai'r staff yn rhoi sylw i'r anaf neu'n trefn i weld meddyg neu fynd i'r ysbyty.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Wrth roi sylw i unrhyw glwyfau ac ati, staff ysgol i ddefnyddio cyfarpar diogelu personol (PPE) pob amser.</li> <li>Gofyn am ganiatâd gan riant/gofalwr i fynd i'r feddygfa neu'r ysbyty yn ystod pandemig.</li> <li>Os oes unrhyw amheuaeth (neu'n methu cysylltu â rhiant/gofalwr), cysylltu â Galw GIG/Gwasanaethau Brys am gyngor.</li> </ul>		<ul style="list-style-type: none"> <li>Mae angen ystyried beth fyddai'n digwydd petai dysgwr yn cael ei anafu'n ddifrifol, neu fod rhywun â chyflwr meddygol angen mynd i'r ysbyty.</li> <li>Wrth gwrs, gellid galw'r gwasanaeth brys ar gyfer rhai digwyddiadau difrifol, ond nid pob tro.</li> <li>A yw staff yn fodlon mynd i'r ysbyty os na allai rhiant/gofalwr ddod i nol y dysgwr?</li> <li>A fyddai'r rhiant/gofalwr yn hapus i'r dysgwr fynd i'r ysbyty yn y lle cyntaf, gan gofio y gallai rhai fod yn amharod i fynd i'r ysbyty ar hyn o bryd?</li> </ul>	
Dysgwyr a Staff	Gwisg ysgol	<ul style="list-style-type: none"> <li>Bydd plant wedi tyfu dros gyfnod y cyfyngiadau, efallai na fydd eu gwisg ysgol yn ffitio bellach.</li> <li>Bydd hyn yn broblem fawr os na roddir llawer o rybudd iddynt ddychwelyd i'r ysgol.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Yn wir, gallai'r sefyllfa fod yn waeth oherwydd problemau ariannol rhieni yn ystod cyfnod y cyfyngiadau, yn enwedig heb dâl llawn neu ddim tâl yn dod i mewn i'r tŷ.</li> <li>Mae angen i ysgolion ddangos cydymdeimlad ac efallai llacio rhai o'u rheolau o safbwynt gwisg ysgol.</li> <li><b>Corff llywodraethu ysgol sy'n gwneud penderfyniadau ynghylch gwisg ysgol. Fe wnaeth rhai ysgolion lacio eu</b></li> </ul>		<ul style="list-style-type: none"> <li>Ddylai ysgolion groesawu dysgwyr yn ôl heb wisg ysgol?</li> <li>Mae'n bwysig bod y neges hon yn cael ei rhannu gyda'r holl rieni.</li> <li>Os yn bosib, rhoi amser synhwyrol i rieni roi trefn ar sefyllfa'r wisg ysgol.</li> <li>Ble mae rhieni yn cael trafferthion ariannol, yna dylai ysgolion geisio darparu'r wisg ysgol i'r plentyn/plant.</li> <li>Efallai annog rhieni sy'n cael trafferth i drefnu'r esgidiau a gallai'r ysgol helpu efo'r wisg ysgol, gellid hefyd gofyn i'r Gymdeithas Rieni efo gwerthu/ffeirio.</li> </ul>	
Dysgwyr a Staff	Cod Gwisg Staff	<ul style="list-style-type: none"> <li>Cod gwisg presennol ddim yn ymarferol efallai.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Bu rhywfaint o drafodaeth y dylai staff ystyried golchi eu dillad ar ddiwedd pob diwrnod i leihau'r potensial i drosglwyddo haint.</li> <li><b>Dylai unrhyw newid i ddisgwyliadau o ran gwisg ysgol</b></li> </ul>		<ul style="list-style-type: none"> <li>Efallai bydd ysgolion eisiau ystyried gwisg llai ffurfiol.</li> </ul>	
"Y Diwrnod Ysgol"	Cyrraedd yr Ysgol	<ul style="list-style-type: none"> <li>Pob cerbyd i gyrraedd yr ysgol a gollwng mewn un lle canolog.</li> <li>Gofyn i rieni beidio â dod â'u plant ar safle'r ysgol, neu gyfyngu mynediad at adeiladau'r ysgol.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Efallai bydd ysgolion eisiau ystyried amseroedd cychwyn gwasgarog neu wasgaru grwpiau Blwyddyn dros sesiynau bore a phrynhawn ar wahân.</li> <li>Pob dysgwr i aros yn y taci nes daw staff i'w nol nhw.</li> <li>Dysgwyr i ddod i mewn drwy un drws dynodedig a golchi dwylo cyn mynd i'r dosbarth.</li> <li>Efallai bydd ysgolion eisiau ystyried i ddysgwyr aros mewn dosbarthiadau dynodedig ac i'r staff symud i'r dosbarthiadau hyn.</li> </ul>		<ul style="list-style-type: none"> <li>Disgyblion nad ydynt yn yr ysgol yn cael eu denu i gyfarfod â ffrindiau tu allan i'r ysgol a fyddai'n codi peryglon ychwanegol.</li> <li>Dylid parhau i gysylltu o bell â rhiant/gofalwr.</li> <li><b>Os yw'n bosibl, dylai ysgolion ystyried amseroedd dechrau gwasgarog, neu addasu amseroedd dechrau a gorffen i gadw grwpiau ar wahân wrth iddynt gyrraedd a gadael yr ysgol. Ni ddylai amseroedd dechrau a gorffen gwasgarog leihau nifer yr oriau addysgu. Gall dechrau gwasgarog, er enghraifft, gynnwys cywasgu/gwasgaru cyfnodau rhydd neu amser egwyl ond cadw'r un faint o amser addysgu, neu gadw hyd y diwrnod yr un fath ond dechrau a gorffen yn hwyrach i osgoi'r cyfnod prysur. Dylai ysgolion ystyried sut i gyfleu hyn i rieni/gofalwyr a'u hatgoffa am y broses ar gyfer gollwng plant a'u casglu, gan gofio na chaniateir ymgynnull wrth gât yr ysgol na dod ar safle'r ysgol heb apwyntiad.</b></li> <li><b>Dylai ysgolion hefyd gael proses ar gyfer tynnu gorchudd wyneb pan fydd dysgwyr a staff sy'n eu defnyddio yn cyrraedd yr ysgol, a dylid cyfleu hyn yn glir iddynt. Rhaid cyfarwyddo'r dysgwyr i beidio â chyffwrdd tu blaen eu</b></li> </ul>	
"Y Diwrnod Ysgol"	Cyrraedd y Dosbarth	<ul style="list-style-type: none"> <li>Gall cyfyngiadau'r adeilad olygu ychydig iawn o ddisgyblion ym mhob dosbarth.</li> <li>Wrth weithredu polisi disgyblion statig a staff symudol, byddai'n rhaid i hyn fod ar sail gwaith prosiect.</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Symud desgiau i sicrhau cadw pellter cymdeithasol.</li> <li>Pob disgybl i gael ei le ei hun a'i gyfarpar ei hun i weithio</li> <li>Bydd angen i'r amserlen ystyried amser i gymryd egwyl i fynd i'r toiled, fesul dipyn.</li> <li><b>Wrth lunio amserlen, dylai grwpiau gael eu cadw ar wahân a dylid lleihau'r symud o gwmpas safle'r ysgol. Er mai risg isel yw pasio yn y coridor neu'r lle chwarae, dylai ysgolion osgoi creu coridorau, mynedfeydd ac allanfeydd prysur. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amserau cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</b></li> </ul>		<ul style="list-style-type: none"> <li>A oes digon o doiledau/cyfleusterau ymolchi yn y bloc addysgu cyfyngedig/dynodedig?</li> <li>A oes digon o gyfleusterau golchi dwylo?</li> <li>Ystyried system unffordd tu mewn a thu allan i'r ysgol</li> <li>Gadael drysau ar agor (ar wahân i ddrysau tân) fel nad oes angen cyffwrdd â dolenni drysau ac ati. Yn yr achos hwn, bydd angen i ysgolion adolygu eu polisiadau diogelu.</li> </ul>	
"Y Diwrnod Ysgol"	Addoli ar y cyd a Gwasanaethau	<ul style="list-style-type: none"> <li>Addoli ar y cyd/gwasanaethau dyddiol yn unol ag amserlen yr ysgol.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Dim addoli ar y cyd fel ysgol gyfan/cyfnod allweddol na gwasanaethau.</li> <li>Cynnal addoli ar y cyd mewn dosbarthiadau unigol.</li> </ul>		<ul style="list-style-type: none"> <li><b>Dylid cadw grwpiau cyswllt ar wahân lle bo'n bosibl, sy'n golygu y dylai ysgolion osgoi cyfarfodydd mawr fel gwasanaethau boreol neu addoli ar y cyd gyda mwy nag un grŵp.</b></li> </ul>	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd	Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd	Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoledeb
"Y Diwrnod Ysgol"	Amseroedd Egwyl/Cinio	<ul style="list-style-type: none"> <li>Mae risg sylweddol i'r gofyn am gadw pellter cymdeithasol, a gallu staff i blismona gofynion yn ddiogel.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Dylid rhoi ystyriaeth i gwtogi'r diwrnod i leihau grwpiau torfol amser egwyl.</li> <li>Dylid rhoi ystyriaeth bellach i ddileu'r angen am amser cinio drwy gwtogi'r diwrnod a graddoli grwpiau blwyddyn rhwng y bore a'r prynhawn.</li> <li>Gellid parhau i weithredu'r drefn bresennol i blant PYD.</li> </ul>				<ul style="list-style-type: none"> <li>Byddai hyn yn dibynnu ar nifer y disgyblion a faint o dir sydd ar gael - posibl cael ardaloedd ac ati - rheolau chwarae/ymgylltu ac ati - gellid ymgynghori â disgyblion.</li> <li>Byddi angen adolygu cynigion i ddefnyddio'r ffreutur i raddau, neu ddim o gwbl, yn unol â'r arweiniad gan y Llywodraeth ar ysgolion yn darparu prydau ar y safle.</li> </ul> <p style="text-align: right;"><b>Ar yr amserlen, dylai grwpiau gael eu cadw ar wahân a dylid lleihau'r symud o gwmpas safle'r ysgol. Er mai risg isel yw pasio yn y coridor neu'r lle chwarae, dylai ysgolion osgoi creu coridorau, mynedfeydd ac allanfeydd prysur. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amseroedd cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</b></p>	
Trefniadau Domestig	Arlwyio	Gall dysgwyr gael prydau amser cinio yn yr ysgol.	3	4	12	<ul style="list-style-type: none"> <li>Dylai dysgwyr fwyta yn eu hystafelloedd dosbarth eu hunain lle bo'n bosibl.</li> <li>A fydd dysgwyr yn cael eu hannog i ddog â'u cinio eu hunain? - Holwch adran arlwyio'r ALL. Dylai ysgolion hefyd ystyried amseroedd egwyl ac amserau cinio gwasgarol (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</li> </ul> <p><b>Dylai ysgolion hefyd ystyried amseroedd egwyl ac amseroedd cinio gwasgarog (ac amser ar gyfer glanhau arwynebau yn y neuadd fwyta rhwng grwpiau).</b></p> <p><b>Mae Llywodraeth Cymru yn disgwyl y bydd ceginau ysgol yn agored yn llawn o ddechrau tymor yr hydref ac y bydd gofynion cyfreithiol arferol yn berthnasol o ran darparu bwyd i bob disgybl sydd am ei gael, gan gynnwys y rheiny sy'n gymwys i gael prydau ysgol am ddim.</b></p>				<ul style="list-style-type: none"> <li>Dylai'r ddarpariaeth ystyried a ddylai gynnwys brecwast, cinio ac, o bosibl, swper pan fo angen am hyd y gofal. Efallai y bydd angen byrbrydau hefyd.</li> <li>Os yw'n bosibl, dylid gweini bwyd yn yr ystafelloedd lle mae'r dysgwyr yn ymgymryd â gweithgaredd. Mae hyn yn lleihau'r risg o drosglwyddo haint. Dylid glanhau'r ardal yn unol â'r canllawiau ar ôl bwyta.</li> <li>Dylai staff sicrhau eu bod yn parhau i ymbellhau'n gymdeithasol yn ystod amseroedd bwyd a dylai dysgwyr eistedd dau fetr oddi wrth ei gilydd.</li> <li>Yn yr achos hwn, dylid cael gwared ar y byrddau o annibendod, wedi'u diheintio, ac yn weledol lân cyn darparu'r pryd/byrbryd.</li> <li>Os oes unrhyw bryderon, dylai ysgolion a lleoliadau ofyn am gyngor eu tîm iechyd yr amgylchedd lleol am gyngor.</li> <li>Dylai dysgwyr hefyd olchi eu dwylo cyn ac ar ôl bwyta a dylai staff hefyd olchi eu dwylo cyn ac ar ôl gweini bwyd.</li> <li>Efallai y bydd yr ysgol neu'r lleoliad am ystyried darparu prydau ar gyfer staff hefyd er mwyn lleihau nifer y gwrthrychau sy'n cael eu trosglwyddo o'r adeilad ac i'r adeiladau.</li> <li>Dylai awdurdodau lleol a phenaethiaid weithio gyda darparwyr a chyflenwyr bwyd i sicrhau bod hylendid yn cael ei wneud yn drylwyr iawn, gan gynnwys paratoi, defnyddio a gwaredu.</li> <li>Rhaid peidio â rhannu bwyd. Dylid gwahanu unrhyw fyrbrydau yn glir i osgoi hyn</li> <li>Gallai amser cinio ac egwyl gael ei wahanu i gefnogi ymbellhau cymdeithasol.</li> </ul>	
Trefniadau Domestig	Dal/Lledaenu. Methu cadw pellter cymdeithasol wrth roi gofal personol.	<ul style="list-style-type: none"> <li>Mae ysgolion wrthi'n dilyn canllawiau iechyd Cyhoeddus Cymru ar fenig a ffedogau.</li> <li>Dylai masgiau wyneb fod ar gael i staff.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Dilyn canllawiau ar gyfarpar diogelu personol gan gynnwys masgiau wyneb, ffedogau a menig.</li> <li>Rhoi gwastraff mewn dau fag.</li> <li>Gofalu bod biniau gwastraff yn cael eu gwagio pob diwrnod gan y tîm gofalwyr.</li> <li>Cynyddu oriau glanhau fel bod arwynebau yn cael eu glanhau yn drylwyr ar ddiwedd y dydd/shifft.</li> </ul> <p><b>Dylai ysgolion barhau i ddefnyddio menyf a ffedogau wrth ddarparu gofal personol i blant neu berson ifanc. Mae hyn yn cynnwys gofal personol, ymarferol fel ymolchi, mynd i'r toiled, cymorth cyntaf a rhai gweithdrefnau clinigol megis bwydo â chymorth. Dylid gwisgo masgiau llawfeddygol a sbectol diogelu llygaidd sy'n gwrthsefyll hylifau os yw'r asesiad risg yn datgan bod risg o sbasio'r llygaidd, er enghraifft drwy beswch, poeri neu chwydu. Dylid defnyddio menyf, gynau sy'n gwrthsefyll hylif, masgiau FFP3 a sbectol diogelu llygaidd wrth ymgymryd â gweithdrefnau sy'n cynhyrchu aerosol, megis sugno. Dylid defnyddio menyf a ffedogau wrth lanhau offer neu arwynebau a allai fod wedi'u halogi gan hylifau corff megis poer neu secretiad anadlol.</b></p>				<ul style="list-style-type: none"> <li>Adolygwch oriau/arferion glanhau i feithrin hyder y cyhoedd.</li> <li>Mae angen strategaeth ar gyfer unrhyw aelod o'r ysgol sy'n arddangos symptomau Covid-19.</li> <li>Polisi ar waith ar gyfer hysbysu cymuned yr ysgol am unrhyw achosion a gadarnhawyd a'r gallu i olrhain, lle bo hynny'n rhesymol, eraill a allai fod wedi dod i gysylltiad â'r achos a gadarnhawyd.</li> <li>Y Cyngor presennol yw nad oes angen sgrinio tymheredd. Bydd rhieni/gofalwyr y dysgwyr yn gallu gwirio eu tymheredd. Beth bynnag, ni fydd sgrinio'n nodi pob achos o Covid-19 a gall y dull o wirio'r tymheredd roi staff mewn mwy o berygl o drosglwyddo. Bydd hyn yn cael ei adolygu'n rheolaidd. Wrth gwrs, dylai staff fod yn wylidwros o newidiadau i dymheredd ac arwyddion twymyn y plant.</li> <li>Ni ddylid anfon unrhyw ddysgwyr â symptomau i'r ysgol o gwbl ac mae'n hanfodol bod rhieni/gofalwyr yn cael eu hannog i weithredu'n unol â hynny.</li> <li>I'r mwyafrif helaeth o ddysgwyr, mae Covid-19 yn salwch ysgafn. Cynghorwyd dysgwyr sydd wedi'u dosbarthu fel rhai sy'n amddiffyn oherwydd cyflirau meddygol a oedd yn bodoli eisoes i ymgymryd â mesurau penodol i ' gysgodi '. Mae gan y dysgwyr hyn gyflirau iechyd sylfaenol difrifol sy'n eu rhoi mewn perygl uchel o salwch difrifol o Covid-19 ac fe'u cynghorir i ddilyn mesurau gwarchod yn drylwyr er mwyn eu cadw eu hunain yn ddiogel. Ni ddylai ysgolion ddisgwyl i'r dysgwyr hyn fynychu ysgolion neu lleoliadau ar hyn o bryd, a dylent barhau i gael cymorth gartref gyfaint â phosibl.</li> <li>Unwaith y bydd rhywun yr amheuir ei fod wedi cael cadarnhad neu fod ganddo symptomau wedi'i nodi, rhaid nodi pob ardal lle mae'r person hwn wedi'i adnabod a'i gadw'n glir. Dylai'r broses o reoli'r ardal fod yn ffisegol lle bo'n bosibl h.y. rhwystrau gydag arwyddion addas neu y tu ôl i ddrwsau wedi'u cloi. Dylid glanhau cyn aiffeddiannol yn dilyn canllawiau ' Covid-19: glanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd '.</li> <li>Bydd angen ystyried plant a phobl ifanc sy'n agored i niwed yn glinigol (nad ydynt yn gwarchod) fesul achos, ond wrth gwrs, ni fydded ond yn disgwyl i'r rhain fod yn bresennol os yw rhieni/gofalwyr yn fodlon bod hyn yn ddiogel iddynt.</li> <li>Mae risg y bydd dysgwyr (a staff) yn ofidus a hyd yn oed yn crio wrth ddychwelyd i'r ysgol.</li> </ul>	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Diriffoledeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Diriffoledeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoleb
Trefniadau Domestig	Ymwelwyr â'r Ysgol	<ul style="list-style-type: none"> <li>Dim ond ymwelwyr hanfodol i ddod i'r brif dderbynfia ac aros i staff ddod i gyfarfod â nhw.</li> <li>Dim ymwelwyr oni bai bod hyn wedi'i drefnu o flaen llaw.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Pob ymwelydd i fod wedi'i drefnu o flaen llaw.</li> <li>Dim ymwelwyr allanol heblaw am ymwelwyr allweddol e.e. nyrs ysgol, gweithwyr cymdeithasol amddiffyn plant.</li> <li>Canslo pob ymweliad/cyswllt anstatudol neu eu gwneud drwy rith gyfarfodydd.</li> </ul>		<ul style="list-style-type: none"> <li>Cefnogaeth yr ALL i reoli disgwyliadau rhieni ac asiantaethau allanol bod ysgolion yn rhedeg 'yn ôl yr arfer' yn syth.</li> <li>Dim ymweliadau na chyfarfodydd afraid - gallent fod dros y ffôn neu Teams ac ati</li> <li>Rhaid cadw cydbwysedd rhwng diogelwch y safle a'r polisi o gadw pob drws ar agor ar wahân i ddrysau tân a drysau toiled.</li> </ul> <p><b>Dylai ysgolion a lleoliadau ystyried sut i reoli ymwelwyr eraill â'r safle, megis Contractwyr. Dylent sicrhau bod canllawiau safle ar gadw pellter cymdeithasol a hylendid yn cael eu hegluro i ymwelwyr wrth iddynt gyrraedd, neu o flaen llaw. Dylai ymweliadau ddigwydd y tu allan i oriau ysgol os yw'n bosibl. Dylid cadw cofnod o bob ymwelydd.</b></p>	
Trefniadau Domestig	Prosesau Glanhau	<ul style="list-style-type: none"> <li>Newid prosesau glanhau i ganolbwyntio ar arwynebau, drysau a manau cyffredin.</li> <li>Gofynnir i bob staff fod yn ystyriol a chefnogi prosesau glanhau.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Glanhau i ganolbwyntio ar y blociau cyfyngedig a datblygu polisi glanhau trylwyr. Mae mwy o lanhau yn cynnwys glanhau arwynebau sydd yn cael eu cyffordd yn aml gan ddefnyddio cynhyrchion safonol, fel glanedyddion a blew.</li> </ul> <p><b>Mae mwy o lanhau yn cynnwys glanhau arwynebau a gyffyrddir yn aml gyda cynhyrchion safonol, megis glanedydd a channydd.</b></p> <p><b>Dylai ysgolion a lleoliadau ddilyn y canllawiau diweddaraf ar lanhau mewn lleoliadau nad ydynt yn rhai gofal iechyd. Mae pwyntiau i'w hystyried a'u gweithredu yn cynnwys rhoi amserlen lanhau ar waith sy'n sicrhau gwella glanhau yn gyffredinol, fel a ganlyn:</b></p> <ul style="list-style-type: none"> <li>glanhau ystafelloedd/mannau a rennir yn fwy aml ar ôl iddynt gael eu defnyddio gan wahanol grwpiau, neu lanhau'n fwy aml nag arfer arwynebau a gyffyrddir yn aml.</li> <li>Ile bo'n bosibl, mae angen darparu toiledau ar wahân ar gyfer gwahanol grwpiau cyswllt. Lle nad yw hyn yn bosibl, bydd defnyddio diheintydd dwylo cyn mynd i mewn i'r toiled a sicrhau bod y toiledau'n cael eu glanhau'n rheolaidd yn helpu. Rhaid annog dysgwyr i</li> </ul>		<ul style="list-style-type: none"> <li>Costau cysylltiedig oherwydd ymateb i asesiad risg.</li> </ul>	
Arweiniad a Dogfennau	Adolygu Polisiâu Allweddol	<ul style="list-style-type: none"> <li>Arfarnu'r polisiâu cyfredol i sicrhau y byddant yn gwrthsefyll craffu dan y gofynion presennol.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Gosod strwythur adolygu polisi i sicrhau craffu a chymeradwyaeth gan y Corff Llywodraethu.</li> </ul>		<ul style="list-style-type: none"> <li>Cysylltu ag ALL i rannu arferion da a chydymffurfriad.</li> </ul>	

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Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Dirifoldeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb	
Arweiniad a Dogfennau	Creu canllawiau ysgol newydd	<ul style="list-style-type: none"> <li>Mae'r arferion gwaith presennol wedi esblygu yn ystod cyfnod ail bwrpasu ysgolion.</li> <li>Dylai ysgolion ystyried gosod arweiniad newydd ar gyfer y cyfnod ail ymgysylltu nesaf hwn.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Datblygu set o ddisgwyliadau ac egwyddorion canllaw i'r holl randdeiliaid. <b>Bydd yn bwysig bod ysgolion yn gwella'r awyru mewn ystafelloedd dosbarth (er enghraifft, drwy agor ffenestri lle bo'n ddiogel gwneud hynny.) Mae awyru da yn hanfodol bob amser. Dylai ysgolion sicrhau bod pob system yn gweithio yn eu dull gweithredu arferol.</b></li> <li><b>Dylid defnyddio awyru naturiol trwy agor ffenestri neu awyrellau cyn belled ag y bo modd. Lle bo awyru canolog neu fecanyddol, dylid addasu systemau ailgylchiadol i awyr iach llawn. Os nad yw hyn yn bosibl, dylid gweithredu systemau fel arfer. Os oes gan unedau awyru hidlyddion, sicrhewch ofal priodol wrth newid hidlyddion.</b></li> </ul>			<ul style="list-style-type: none"> <li>Gwirio efo Adnoddau Dynol bod unrhyw arweiniad diwygiedig yn cydymffurfio â chytundebau efo Undebau a Chymdeithas.</li> <li>Gall ysgolion fod eisiau ystyried datblygu llawlyfr (copi caled ac/neu ar-lein) i gyfeirio ato ar gyfer y trefniadau gweithredu newydd.</li> </ul>	
Arweiniad a Dogfennau	Larwm Tân/Gadael mewn achos o dân	<ul style="list-style-type: none"> <li>Mae'n bosib nad oes unrhyw ymarferion tân, profion larwm ac ati wedi cael eu cynnal yn ystod cyfnod y cyfyngiadau.</li> <li>Efallai na fyddai mesurau arferol ysgol yn briodol yn ystod y cyfnod hwn oherwydd cadw pellter cymdeithasol a newidiadau posibl i goridorau/llwybrau allan o adeilad yr ysgol.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Adolygu Asesiad Risg Tân.</li> <li>Profion larwm tân wythnosol, yn ôl yr arfer.</li> <li>Gohirio ymarferion gwagio'r adeilad mewn achos o dân (adolygu'r sefyllfa pob 6 wythnos).</li> <li>Cadw pellter cymdeithasol wrth wagio'r adeilad, os yn ymarferol.</li> <li>Cadw pellter cymdeithasol mewn man ymgynnull tân.</li> </ul>				
Parhad Dysgu	Adolygu dull dysgu o bell i gynnwys mwy o ddysgwyr yn cael cyswllt â'r ysgol.	<ul style="list-style-type: none"> <li>Mae llawer o ysgolion yn gweithredu efo tua 2% o boblogaeth yr ysgol.</li> <li>Bydd unrhyw ail ymgysylltu yn effeithio'n sylweddol ar y trefniadau hyn.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Yn ôl cyfrifiadau cynhwysedd a modelu disgwyliadau, awgrymir y gallai ail ymgysylltu cychwynnol fod rhwng 15% a 40%.</li> </ul>			<ul style="list-style-type: none"> <li>Dylai trefniadau gweithredu edrych ar effaith ymarferol ail ymgysylltu gan ddechrau ar 15% yn wreiddiol a chodi fesul 10%.</li> </ul>	
Parhad Dysgu	Diwrnod cyflwyno staff i'r prosesau newydd	<ul style="list-style-type: none"> <li>Yn rhan o'r rhaglen gynllunio, dylai ysgolion geisio cael rhaglenni datblygiad profesiynol yn seiliedig ar y gweithdrefnau newydd.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Gall ysgolion ddymuno ystyried graddoli yr hyfforddiant hwn i sicrhau canllawiau cadw pellter cymdeithasol priodol.</li> </ul>			<ul style="list-style-type: none"> <li>Rhaglen raddol yn cynnwys hyfforddiant ac arweiniad ar yr arferion, y trefniadau a'r polisiau gweithredu newydd, ac amser i staff baratoi'n bersonol.</li> <li>Dylid hefyd rhoi amser i addasu eu dosbarthiadau yn unol â'r trefniadau gweithredu newydd. <b>Gweler polisi a chanllawiau arfer GwE ar Ddysgu Cyfunol</b></li> </ul>	

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd Dirifoldeb	Sgôr	Mesurau Ychwanegol	Tebygolrwydd Dirifoldeb	Sgôr	Sylwadau Ychwanegol	Cyfrifoldeb
Parhad Dysgu	Rhaglen Gyflwyno i Ddysgwyr	<ul style="list-style-type: none"> <li>Bydd dysgwyr wedi cael llw o emosiynau a phrofiadau ers 23 Mawrth, 2020.</li> <li>Caiff hyn gryn effaith ar y ddarpariaeth fugeiliol mewn ysgol.</li> </ul>	4	4	16			<ul style="list-style-type: none"> <li>Dylai gwasanaethau cymorth a lles yr ALL gysylltu ag ysgolion i helpu efo arweiniad yn gysylltiedig â 'thrawma' a, ble bo'n briodol, gwasanaethau profedigaeth.</li> <li>Dylid gwneud yn glir i bawb yn y gymuned bod y Cwricwlwm Cenedlaethol yn dal wedi'i atal ac nad oes disgwyl i ysgolion fod yn cyflwyno cwricwlwm tebyg i strwythur a chynnwys yr hyn a gafwyd cyn 23 Mawrth, 2020 hyd nes byd y Cwricwlwm Cenedlaethol wedi'i adfer unwaith eto.</li> <li>Ble bydd grwpiau blwyddyn yn dychwelyd i'r ysgol, dylai arweinydd ysgol ystyried:                             <ul style="list-style-type: none"> <li>- iechyd meddwl a lles dysgwyr, ac adnabod unrhyw ddsygwr allai fod angen cymorth ychwanegol er mwyn bod yn barod i ddsygu;</li> <li>- asesu ble mae dysgwyr arni yn eu dysgu, a chytuno pa addasiadau sydd angen eu gwneud i gwricwlwm yr ysgol dros yr wythnosau nesaf;</li> <li>- adnabod a chynllunio sut oriau i gefnogi addysgu grwpiau anghenion uchel, gan gynnwys dysgwyr difreintiedig, dysgwyr AAA ac Anawsterau a dysgwyr bregus.</li> <li>- cefnogi dysgwyr Blwyddyn 6 yr ysgolion cynradd i gydweithio â chydweithwyr uwchradd i'w cynnal wrth iddynt drosglwyddo i Flwyddyn 7.</li> </ul> </li> <li>Dylai ysgolion wneud eu gorau i gefnogi dysgwyr sy'n mynd i'r ysgol yn ogystal â'r rheiny sy'n aros adref, gan ddefnyddio cymorth dysgu o bell.</li> </ul>	
Parhad Dysgu	Adolygu'r Cynnig Cwricwlwm	<ul style="list-style-type: none"> <li>Mae'n annhebygol y gellid ailadrodd y cynnig cwricwlwm safonol a gafodd disgyblion yn Nghymor yr Hydref (2019) dan y cyfyngiadau diwygiedig.</li> </ul>	3	3	9			<ul style="list-style-type: none"> <li>Dylai ysgolion ystyried ailstrwythuro eu cynnig cwricwlwm naill ai ar sail cynnig craidd, craidd + cynnig neu gynnig prosiect.</li> </ul>	
Sicrhau Disgwyliadau	Dim cydymffurfio â rheolau	<ul style="list-style-type: none"> <li>Rheolau'r safle yn cael eu rhannu â holl weithwyr ysgol, dysgwyr, rhieni/gofalwyr drwy drafodaethau anffurfiol, llythyrau, e-bost ac ati.</li> <li>Staff yn monitro rheolau'r safle fel y bo angen.</li> </ul>	2	4	8			<ul style="list-style-type: none"> <li>Pawb i fod yn ymwybodol o reolau'r safle boed yn weithwyr, dysgwyr, rhieni/gofalwyr.</li> <li>Arwyddion i atgyfnerthu rheolau'r safle ac arweiniad Covid-19.</li> <li>Pennaeth/Athrawon dynodedig yn monitro a gweithredu rheolau'r safle a gofynion cadw pellter cymdeithasol.</li> <li>Cymerir camau disgyblu yn erbyn unigolion sydd yn methu dro ar ôl tro i ddilyn unrhyw reolau safle/ALL.</li> </ul>	
Sicrhau Disgwyliadau	Cyfathrebu â rhieni/gofalwyr	<ul style="list-style-type: none"> <li>Cydnabyddir bod cynnal perthynas effeithiol a chadarnhaol rhwng yr ysgol a'r cartref yn greiddiol ac, yn rhan o hyn, mae ysgolion wrthi'n defnyddio ystod o ddulliau ar gyfer cyfathrebu efo rhieni/gofalwyr i gynnwys galwadau ffôn, defnyddio'r cyfryngau cymdeithasol, e-bost, testun, defnyddio Hwb a thynnu partneriaid i mewn i gefnogi teuluoedd efo adnoddau.</li> <li>Gall negeseuon ar newyddion cenedlaethol a Chymru arwain ar beth dryswch o ran y goblygiadau i'w hardal leol nhw.</li> </ul>	3	4	12			<ul style="list-style-type: none"> <li>Dylai ysgolion a lleoliadau ddarparu dulliau cyfathrebu clir er mwyn sicrhau bod rhieni/gofalwyr yn deall disgwyliadau. Gallai hyn gynnwys:                             <ul style="list-style-type: none"> <li>Rhybudd ymlaen llaw gan rieni ynghylch a fyddant yn anfon eu plant.</li> <li>Cynghorwch y rhieni i ddatgan nad yw eu plant wedi dangos symptomau Covid-19.</li> <li>Eglurder o ran trefniadau trafniadaeth i ac o safle'r ysgol, bydd hyn hefyd yn cynnwys gollwng a chasglu.</li> <li>Amseru diwrnod ysgol – yn enwedig os yw'r ysgol yn amseroedd cychwyn syfrdanol.</li> <li>Mynedfeydd ac allanfeydd ysgol – gall hyn fod yn wahanol i drefniadau "arferol".</li> <li>Trefniadau bwyta a pholisi hylendid.</li> <li>Gweithdrefnau os yw plentyn yn mynd yn sâl yn ystod amser yn yr ysgol.</li> <li>Trefniadau ar gyfer grwpiau o ddsygwr drwy gydol y diwrnod ysgol.</li> <li>Protocolau clir ar gyfer plant iach sy'n dychwelyd i'r ysgol yn unig, yn deall beth sy'n digwydd yn ystod y dydd os bydd plentyn yn troi'n sâl.</li> <li>Ysgolion i ystyried y dull o gefnogi teuluoedd cyfan gyda mwy nag un plentyn yn dychwelyd ar yr un pryd.</li> </ul> </li> <li>Ysgolion i ystyried sut y gall rhieni roi adborth i ysgolion-holiadur ar farnau am dychwelyd, adborth ar ddsygu o bell a chymorth sydd ei angen ar blant.</li> </ul> <p><b>Mae strategaeth gyfathrebu glir yn arbennig o bwysig mewn lleoliadau addysgol a gofal plant, o gofio faint o sylw y mae'r math hwn o ddiwyddiad yn debygol o'i gael gan y cyfryngau. Mae'n hanfodol felly cynnwys cyd-weithwyr o dimau cyfathrebu Iechyd Cyhoeddus Cymru a sefydliadau partner yn gynnar.</b></p>	

COVID-19 - PARATOI I AIL AGOR YSGOLION - ASESAD RISG YSGOL UWCHRADD

Grŵp	Maes Pryder	Mesurau Presennol	Tebygolrwydd			Mesurau Ychwanegol	Tebygolrwydd			Sylwadau Ychwanegol	Cyfrifoldeb
			Difrifoldeb	Sgôr			Difrifoldeb	Sgôr			



A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?



A ydych yn fodlon bod y risgiau a nodiwyd wedi cael sylw?

A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?





A ydych yn fodlon bod y risgiau a nodiwyd wedi cael sylw?

	A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?					



A ydych yn fodlon bod y risgiau a nodwyd wedi cael sylw?

## DASHBOARD GUIDANCE

Click here for an overview of the documents available on the dashboard

Click here for the overarching principles

Click on the "i" for simple guidance on how to use the dashboard

Click on one of the nine boxes to access a range of documents, guidance and templates

Document or template description

Click on the hyperlink to open the document. After opening the document, you can save the document on your PC in the usual way

Click on home icon to return to the menu page

### TEACHING & LEARNING

	DESCRIPTION	HYPERLINKS
1	Primary Teaching and Learning Guidance	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Primary-Teaching-and-Learning-Guidance-Eng.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Primary-Teaching-and-Learning-Guidance-Eng.docx</a>
2	Secondary Teaching and Learning Guidance	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Secondary-Teaching-and-Learning-Guidance-Eng.3.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Secondary-Teaching-and-Learning-Guidance-Eng.3.docx</a>
3		
4		
5		
6		
7		
8		

## DASHBOARD OVERVIEW

The intention of this dashboard is to support all school settings across the region with a framework of support. This library of documents for guidance is accessible for schools as needed during these challenging times. There are many documents held within and these have been organised under a variety of themes. To help guide you through this, we hope the following directory is useful. Further documents will be made available over the next few weeks.

### CONTENT

Aspects for Consideration	Description of Document
Safety	Suggested supplement for policies in relation to COVID-19
	COVID-19 School Health & Safety Policy Supplement
	Addendum to School Visits Policy
	Guidance for Schools regarding Visitors on School Sites
	Social distancing protocol
	HSE: Working safely during the coronavirus outbreak - a short guide
	NFCC: Covid-19 - Protection - Advice to Businesses
	Covid-19 Supplement for School Policy on First Aid
	WG: Coronavirus and personal protective equipment (PPE)
	Recommended PPE for healthcare workers by secondary care inpatient clinical setting, NHS and independent sector
	Putting on personal protective equipment (PPE)
	Taking off personal protective equipment (PPE)
	Public Health England [PHE]: Putting on and removing Personal Protective Equipment [PPE] - a guide for health and social care settings
Site & Facilities	WG: Coronavirus (COVID-19): educational settings guidance (version 4)
	Site and Facilities - Hygiene protocols
	TU: Preparations of teaching spaces - Commentary and Checklist
	COVID-19 Schools Lettings Policy Supplement [letter template]
	CILIP: COVID-19 Guidance for School Libraries
	Zurich: School Site Reopening: Property Risk Management Guidance
	Cleaning - School COVID-19
	UK Government: COVID-19: Cleaning of Non-healthcare Settings

CONTENT	
Aspects for Consideration	Description of Document
Transport	Travelling safely during the coronavirus pandemic: guidance for the public
Staffing	HR Guidance Document
	All Wales COVID-19 Workforce Risk Assessment Tool
	WG Covid-19 Test Approach
	How to apply for a Covid-19 test
	WG Critical Workers Eligibility
	How are you doing? - Public Health Wales Guidance on well-being
	Education Minister's message to all school staff in Wales
Teaching & Learning	Primary Teaching and Learning Guidance
	Secondary Teaching and Learning Guidance
	Returning to School Feedback Considerations
	Considerations 'Check-in, Catch up' - Primary
	Ten ways of developing Distance Learning - Secondary
	Foundation Phase Provision Considerations
	Foundation Phase Blended Learning Model
	Blended Learning Model KS2 'pick and mix'
	Blended Learning Model KS2 - olympic games
	Blended Learning Model KS2 - outdoor project
	Blended Learning Model KS3 - Learning Together
	Blended Learning Model KS3 - The Environment
	Blended Learning Model KS3- What is for tea? Lasagne
	Blended Learning Guidance and Model KS4
	Summary of Regional Engagement during distance learning
Why consider a Recovery Curriculum?	

CONTENT	
Aspects for Consideration	Description of Document
Learner Support	Safeguarding Policy Supplement - COVID 19
	COVID-19 Looked After Children (LAC) Policy Supplement
	Aspects for Considerations - Pupil Support & Wellbeing
	Directory Supporting Pupil Support Wellbeing
	PDG Universal Wellbeing and Pupil Support Professional Learning Overview
	Whole School Approach to Wellbeing Toolkit
	The 5 ways and you - questionnaire
	Children's Commissioner for Wales: Coronavirus and Me
Communication	Preparing for the next phase of education - Draft Communication Strategy for Schools
	Letter to parents
	Example parent questions
	Pupil Information Booklet - to be amended for you school
	Bilingual Pupil Information Booklet - to be amended for your school
	Parent Information Booklet - to be amended for your school
	Example Overview for Parents - to be amended by the school
	Draft Guidance for Staff document
	Staff Information Booklet - to be amended for your school
	Example of Secondary Booklet
	Example of Video to Parents
	Recovery Curriculum June 2020 - Ysgol Tir Morfa
	Our Response to COVID-19 - Keeping our school community safe - Ysgol Tir Morfa
COVID-19 Class Protocols - Ysgol Tir Morfa	
Other Key Management Tasks	Risk Assessment Protocol
WG Guidance Documents	Unlocking our society and economy; continuing the conversation
	Leading Wales out of the coronavirus pandemic; a framework for recovery
	Operational guidance for schools and settings: Keep Education Safe (COVID-19)
	Guidance on learning over the summer term: Keep Education Safe (COVID-19)

**CONTENT**

Aspects for Consideration	Description of Document
Documents to Follow	Safety - Further guidance on specific policies
	Safety - Risk Assessment for staff
	Safety - Premises flow-chart
	Learner Support - Service Profiles for each Local Authority will be provided to schools with information on accessing services for key groups of learners
	Learner Support - Examples of wellbeing measures that schools can use to support all learners
	Learner Support - Regional Guidance on key support / provision such as CAMHS / Careers Wales
	Learner Support - Regional Guidance on Restore Approach and Supporting all learners back to school
	Communication - Further example content/ letters for school to share with parents and learners on expectations of new school arrangements
	Communication - Example of induction procedures of staff and learners

## OVERARCHING PRINCIPLES

### Preparation for the Next Phase of Education

On Wednesday 3rd June, the Education Minister, Kirsty Williams, announced that, “All children will have the opportunity to “**Check in, Catch Up, Prepare for summer and September**”. Welsh Government guidance will be published in the week beginning 8th June.

The announcement follows previous publications by Welsh Government:

- ‘**Unlocking our society and economy; continuing the conversation**’ on 15th May 2020.

<https://gov.wales/unlocking-our-society-and-economy-continuing-conversation>

To support this, Welsh Government published a ‘**Decision Framework for the next phase of education and childcare, including key considerations, planning and challenges**’. These documents set out the “current thinking” for how schools, other education settings and childcare providers’ operations will change to allow social distancing and other factors.

- ‘**Leading Wales out of the coronavirus pandemic; a framework for recovery**’ on 24th April 2020.

<https://gov.wales/leading-wales-out-coronavirus-pandemic>

A phased approach is being considered to returning more children and other learners to face-to-face education or childcare. This will not be one decision but a series of decisions over time increasing, or if need be, decreasing the operations of schools or other providers.

It is not yet clear how long social distancing requirements will need to remain in place. So long as these are present, schools and other providers will be limited in the number of children / learners they can accommodate at any one time. We must assume that social distancing will remain in place for the foreseeable future and any decisions will need to take this into account.

The **Decision Framework** sets out the high-level decisions that will need to be taken by Ministers. The “**Check in, Catch Up, Prepare for summer and September**” announcement builds on this and needs to be supported by decisions and activity at each level. Welsh Government will provide high-level guidance but it will be for schools and other providers, working with local authorities and consortia as appropriate, to develop ways of working (in line with that clear guidance), which allow for the return of children / learners to a safe and supportive environment.

Further guidance was published by Welsh Government on 10th June 2020.

<https://gov.wales/operational-guidance-schools-and-settings-keep-education-safe-covid-19>

<https://gov.wales/guidance-learning-over-summer-term-keep-education-safe>

The Education Minister has made it clear that any decision on the re-opening of schools in Wales will be guided by the very latest scientific advice and will be based on the determined five key principles being met:

1. The safety and mental, emotional and physical well-being of learners and staff.
2. Continuing our contribution to the national effort and strategy to fight the spread of COVID-19.
3. The confidence of parents and carers, staff and learners – based on evidence and information – so that they can plan ahead.
4. Ability to prioritise learners at key points, including those from disadvantaged backgrounds.
5. Consistency with the Welsh Government’s framework for decision-making, to have guidance in place to support measures such as distancing, managing attendance and wider protective actions.

This Decision Framework outlines three ‘phases’:

- Current Actions
- Preparing for the ‘new normal’
- Working in the ‘new normal’

Preparing for the ‘new normal’ – likely work that will need to be done to prepare for the ‘next phase’.

LAs / GwE / schools need to:

- Begin preparations now, before any decision is made or communicated
- Consider and appropriately support practical, wellbeing and training needs of school staff
- Work with schools to assess risk and capacity, (including likely take up of any additional provision and risks)
- Begin preparations in readiness for changes to operations (consider wide range of practical issues)
- Begin to think about children’s / learners’ needs and appropriate learning experiences
- Build on current provision by schools / Hubs for children of critical workers and vulnerable children
- Build on the work of the Hwb platform in Wales with all schools supporting learners remotely

A one size fits all approach will not work as the variables are numerous and pertinent to each individual school context. Decisions will have to be made at Local Authority level within a National Framework or/and by individual schools to best accommodate the preferred option.



Key responsibilities for guiding the next phase of education	
Tier	Responsibility
Welsh Government	<ul style="list-style-type: none"> <li>Set a clear purpose and rationale for 'new normal'</li> </ul>
	<ul style="list-style-type: none"> <li>Set out a Framework and guidance that define the roles of LAs and schools to re-open schools</li> </ul>
Local Authorities in partnership with GwE	<ul style="list-style-type: none"> <li>Implement national purpose and rationale for 'new normal'</li> </ul>
	<ul style="list-style-type: none"> <li>Adopt National Framework and guidance</li> </ul>
	<ul style="list-style-type: none"> <li>Produce a suite of policies to underpin the safe re-opening of schools</li> </ul>
	<ul style="list-style-type: none"> <li>Identify the logistics and infrastructure around key areas such as cleaning, catering, transport and capacity to deliver safe re-opening</li> </ul>
	<ul style="list-style-type: none"> <li>Undertake appropriate risk assessments for each sector to mitigate and manage safe re-opening</li> </ul>
Schools in partnership with LAs and GwE	<ul style="list-style-type: none"> <li>Implement national purpose and rationale for 'new normal'</li> </ul>
	<ul style="list-style-type: none"> <li>Adopt National Framework and guidance</li> </ul>
	<ul style="list-style-type: none"> <li>Adopt Local authority policies</li> </ul>
	<ul style="list-style-type: none"> <li>Undertake specific site risk assessments</li> </ul>
	<ul style="list-style-type: none"> <li>Create scenarios and plans to implement national purpose and rationale for opening / 'new normal'</li> </ul>
	<ul style="list-style-type: none"> <li>Inform parents and learners</li> </ul>

GwE / LA regional practical framework for the 'new normal'	
<p>This practical framework will guide and support schools across the region to plan the specific actions and decisions they will need to take in each phase. A common framework will enable schools to collaborate in sharing ideas and documentation.</p> <p>The framework will include resources to support planning for:</p>	
1.	Health and safety requirements
2.	Site and facilities arrangements
3.	Transport
4.	Staffing arrangements
5.	Blended teaching and learning
6.	Inclusion and pupil support
7.	Key management tasks
<p>Individual schools <b>should use</b> the framework to develop and implement their own more detailed, bespoke plans. These will reflect school phase, type and local context.</p>	

## SAFETY

DESCRIPTION		HYPERLINKS
1	Suggested supplement for policies in relation to COVID-19	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Suggested-supplement-for-policies-in-relation-to-COVID-19.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Suggested-supplement-for-policies-in-relation-to-COVID-19.pdf</a>
2	COVID-19 School Health & Safety Policy Supplement	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-SCHOOL-HEALTH-SAFETY-POLICY-SUPPLEMENT.docx.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-SCHOOL-HEALTH-SAFETY-POLICY-SUPPLEMENT.docx.pdf</a>
3	Addendum to School Visits Policy	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Addendum-to-Schools-Visits-Policy.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Addendum-to-Schools-Visits-Policy.pdf</a>
4	Guidance for Schools regarding Visitors on School Sites	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Guidance-for-schools-regarding-visitors-on-school-sites.docx.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Guidance-for-schools-regarding-visitors-on-school-sites.docx.pdf</a>
5	Social distancing protocol	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/03/Social-distancing-protocol.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/03/Social-distancing-protocol.pdf</a>
6	HSE: Working safely during the coronavirus outbreak - a short guide	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/HSE-Working-safely-during-the-coronavirus-outbreak-a-short-guide.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/HSE-Working-safely-during-the-coronavirus-outbreak-a-short-guide.pdf</a>
7	NFCC: Covid-19 - Protection - Advice to Businesses	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/NFCC-Covid-19-Protection-Advice-to-Businesses.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/NFCC-Covid-19-Protection-Advice-to-Businesses.pdf</a>
8	Covid-19 Supplement for School Policy on First Aid	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Covid-19-Supplement-for-School-Policy-on-First-Aid.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Covid-19-Supplement-for-School-Policy-on-First-Aid.pdf</a>
9	WG: Coronavirus and personal protective equipment (PPE)	<a href="https://gov.wales/coronavirus-and-personal-protective-equipment-ppe">https://gov.wales/coronavirus-and-personal-protective-equipment-ppe</a>
10	Recommended PPE for healthcare workers by secondary care inpatient clinical setting, NHS and independent sector	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recommended-PPE-for-healthcare-workers-by-secondary-care-inpatient-clinical-setting-NHS-and-independent-sector-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recommended-PPE-for-healthcare-workers-by-secondary-care-inpatient-clinical-setting-NHS-and-independent-sector-1.pdf</a>
11	Putting on personal protective equipment (PPE)	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Putting-on-personal-protective-equipment-PPE-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Putting-on-personal-protective-equipment-PPE-1.pdf</a>
12	Taking off personal protective equipment (PPE)	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Taking-off-personal-protective-equipment-PPE-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Taking-off-personal-protective-equipment-PPE-1.pdf</a>
13	Public Health England [PHE]: Putting on and removing Personal Protective Equipment [PPE] - a guide for health and social care settings	<a href="https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be&amp;app=desktop">https://www.youtube.com/watch?v=-GncQ_ed-9w&amp;feature=youtu.be&amp;app=desktop</a>
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## SITE & FACILITIES

DESCRIPTION		HYPERLINKS
1	WG: Coronavirus (COVID-19): educational settings guidance (version 4)	<a href="https://gov.wales/coronavirus-covid-19-educational-settings-guidance">https://gov.wales/coronavirus-covid-19-educational-settings-guidance</a>
2	Site and Facilities - Hygiene protocols	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Site-and-Facilities-4.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Site-and-Facilities-4.pdf</a>
3	TU: Preparations of teaching spaces - Commentary and Checklist	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/TU-Preparations-of-teaching-spaces-Commentary-and-Checklist.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/TU-Preparations-of-teaching-spaces-Commentary-and-Checklist.pdf</a>
4	COVID-19 Schools Lettings Policy Supplement [letter template]	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Schools-Lettings-Policy-Supplement-letter-template.doc">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Schools-Lettings-Policy-Supplement-letter-template.doc</a>
5	CILIP: COVID-19 Guidance for School Libraries	<a href="https://www.cilip.org.uk/news/news.asp?id=506793">https://www.cilip.org.uk/news/news.asp?id=506793</a>
6	Zurich: School Site Reopening: Property Risk Management Guidance	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Reopening-Guide-1.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Reopening-Guide-1.pdf</a>
7	Cleaning - School COVID-19	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cleaning-Covid-19-1.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Cleaning-Covid-19-1.docx</a>
8	UK Government: COVID-19: Cleaning of Non-healthcare Settings	<a href="https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings">https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings</a>
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## TRANSPORT

DESCRIPTION		HYPERLINKS
1	Travelling safely during the coronavirus pandemic: guidance for the public	<a href="https://gov.wales/travelling-safely-during-coronavirus-pandemic-guidance-public-html">https://gov.wales/travelling-safely-during-coronavirus-pandemic-guidance-public-html</a>
2	Further guidance to follow	
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## STAFFING

DESCRIPTION		HYPERLINKS
1	HR Guidance Document	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Covid-HR-Document-15-June-2020.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Covid-HR-Document-15-June-2020.docx</a>
2	All Wales COVID-19 Workforce Risk Assessment Tool	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/All-Wales-COVID-19-Workforce-Risk-Assessment-Tool.odt.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/All-Wales-COVID-19-Workforce-Risk-Assessment-Tool.odt.pdf</a>
3	WG Covid-19 Test Approach	<a href="https://gov.wales/welsh-national-covid-19-test-approach-may-2020">https://gov.wales/welsh-national-covid-19-test-approach-may-2020</a>
4	How to apply for a Covid-19 test	<a href="https://gov.wales/apply-coronavirus-test">https://gov.wales/apply-coronavirus-test</a>
5	WG Critical Workers Eligibility	<a href="https://gov.wales/coronavirus-critical-key-workers-test-eligibility">https://gov.wales/coronavirus-critical-key-workers-test-eligibility</a>
6	How are you doing? - Public Health Wales Guidance on well-being	<a href="https://phw.nhs.wales/topics/latest-information-on-novel-coronavirus-covid-19/how-are-you-doing/">https://phw.nhs.wales/topics/latest-information-on-novel-coronavirus-covid-19/how-are-you-doing/</a>
7	Education Minister's message to all school staff in Wales	<a href="https://hwb-team-storage.s3-eu-west-1.amazonaws.com/ContentTeam/open-letter-to-all+school-staff-in-wales.pdf">https://hwb-team-storage.s3-eu-west-1.amazonaws.com/ContentTeam/open-letter-to-all+school-staff-in-wales.pdf</a>
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## TEACHING & LEARNING

DESCRIPTION		HYPERLINKS
1	Primary Teaching and Learning Guidance	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Primary-Teaching-and-Learning-Guidance-Eng.v3.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Primary-Teaching-and-Learning-Guidance-Eng.v3.docx</a>
2	Secondary Teaching and Learning Guidance	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Secondary-Teaching-and-Learning-Guidance-Eng-3.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Secondary-Teaching-and-Learning-Guidance-Eng-3.docx</a>
3	Returning to School Feedback Considerations	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Return-to-School-Feedback-considerations-Eng.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Return-to-School-Feedback-considerations-Eng.docx</a>
4	Considerations 'Check-in, Catch up' - Primary	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Considerations-Check-in-Catch-up.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Considerations-Check-in-Catch-up.pdf</a>
5	Ten ways of developing Distance Learning - Secondary	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ten-Ways-to-Develop-Distance-Learning-Secondary.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Ten-Ways-to-Develop-Distance-Learning-Secondary.docx</a>
6	Foundation Phase Provision Considerations	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FP-Provision-Considerations.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FP-Provision-Considerations.docx</a>
7	Foundation Phase Blended Learning Model	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Foundation-Phase-Blended-Learning-Model-Eng.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Foundation-Phase-Blended-Learning-Model-Eng.docx</a>
8	Blended Learning Model KS2 'pick and mix'	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS2-Eng.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS2-Eng.docx</a>
9	Blended Learning Model KS2 - olympic games	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS2-Eng-2.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS2-Eng-2.docx</a>
10	Blended Learning Model KS2 - outdoor project	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS2-Project-Blended-Learning-Model-1.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS2-Project-Blended-Learning-Model-1.docx</a>
11	Blended Learning Model KS3 - Learning Together	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Learning-Together.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Learning-Together.pdf</a>
12	Blended Learning Model KS3 - The Environment	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS3-Model-1-With-Blended-Learning.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS3-Model-1-With-Blended-Learning.docx</a>
13	Blended Learning Model KS3- What is for tea? Lasagne	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS3-Model-2-Blended-Learning.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/KS3-Model-2-Blended-Learning.docx</a>
14	Blended Learning Guidance and Model KS4	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS4.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Blended-Learning-Model-KS4.docx</a>
15	Summary of Regional Engagement during distance learning	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Summary-of-Regional-Engagement-Eng.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Summary-of-Regional-Engagement-Eng.docx</a>
16	Why consider a Recovery Curriculum?	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Why-consider-a-Recovery-Curriculum.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Why-consider-a-Recovery-Curriculum.pdf</a>

## LEARNER SUPPORT

DESCRIPTION		HYPERLINKS
1	Safeguarding Policy Supplement - COVID 19	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Safeguarding-Policy-Supplement.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Safeguarding-Policy-Supplement.pdf</a>
2	COVID-19 Looked After Children (LAC) Policy Supplement	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Looked-After-Children-LAC-Policy-Supplement.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Looked-After-Children-LAC-Policy-Supplement.pdf</a>
3	Aspects for Considerations - Pupil Support & Wellbeing	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Aspects-for-Considerations-Pupil-Support-Wellbeing.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Aspects-for-Considerations-Pupil-Support-Wellbeing.docx</a>
4	Directory Supporting Pupil Support Wellbeing	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Directory-Supporting-Pupil-Support-Wellbeing-English-version.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Directory-Supporting-Pupil-Support-Wellbeing-English-version.pdf</a>
5	PDG Universal Wellbeing and Pupil Support Professional Learning Overview	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/PDG-UNIVERSAL-WELLBEING-AND-PUPIL-SUPPORT-PROFESSIONAL-LEARNING-OVERVIEW-Eng.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/PDG-UNIVERSAL-WELLBEING-AND-PUPIL-SUPPORT-PROFESSIONAL-LEARNING-OVERVIEW-Eng.pdf</a>
6	Whole School Approach to Wellbeing Toolkit	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/A-Whole-School-Approach-to-Wellbeing-Toolkit-Eng-2018.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/A-Whole-School-Approach-to-Wellbeing-Toolkit-Eng-2018.pdf</a>
7	The 5 ways and you - questionnaire	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/5-ways-to-wellbeing-personal-questionnaire .docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/5-ways-to-wellbeing-personal-questionnaire .docx</a>
8	Children's Commissioner for Wales: Coronavirus and Me	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FINAL_formattedCVRep_EN.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/FINAL_formattedCVRep_EN.pdf</a>
9	Supporting physical and mental well being through distance learning	<a href="https://hwb.gov.wales/distance-learning/supporting-physical-and-mental-well-being-through-distance-learning/">https://hwb.gov.wales/distance-learning/supporting-physical-and-mental-well-being-through-distance-learning/</a>
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## COMMUNICATION

DESCRIPTION		HYPERLINKS
1	Preparing for the next phase of education - Draft Communication Strategy for Schools	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Preparing-for-the-next-phase-of-education-Draft-Communication-Strategy-for-Schools.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Preparing-for-the-next-phase-of-education-Draft-Communication-Strategy-for-Schools.pdf</a>
2	Letter to parents	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llythyr-i-rieni_Letter-to-parents.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llythyr-i-rieni_Letter-to-parents.docx</a>
3	Example parent questions	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Example-parent-questions.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Example-parent-questions.pdf</a>
4	Pupil Information Booklet - to be amended for your school	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pupil-Information-Booklet-Covid-1.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Pupil-Information-Booklet-Covid-1.docx</a>
5	Bilingual Pupil Information Booklet - to be amended for your school	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-Disgybl-Pupil-Booklet-Dwyeithog.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Llyfryn-Disgybl-Pupil-Booklet-Dwyeithog.docx</a>
6	Parent Information Booklet - to be amended for your school	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Parent-Information-Booklet.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Parent-Information-Booklet.docx</a>
7	Example Overview for Parents - to be amended by the school	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Example-overview-for-parents.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Example-overview-for-parents.docx</a>
8	Draft Guidance for Staff document	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Draft-guidance-for-staff-document.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Draft-guidance-for-staff-document.docx</a>
9	Staff Information Booklet - to be amended for your school	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Staff-Information-Booklet-Covid-19.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Staff-Information-Booklet-Covid-19.docx</a>
10	Example of Secondary Booklet	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Wider-Opening-Handbook.docx">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/School-Wider-Opening-Handbook.docx</a>
11	Example of Video to Parents	<a href="https://youtu.be/ji52lbfk4IQ">https://youtu.be/ji52lbfk4IQ</a>
12	Recovery Curriculum June 2020 - Ysgol Tir Morfa	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recovery-Curriculum-Tir-Morfa-June-2020.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Recovery-Curriculum-Tir-Morfa-June-2020.pdf</a>
13	Our Response to COVID-19 - Keeping our school community safe - Ysgol Tir Morfa	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Our-Response-to-COVID-19-SYMBOLS-YTM.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Our-Response-to-COVID-19-SYMBOLS-YTM.pdf</a>
14	COVID-19 Class Protocols - Ysgol Tir Morfa	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Class-Protocols-YTM.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/COVID-19-Class-Protocols-YTM.pdf</a>
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## OTHER KEY MANAGEMENT TASKS

DESCRIPTION		HYPERLINKS
1	Risk Assessment Protocol	<a href="https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Risk-Assessment-Protocol.pdf">https://www.gwegogledd.cymru/wp-content/uploads/2020/06/Risk-Assessment-Protocol.pdf</a>
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## WG GUIDANCE DOCUMENTS

DESCRIPTION		HYPERLINKS
1	Unlocking our society and economy; continuing the conversation	<a href="https://gov.wales/unlocking-our-society-and-economy-continuing-conversation">https://gov.wales/unlocking-our-society-and-economy-continuing-conversation</a>
2	Leading Wales out of the coronavirus pandemic; a framework for recovery	<a href="https://gov.wales/leading-wales-out-coronavirus-pandemic">https://gov.wales/leading-wales-out-coronavirus-pandemic</a>
3	Operational guidance for schools and settings: Keep Education Safe (COVID-19)	<a href="https://gov.wales/operational-guidance-schools-and-settings-keep-education-safe-covid-19">https://gov.wales/operational-guidance-schools-and-settings-keep-education-safe-covid-19</a>
4	Guidance on learning over the summer term: Keep Education Safe (COVID-19)	<a href="https://gov.wales/guidance-learning-over-summer-term-keep-education-safe">https://gov.wales/guidance-learning-over-summer-term-keep-education-safe</a>
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## RISK ASSESSMENT OVERVIEW

### FIVE PRINCIPLES FOR RETURNING TO SCHOOL

1.	The safety and mental, emotional and physical wellbeing of learners and staff.
2.	Continuing contribution to the national effort and strategy to fight the spread of COVID-19.
3.	Having the confidence of parents, staff and learners – based on evidence and information – so that they can plan ahead.
4.	Ability to prioritise learners at key points, including those from disadvantaged backgrounds.
5.	Consistency with the Welsh Government’s framework for decision making, to have guidance in place to support measures such as distancing, managing attendance and wider protective actions.

### QUESTIONS TO CONSIDER

On the assumption that there will need to be fewer pupils in school at first, what is your preferred model for achieving this? Is it better to have all pupils in on a rota basis, or specific year groups?
How far should government mandate who should be in school and how much should schools be able to decide for themselves?
What are the specific actions and decisions schools / trusts have to take before June 29th?
Purpose and expectations, Timescale, Safety Policies, Risk assessments and regulations, Site and facilities, Transport, Staffing, Teaching and learning What pre-requisites need to be in place before schools can open further?
What pre-requisites need to be in place before schools can open further?
In particular, if schools were required to plan for the return of more pupils, how might social distancing be implemented, and how might this vary from school-to-school?
Are there any situations that schools might be facing that would make it impossible for them to expand their opening in 3 weeks (e.g. contractors having gone bust), and would necessitate a ‘window’ of re-opening (i.e. between date A and date B)?

### The following may be a starting point to scope your risk assessment and strategic response in-line with the latest government approved scientific directives

•	Conduct a staffing profile
•	Profile your accommodation capacity under current social distancing requirements
•	Profile accommodation health and safety requirements
•	Profile staffing deployment in relation to school based activity and distance learning requirements
•	Profile transport implications
•	Profile daily routines

## RISK ASSESSMENT SCORING

SEVERITY	5	5	10	15	20	25	LIKELIHOOD		SEVERITY				
	4	4	8	12	16	20	5	Almost Certain – Very High Risk	5	Fatality – Very High Risk			
	3	3	6	9	12	15	4	Probable – High Risk	4	Severe incapacity – High Risk			
	2	2	4	6	8	10	3	50/50 – Medium Risk	3	Absent 3 weeks – Medium Risk			
	1	1	2	3	4	5	2	Improbable – Low Risk	2	Absent less than 1 day – Low Risk			
		1	2	3	4	5	1	Almost impossible – Low Risk	1	Insignificant – Low Risk			
LIKELIHOOD						1 - 4 LOW		5 - 9 MEDIUM		10 - 15 HIGH		16 - 25 VERY HIGH	
						Continue with existing control, however monitor for changes. Implement any additional control measures required, within the timescales given in the risk assessment.		Requires attention to reduce the rating as well as regular ongoing monitoring. Implement any additional control measures required, within the timescales given in the risk assessment.		Requires immediate attention to bring the risk down to an acceptable level. Implement the control measures required, within the timescales given in the risk assessment and continue to review working practices to reduce the probability of an accident to the lowest possible level.		Stop immediately – the risk is too high. Take immediate action to reduce the risk to the lowest level possible.	

## HOW TO USE THE COVID-19 PREPARATION TO RE-OPEN SCHOOLS RISK ASSESSMENT

- This an exemplar risk assessment (RA) provided for schools across North Wales. It includes a number of issues to be considered in a number of different areas.
- They have been grouped together as follows:
  - Logistics
  - Guidance and Documents
  - Learners and Staff
  - Continuity of Learning
  - The School Day
  - Ensuring Expectations
  - Domestic Arrangements
- Schools may use the filters to focus on a particular area of concern / share responsibility for an area.
- All schools will need to amend the narrative to reflect their own unique situation. Scoring for the additional controls has been left empty so schools will need to complete this to reflect the controls being put in place within their own school setting.
- School should refer to national and local guidance when completing the document. A number of useful and relevant guidance and documents will follow shortly.
- You may choose to download the risk assessment on to your PC using the download button on the right hand side of the spreadsheet.

- Click on the icon to access the scoring table
- Click on the icon to clear the filters
- Click on the "down arrow" to filter the information if required
- Double left click within a cell to amend and input content. Press Alt and Return to start a new line. You will need to unlock the spreadsheet first.
- Click on "drop down" to select a score for each identified risk
- Click to download the RA on to your PC
- Click to unlock / lock the spreadsheet

COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - SECONDARY SCHOOL RISK ASSESSMENT												
Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Logistics	Accommodation	<ul style="list-style-type: none"> <li>• School capacity calculation</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>• Capacity calculations suggest that a standard 56 m<sup>2</sup> could accommodate 8 learners under 2 metre social distancing.</li> <li>• For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage.</li> <li>• The modal average classroom, with furniture and additional staff, is 6 learners.</li> <li>• Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 40% dependent on their individual constraints.</li> <li>• Schools may wish to start at the lower range and on the basis of experience adjust capacity over subsequent weeks.</li> </ul>				<ul style="list-style-type: none"> <li>• LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice.</li> <li>• The same safeguarding principles should be applied to staffroom.</li> </ul>		
Logistics	Accommodation Function	<ul style="list-style-type: none"> <li>• Health and safety requirements related to school classroom and infrastructure usage.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage.</li> </ul>				<ul style="list-style-type: none"> <li>• Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc.</li> <li>• Please note this is not an exhaustive list and schools will need to liaise with their Health and Safety advisers for a comprehensive assessment.</li> </ul>		

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Logistics	Accommodation	<ul style="list-style-type: none"> <li>School capacity calculation</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>Capacity calculations suggest that a standard 56 m<sup>2</sup> could accommodate 8 learners under 2 metre social distancing.</li> <li>For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage.</li> <li>The modal average classroom, with furniture and additional staff, is 6 learners.</li> <li>Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 33% dependent on their individual constraints.</li> <li>Schools may wish to start at the lower range and on the basis of experience adjust capacity over subsequent weeks.</li> </ul>				<ul style="list-style-type: none"> <li>LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice.</li> <li>In primary schools, WG guidance recognises that it is not practicable to expect learners to maintain social distancing of 2 metres. You should however seek to ensure some distancing between learners. This is based on medical advice and evidence which suggests that the risk of infection and transmission for children is likely to be lower.</li> <li>Practitioners should recognise that younger children will not be able to maintain social distancing at all times but you should seek to maintain some distancing where possible.</li> </ul>		
Logistics	Accommodation Function	<ul style="list-style-type: none"> <li>Health and safety requirements related to school classroom and use of space within the school.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage.</li> </ul>				<ul style="list-style-type: none"> <li>Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc.</li> <li>Please note this is not an exhaustive list and schools will need to liaise with their Health and Safety advisers for a comprehensive assessment.</li> </ul>		
Logistics	Transport, Access to Site and Car Park	<ul style="list-style-type: none"> <li>Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be transported to school.</li> <li>In addition, consideration needs to be given to vulnerable learners requiring bespoke arrangements.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Employees should attend the workplace on foot or by using personal mode of transport in preference to public transport.</li> <li>Employees should not car share (unless in same household).</li> <li>Physical distancing must be observed in the car park with adequate space between vehicles therefore likely reduced car park capacity.</li> <li>Learners and parents / carers should attend the school on foot or by using personal mode of transport in preference to public transport.</li> <li>Learners and parents / carers should not car share with other families.</li> <li>Physical distancing must be observed in the car park / drop off points with adequate space between other people / vehicles.</li> <li>Learners travelling by school bus will be subject to social distancing rules.</li> <li>Learners travelling by taxi transport will be subject to social distancing rules.</li> </ul>				<ul style="list-style-type: none"> <li>Gates for entry will be clearly identified and all others locked.</li> <li>SLT on gate to let taxis and buses in and out once safe.</li> </ul>		
Learners & Staff	Identification of learners to reintegrate	<ul style="list-style-type: none"> <li>Currently working on Welsh Government (WG) definition of vulnerable and key workers - current numbers requiring support increasing.</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>Needs led reintegration.</li> <li>Reduce need for mixing of classes</li> <li>Individual risk assessments of all learners with care plans.</li> <li>Begin with 20% capacity and increase as successful.</li> <li>Unless managed very carefully this could cause the school to be closed for a long period.</li> </ul>				<ul style="list-style-type: none"> <li>Consider reintroducing learners in blocks or cohorts, such as a different group of learners each week. This does not necessarily need to be decided by year groups.</li> <li>Schools could consider mixing year groups and this will allow children of the same household to attend at the same time.</li> <li>This should also be considered for children of critical workers and vulnerable children.</li> <li>Also consider three possible identifiable groups:                             <ol style="list-style-type: none"> <li>In school but in unfamiliar circumstances</li> <li>Not able to come in (vulnerable, etc)</li> <li>Not willing to come (suggested link with socio-economic status)</li> </ol> </li> </ul>		

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Learners & Staff	Clarifying purpose of educational attendance on school sites	<ul style="list-style-type: none"> <li>Standard attendance demands will be difficult to enforce as the wishes of parents / carers will vary significantly in relation to their expectations about the safety and security of their children under a re-engagement programme.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Schools will need to liaise with their LA to determine the guidance and expectations to be shared with parent / carers and to create the checking and follow-up procedures if they feel that learners are falling outside of these expectations.</li> </ul>				<ul style="list-style-type: none"> <li>This should be a process of encouragement rather than enforcement, unless it falls under a safeguarding concern.</li> <li>No-one with Covid-19 symptoms should attend a setting for any reason.</li> <li>Eligible children – including priority groups - should be strongly encouraged to attend school, unless they are self-isolating or they are vulnerable (in which case they should follow medical advice).</li> <li>If someone in their household is vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions.</li> <li>Schools and settings should keep a record of attendance and families should notify their school if their child is unable to attend. This will help schools, settings and local authorities understand any barriers to learners returning to school and identify any further support needed. At this stage we would not expect parents to be fined for non-attendance.</li> <li>Schools should continue to inform social workers where children with a social worker do not attend.</li> </ul>		
Learners & Staff	Staff Availability	<ul style="list-style-type: none"> <li>Due to rota system, staff availability is currently appropriate.</li> <li>Around xx% are shielding and xx% unavailable for work for other reasons.</li> <li>xx% of staff have school aged children.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>As contact with more learners increases so the risk of staff requiring self-isolation increases.</li> <li>Staff with asthma and/or other medical conditions are less likely to attend work - national guidance to be followed.</li> <li>Staff who suffer with anxiety may find it difficult to attend work without reassurances.</li> <li>Identify staff who are home working and staff available to work in school.</li> <li>Identify staff with childcare responsibilities and work into a possible rota.</li> <li>School to consider redeployment of staff to ensure equity and balance.</li> <li>Provision for learners in school and at home to be the same e.g. pick and mix, a few daily focus tasks and/or thematic project presented electronically.</li> <li>Staff to work in teams (FP, KS2, Early Years, etc) to plan and respond to learners' tasks.</li> </ul>				<ul style="list-style-type: none"> <li>No one who has received a shielding letter should be present at this time (in accordance with WG).</li> <li>National / local guidance on asthma / other medical conditions to be followed.</li> <li>Guidance for schools on teacher / learner ratios - particularly in the Foundation Phase.</li> </ul>		
Learners & Staff	Risk assessing vulnerable staff and learners (vulnerable to catching Covid-19 and/or due to lack of school contact)	<ul style="list-style-type: none"> <li>Schools have an understanding of staff and learners who are defined as 'vulnerable' under the prevailing demands and have safety measures in place.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Create a register of staff and learners who are defined as 'vulnerable'.</li> <li>This will need to be updated as this dynamic situation changes and any adjustment to status will need to be communicated in advance of the new status taking effect.</li> <li>Groups or individuals defined as 'vulnerable' to have bespoke risk assessments in place if regular Covid-19 risk assessments not appropriate for their situations.</li> <li>If any learners or staff use medication, make sure that it is kept at school and not sent home to avoid possible contamination.</li> </ul>				<ul style="list-style-type: none"> <li>This should be done in partnership with the LA to ensure consistency and appropriate consultation with all stakeholders.</li> </ul>		

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Learners & Staff	Display of symptoms in school – Employees, Learners, Parents / Carers	<ul style="list-style-type: none"> <li>Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school.</li> <li>If anyone becomes unwell when in school they must leave school as soon as practicable and follow self-isolation guidelines.</li> <li>School to monitor sickness absence of learners and report any suspected incidence of Covid-19 symptoms to LA.</li> </ul>				<ul style="list-style-type: none"> <li>Schools and settings should have clear procedures if learners or staff begin to show symptoms on site.</li> <li>These need to be fully understood by both staff and parents / carers.</li> <li>Those showing symptoms should be kept separate until they can be collected and taken home. Ideally, this should be in a separate room, supervised at a distance of two metres.</li> <li>Anyone displaying symptoms should stay at home for seven days.</li> <li>Anyone who lives with someone displaying symptoms but remains well should stay at home for 14 days from the day the first person became ill.</li> </ul>		
Learners & Staff	Injury to learners on site	<ul style="list-style-type: none"> <li>If learner is injured in school, staff would attend to injury or arrange for learner to see doctor or visit hospital.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>If attending to any wounds, etc school staff to use Personal Protective Equipment (PPE) at all times.</li> <li>Ask parent / carer permission for learner to attend doctors surgery or hospital during pandemic.</li> <li>If in any doubt (or if not able to contact parent / carer) contact NHS Direct / Emergency Services for advice.</li> </ul>				<ul style="list-style-type: none"> <li>Consideration is needed on what would happen if a learner was seriously injured or someone with a medical condition needed to be admitted to hospital.</li> <li>Of course an emergency service could be called for some serious incidents or incidents, but not always.</li> <li>Are staff willing to go to hospital if parent / carer could not collect the learner?</li> <li>Would the parent / carer be happy for the learner to go to hospital in the first place bearing in mind that some may be reluctant to visit the hospital at present?</li> </ul>		
Learners & Staff	Access to Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> <li>Limited PPE equipment available to schools.</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>School requires access to PPE stocks to support staff and ease anxiety.</li> <li>PPE required for close personal care until regulations relax.</li> </ul>				<ul style="list-style-type: none"> <li>WG guidance states the use of PPE by staff within education settings must be based on a clear assessment of risk, taking into account each individual setting and the needs of the individual learner.</li> <li>Schools, settings and local authorities already have risk assessments processes in place which should be used for the use of PPE.</li> <li>Following any risk assessment, where the need for PPE has been identified, it should be readily available and provided.</li> <li>Where the use of PPE is risk assessed as being required, all staff should be trained in how to put on and take off PPE (as required by Health and Safety Regulations) and to ensure staff limit the spread of Covid-19.</li> </ul>		
Learners & Staff	School Uniform	<ul style="list-style-type: none"> <li>Learners wear school uniform during normal school day.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>This situation could well be exacerbated by financial issues faced by parents during the lockdown, especially without full pay or no pay coming into the household.</li> <li>Schools need to be sympathetic and may have to relax some of their rules regarding school uniform.</li> <li>If learners make greater use of the outdoors, suitable clothing could be encouraged. Clothes worn should be easily washable.</li> </ul>				<ul style="list-style-type: none"> <li>School uniform for primary learners is not statutory.</li> <li>It is important that this message is shared with all parents.</li> <li>Where parents are struggling financially, then schools should try to provide the uniform for the child/ren.</li> <li>Wearing suitable clothing could make working outdoors easier and also have a beneficial effect on learner wellbeing - easing transition into the 'new normal'.</li> </ul>		
Learners & Staff	Staff Dress Code	<ul style="list-style-type: none"> <li>Current dress codes may not be practical.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>There has been some discussion that staff should consider washing their clothes at the end of every day to reduce the potential for transfer of infection.</li> </ul>				<ul style="list-style-type: none"> <li>Schools may wish to consider that a less formal dress code might be more appropriate - especially as learners could be encouraged to work outdoors.</li> </ul>		



**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
"The School Day"	Arrival at School	<ul style="list-style-type: none"> <li>All transport (public and private) arrive at school and park in car park or on main road.</li> <li>Cars may use drop off for older learners.</li> <li>Younger learners (and some older learners) will be brought into school by parents / carers.</li> <li>This can be a busy period outside the main building - dependent on context of school.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Clear established routines on entering the school - possible use of different gates / entrances for parents / learners walking to school to establish a one way system</li> <li>Consider use of local car parks to avoid unnecessary congestion.</li> <li>Social distancing rules established once on school premises - from the gates onwards.</li> <li>Establish routes from gates to individual classes</li> <li>Consider benefits and disadvantages of staggered times - works for families but maybe not year groups - possible waiting around at the start / end of the day</li> <li>On entering the school, consider different access points for different learners - can they access the class directly from the outside?</li> <li>All learners to wash their hands thoroughly prior to / or on entering the class.</li> <li>Can doors (apart from fire, toilet and security doors) be kept open to minimise contamination.</li> </ul>				<ul style="list-style-type: none"> <li>Clear guidance for all on required social distancing on school premises.</li> <li>Staff on rota for duty to supervise arrival.</li> </ul>		
"The School Day"	Arrival in Class	<ul style="list-style-type: none"> <li>A smaller number of learners means that very few learners are in each class.</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>All learners to wash their hands prior to / on entering the classroom. Then regular hand washing throughout the day.</li> <li>Desks / furniture to be moved to ensure social distancing.</li> <li>Each learner to have a designated workspace / area and equipment.</li> <li>Establish clear routine for entering classroom to their allocated space - to include a one way system of moving around the classroom.</li> <li>Allocated resources for each learner - can they bring their own?</li> <li>Toilet breaks to be monitored.</li> <li>Regular reminders of rules / guidelines throughout the day.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Schools and settings should ensure that all staff and learners regularly wash their hands and that these facilities are in place.</li> <li>They should be washed with soap and water for at least 20 seconds.</li> <li>Staff should also ensure learners are reminded of effective handwashing techniques.</li> <li>Regular handwashing should include:                             <ul style="list-style-type: none"> <li>- on arrival at and when leaving the school or setting</li> <li>- before and after handling food</li> <li>- before and after handling objects and equipment that may have been used by others</li> <li>- where there has been any physical contact</li> <li>- after people blow their nose, sneeze or cough.</li> </ul> </li> </ul>		
"The School Day"	Collective Worship and Assemblies	<ul style="list-style-type: none"> <li>Daily collective worship / assemblies as per school timetable.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>No whole school / key stage collective worship or assemblies.</li> <li>Collective worship to held in individual classes.</li> </ul>						

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
"The School Day"	Travel around School	<ul style="list-style-type: none"> <li>Learners are supported by adults and reminded of social distancing expectations.</li> <li>Travel is minimal due to low numbers.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>No more than xx% of school population admitted at the same time, focus on WG priority groups for admission.</li> <li>Social distancing mapped and marked across school.</li> <li>Posters reminding of social distancing evident for all.</li> <li>Minimise travel around the school by staying in the same classroom throughout the day.</li> <li>Establish routine / window for toilet breaks.</li> <li>All doors apart from fire, toilet and security doors to be kept open.</li> <li>Establish one way system throughout the school (possible use of inside and outside routes) and/or corridors clearly marked for left side walking only.</li> <li>Ensure public areas are as clear and free from restrictions as possible.</li> <li>If weather is bad, reduce travel to classroom based activities only, unless toilet breaks needed.</li> <li>All doors / surfaces to be wiped regularly.</li> </ul>				<ul style="list-style-type: none"> <li>Clear guidance on social distancing requirements.</li> </ul>		
"The School Day"	Foundation Phase (FP)	<ul style="list-style-type: none"> <li>Potentially some learners may already be attending hubs if parents are key workers / vulnerable.</li> <li>Distance Learning (DL) currently in place for all FP learners.</li> </ul>	5	4	20	<ul style="list-style-type: none"> <li>Visual timetable for both staff and learners with designated areas including outdoors being used at specific times.</li> <li>Carpet / sitting time to be kept to a minimum.</li> <li>Learners should sit on a designated child-friendly mark on floor.</li> <li>Availability of one member of staff to deal with toileting, hygiene of equipment and personal hygiene throughout the school day / session in accordance with WG guidance.</li> <li>Learners could be given a bag of resources for their use throughout the day and a tray of items to use in practical experiential learning activities. Items to be sanitised after use.</li> <li>Large equipment e.g. bikes, scooters, cars, to be sanitised after use.</li> <li>Learners to come to school in clothing suitable for outdoor learning i.e. relaxation of school uniform - including hats and sunscreen.</li> </ul>				<ul style="list-style-type: none"> <li>Consideration on classroom activities to be in place to take into consideration the learner:adult ratio.</li> <li>Consideration of handover procedures to FP parents at start and end of school day - how this will work to ensure social distancing of adults and children.</li> </ul>		
"The School Day"	Break Times	<ul style="list-style-type: none"> <li>Break times are currently as and when needed, with fruit snacks available in common shared areas or classrooms.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Introduce staggered break times for all classes and reduce in time if appropriate.</li> <li>Use of outdoors, if appropriate, through outside classrooms to minimise travel around the school.</li> <li>Ensure appropriate level of staff supervision during break times.</li> <li>Common snack areas to remain closed and learners to bring snack with them to eat in class - snacks such as fruit to be provided in class.</li> <li>All learners to wash hands on return from break.</li> <li>Ensure that learners who understand social distancing but choose not to follow are reminded of what is required. See non-compliance section.</li> </ul>						

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
"The School Day"	Lunch Time	<ul style="list-style-type: none"> <li>Lunch time is currently around midday with one or two sittings dependent on size of school. This limits social distancing.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Introduce staggered lunchtimes to ensure social distancing in the canteen. This may increase the amount of sittings.</li> <li>Learners encouraged to bring in their own packed lunch and eat in classroom.</li> <li>Consider unstructured times of play following eating to ensure social distancing where possible e.g. zoning of playground.</li> <li>Consider possibilities of having half day sessions for different groups / classes of learners, therefore avoiding need for lunchtimes.</li> </ul>						
"The School Day"	Use of Staff Room	<ul style="list-style-type: none"> <li>Current practice in staff rooms will vary depending on how many staff are present.</li> <li>Social distancing practice all ready in place in most cases.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Social distancing to be practised at all times.</li> <li>One person to access food / drinks area at a time.</li> <li>Reduce capacity of staff room seating to enable social distancing.</li> <li>Food / drinks only to be prepared by individuals for own consumption.</li> <li>No shared cutlery / crockery to be used. Individuals to wash / store own materials.</li> <li>Any touch points on shared kitchen equipment e.g. microwaves to be cleaned before and after use.</li> <li>Use of open waste bins / recycling containers only.</li> </ul>						
Domestic Arrangements	Catering	<ul style="list-style-type: none"> <li>Learners able to receive meals at lunch time in school.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Learners should eat in their own classrooms where possible.</li> <li>Will learners be encouraged to bring their own lunch? - Check with LA Catering Department.</li> </ul>				<ul style="list-style-type: none"> <li>Provision should consider whether to include breakfast, lunch and possibly dinner as the length of care requires. Snacks may also be required.</li> <li>If possible, food should be served in the rooms where learners are undertaking activity. This minimises the risk of transmission of infection. The area should be cleaned according to guidelines after eating.</li> <li>Staff should ensure that social distancing is maintained at mealtimes and learners should be sat two metres from each other.</li> <li>In this case, tables should be removed of clutter, disinfected, and visually clean before providing the meal / snack.</li> <li>If there are any concerns, schools and settings should seek the advice of their local Environmental Health team for advice.</li> <li>Learners should also wash their hands before and after eating and staff should also wash their hands before and after serving food.</li> <li>The school or setting may wish to consider providing meals for staff also in order to minimise objects being transferred from and to the building.</li> <li>Local authorities and headteachers should work with food providers and suppliers to ensure the utmost rigour in hygiene, including preparation, consumption and disposal.</li> <li>Food must not be shared. Any snacks should be separated clearly to avoid this</li> <li>Lunch and break times could be staggered to support social distancing.</li> </ul>		

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Domestic Arrangements	Catching / Spreading. Unable to maintain social distancing whilst carrying out personal care.	<ul style="list-style-type: none"> <li>Schools are currently following Public Health Wales (PHW) guidance around gloves and aprons.</li> <li>Face masks may also be available for staff.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Follow guidance re PPE, including face masks, aprons and gloves.</li> <li>Double bagging for waste.</li> <li>Ensure that waste bins are emptied daily by caretaking team.</li> </ul>				<ul style="list-style-type: none"> <li>The present advice is that it is not necessary to screen temperatures. The learner's parents / carers will be able to check their temperature. In any case, screening will not identify all cases of Covid-19 and the means of checking temperature may put staff at greater risk of transmission. This will be kept under review. Staff should of course be vigilant for changes to children's temperatures and signs of fever.</li> <li>No learner with symptoms should be sent to school at all and it is vital that parents / carers are encouraged to act accordingly.</li> <li>For the vast majority of learners, Covid-19 is a mild illness. Learners who have been classed as shielding due to pre-existing medical conditions have been advised to undertake specific 'shielding' measures. These learners have serious underlying health conditions which put them at very high risk of severe illness from Covid-19 and are advised to rigorously follow shielding measures in order to keep themselves safe. Schools should not expect these learners to attend schools or settings at this time, and they should continue to be supported at home as much as possible.</li> <li>Once someone suspected, confirmed or with symptoms has been identified, all areas where this person has been must be identified and kept clear. Management of the area should be physical where possible i.e. barriers with suitable signage or behind locked doors. A clean down prior to reoccupation should take place following the Covid-19: cleaning in non-healthcare settings guidance.</li> <li>Other clinically vulnerable children and young people (who are not shielding) will need to be considered case by case, but of course we would only expect these to attend where parents / carers are satisfied that this is safe for them.</li> </ul>		
Domestic Arrangements	Visitors at School	<ul style="list-style-type: none"> <li>Only essential visitors present at main reception and wait for staff to meet them.</li> <li>No visitors allowed in school unless pre-arranged.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>All visitors will be pre-arranged.</li> <li>No external visitors other than key visitors e.g. school nurse, child protection social workers.</li> <li>All non-statutory visits / contact to be cancelled or done through virtual meetings.</li> <li>Hand sanitizer and guidance on school procedures available to all visitors.</li> <li>Post left at reception.</li> <li>Minimise contact during delivery / exchange of documentation and use electronic signatures / payments where possible.</li> <li>Post / parcels collected by nominated person and wiped with sanitiser.</li> </ul>				<ul style="list-style-type: none"> <li>LA support to manage external agencies and parental expectations of schools running 'as normal' immediately.</li> </ul>		
Domestic Arrangements	Cleaning Routines	<ul style="list-style-type: none"> <li>Cleaning routines changed to focus on surfaces, doors and communal areas.</li> <li>All staff requested to be mindful of supporting cleaning routines.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Increase hours of cleaning until further notice with focus on surfaces, doors and communal areas.</li> <li>Increase cleaning hours to ensure that all surfaces are deep cleaned at the end of the day / shift.</li> <li>This means increase in caretaking time.</li> </ul>				<ul style="list-style-type: none"> <li>Associated costs due to risk assessment response.</li> <li>Use of fob doors where possible as opposed to keypads.</li> </ul>		
Guidance & Documents	Review of Key Policies	<ul style="list-style-type: none"> <li>Evaluate current policies to ensure that they will stand up to scrutiny under the current demands.</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Set a policy review structure to ensure scrutiny and approval of Governing body.</li> </ul>				<ul style="list-style-type: none"> <li>Liaise with LA to share best practice and compliance.</li> </ul>		

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Guidance & Documents	Create New School Guidance	<ul style="list-style-type: none"> <li>The current working practices have evolved during the school re-purposing period.</li> <li>Schools should consider setting down new guidance for this next phase of re-engagement.</li> </ul>	2	2	4	<ul style="list-style-type: none"> <li>Develop a set of expectations and guidance principles for all school stakeholders.</li> </ul>				<ul style="list-style-type: none"> <li>Check with HR that any revised guidance complies with agreements reached with Unions and Associations.</li> <li>Schools may wish to consider developing a handbook (hard copy and/or online) to act as an easy reference point for the new operating procedures.</li> </ul>		
Guidance & Documents	Fire Alarm / Fire Evacuation	<ul style="list-style-type: none"> <li>It is possible that no fire drills, alarm tests, etc have been held during lockdown period.</li> <li>Usual school measures could not be appropriate during this period due to social distancing and possible changes to corridors / routes out of school building.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Review Fire Risk Assessment.</li> <li>Weekly fire alarm tests as normal.</li> <li>Fire evacuation drills suspended (review situation every 6 weeks).</li> <li>Social distancing during evacuation if practicable.</li> <li>Social distancing to be practised at fire assembly point.</li> </ul>						
Continuity of Learning	Review distance learning approach to include more learners having school contact	<ul style="list-style-type: none"> <li>Distance learning established for most learners - mixture of web based, menu based, thematic tasks and routines.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Current DL provision to continue for learners in and out of school.</li> <li>Staff to work in teams to deliver this provision.</li> <li>Good practice identified and established during DL should be built upon.</li> <li>One main focus of current DL has been wellbeing - this needs to continue and possibly be enhanced as learners return to the 'new normal'.</li> <li>However this need to be balanced with a range of 'academic' tasks to bring about some form of normality and education for learners.</li> <li>This will ensure equity of provision for all learners.</li> <li>Teacher introductions in class could be filmed and uploaded on to 'Seesaw' / Google Classroom so not to duplicate work.</li> <li>Time in school is a 'touch base' with regard to DL and opportunity for social interaction (from distance) with peers.</li> <li>Building on current provision will ensure consistency and equity for all learners, ease pressures of workload and assist with learners' independence and social distancing.</li> <li>Possible difference will be a more structured routine / timetable for learners attending school.</li> <li>Rotas - will they be a day a week, 2 / 3 days or a week at a time - dependent on priority and therefore numbers in each school?</li> </ul>				<ul style="list-style-type: none"> <li>Provision could be developed and revised as learner numbers increase over time - models developed to reflect various options.</li> <li>There will be, at least, 3 groups of learners:                             <ol style="list-style-type: none"> <li>Those coming back to school but into a different and possible stressful environment</li> <li>Those who cannot return to school due to their own or a family member's vulnerability</li> <li>Those who won't return to school due to fear (suggested link with low socio-economic status)</li> </ol> </li> <li>OECD strongly suggest that no-one should be forced into school. All these learners need to have equity of provision as per principles of distance learning strategy.</li> </ul>		

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Continuity of Learning	Induction day for staff to new processes	<ul style="list-style-type: none"> <li>Staff are currently working to support learners in a variety of ways - keeping contact with all / vulnerable learners, supporting distance learning, attending Hubs on a rota basis.</li> <li>Some staff are self-isolating and shielding and are therefore working at home.</li> <li>Schools have set up a range of methods for communicating with staff and working in teams as appropriate.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Clear guidance to all staff on rationale and purpose of next phase of schooling with safety and wellbeing of both learners and workforce as a priority.</li> <li>Reassurance of staff to reduce anxiety and stress that return to work may induce.</li> <li>Review staffroom practice to ensure adherence with social distancing and hygiene procedures.</li> <li>Understand the profile of the staffing able to return to school to work and curriculum on offer to support any staff presenting anxieties of return.</li> <li>Ensure that all staff have had a chance to take some holiday since schools re-purposed on 23 March 2020.</li> <li>Consider staff induction as a priority and reviewing of staff handbook to offer guidance and expectations for this next phase.</li> <li>Maintain clear communication with all staff, enabling peer support and partnership with Unions and opportunity to ask questions.</li> <li>Support from HR for staff working conditions.</li> </ul>				<ul style="list-style-type: none"> <li>Support in place for all staff with wellbeing and safety as priority throughout all phases to include staff PPE.</li> <li>Regular communication and contact to identify coaching and/or counselling for those identified.</li> <li>Regular review points built in for ensuring staff wellbeing - use of newsletters / intranet to ensure all are kept up to date.</li> <li>Opportunities for staff to work collaboratively within school and within phases / clusters to consider support for distance learning / developing curriculum offer.</li> <li>Professional learning on how to support learners on return with potential increased anxieties / trauma and continued ICT skills as part of distance learning.</li> <li>Advice for schools on status of staff training days.</li> </ul>		
Continuity of Learning	Learner Welfare	<ul style="list-style-type: none"> <li>Schools have a range of support available to learners</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Once schools restart, consideration for learners to return to previous class and teacher for short period of time.</li> <li>Keeping social distancing, etc would be easier for learners in familiar setting with familiar staff.</li> </ul> <p>LA support and welfare services should liaise with schools to help with 'trauma' related guidance and, where necessary, bereavement services.</p> <p>Where year groups are returning to school, school leaders should consider:</p> <ul style="list-style-type: none"> <li>- consider their learners' mental health and wellbeing and identify any learner who may need additional support so they are ready to learn;</li> <li>- assess where learners are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks;</li> <li>- identify and plan how best to support the education of high needs groups, including disadvantaged learners, ALN and vulnerable learners.</li> </ul>				<ul style="list-style-type: none"> <li>Ensuring schools have effective systems for exchanging knowledge between staff - identification of learners who could now be vulnerable post lockdown and Covid-19.</li> </ul>		
Continuity of Learning	Physical Activity	<ul style="list-style-type: none"> <li>Formal PE lessons not part of learning offer but field area and play surfaces / outside area used to support exercise and well-being.</li> </ul>	3	4	12	<p>As per continuation of learning offer, all PE lessons re-evaluated and any field / outside area used to support exercise.</p> <ul style="list-style-type: none"> <li>No invasion games individual / non-contact sports only.</li> <li>Consideration of resources to support learner wellbeing and role of physical activity in supporting health e.g. Joe Wicks, cosmic yoga.</li> <li>All sports equipment to wiped down prior to next lesson.</li> <li>Outside sports offered if weather permits.</li> </ul>						

**COVID-19 - PREPARATION TO RE-OPEN SCHOOLS - PRIMARY SCHOOL RISK ASSESSMENT**

Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Continuity of Learning	Adult Support	<ul style="list-style-type: none"> <li>Currently, all staff are on rota to ensure equity and reduction of numbers on site at one time.</li> <li>Rotas are based on learner need and numbers.</li> <li>Further support / advice required to ensure safe social distancing.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Continue to work on rota basis.</li> <li>Adult support to be shared between classes, ensuring that ratios are appropriate to need.</li> </ul>						
Continuity of Learning	Equipment for learners with special needs	<ul style="list-style-type: none"> <li>Many learners will use the same equipment at school and also at home.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Co-ordinate with Health Board to evaluate what is possible in terms of having extra equipment to be kept at school.</li> </ul>				<ul style="list-style-type: none"> <li>There is a need to consider the risk of cross infection.</li> <li>Transport arrangements also need to be considered in this as taxi drivers, etc also need to touch the equipment.</li> </ul>		
Continuity of Learning	Transition to school - New Learners	<ul style="list-style-type: none"> <li>Some secondary schools have made contact with Yr 6 learners and parents for admissions forms, transport, getting to know learners through Google Classrooms.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Clear guidance to all staff on rationale and purpose of next phase of schooling with safety and wellbeing of both learners and workforce as a priority.</li> <li>Dependant on the size of the school, the staffing capacity and maximum capacity of learners allowed to be in the building at any one time whilst maintaining social distancing.</li> <li>Consideration to Yr 6 returning to primary schools for allocated time in Autumn Term to allow closure of primary experience and reduce anxieties e.g. 2 weeks.</li> <li>Group induction either by school or selected groups. Responsibility shared by all staff. If staffing numbers at the primary school allow, explore possibility of current year 6 teacher in secondary school.</li> </ul>				<ul style="list-style-type: none"> <li>More likely to be a secondary / cluster organised task.</li> </ul>		
Ensuring Expectations	Non-compliance with Rules	<ul style="list-style-type: none"> <li>Site rules are communicated to all school employees, learners, parents / carers through informal discussions, letters, emails, etc.</li> <li>Staff monitor site rules as and when needed.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Site rules to be communicated to all school employees, learners, and parents / carers.</li> <li>Signage displayed to reinforce site rules and Covid-19 guidance.</li> <li>Head Teacher / nominated Teachers will monitor and enforce site rules and social distancing requirements.</li> <li>Disciplinary actions will be taken against individuals who repeatedly / wilfully fail to follow any site / LA rules.</li> </ul>						

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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score	Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
Ensuring Expectations	Communication with parents / carers	<ul style="list-style-type: none"> <li>It is recognised that maintaining effective, positive home-school relationships is critical and as part of this, schools are currently using a range of methods for communicating with parents / carers to include phone calls, use of social media, email, text, use of Hwb and engaging with partners to support families with resources.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Clear rationale of purpose of schools opening helps offer parents / carers transparency and information on which learners are prioritised and why.</li> <li>Schools supported with models / templates of what to include in communication with parents / carers to clarify the roles and expectations that they, learners and school will have in this next phase of returning to school.</li> <li>Explanations and models of the school day to be shared, as well as understanding of social distancing requirements within the school building, hand over at start and end of day.</li> </ul>				<ul style="list-style-type: none"> <li>Schools and settings should provide clear communications to ensure parents / carers understand expectations. This could include:                             <ul style="list-style-type: none"> <li>Advance notice from parents on whether they will be sending their children.</li> <li>Advise parents to declare that their children haven't shown symptoms of Covid-19.</li> <li>Clarity on transport arrangements to and from schools site, this will also include drop off and pick up.</li> <li>Timing of school day – particularly if school is staggering start times.</li> <li>School entrance and exit points – this may be different to "normal" arrangements.</li> <li>Eating arrangements and hygiene policy</li> <li>Procedures if child falls ill during time in school.</li> <li>Arrangements for groups of learners throughout the school day.</li> <li>Clear protocols for healthy children only to be returning to school, understanding of what happens during the day if child turns unwell.</li> <li>Schools to consider approach to support whole families with more than one child returning at the same time.</li> <li>Schools to consider how parents can feedback to schools - questionnaire on views on returning, feedback on distance learning and support needed by children.</li> <li>Consideration of how schools will communicate with parents of new learners at key transition points e.g. Nursery / Yr 2 / Yr 6.</li> </ul> </li> </ul>		



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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
		The introduction of 'check-in, catch up and prepare' sessions in the 2019/20 summer term along with the latest scientific and medical advice has helped inform this guidance. The guidance sets out the public health advice schools must				The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of learners and families.			
Logistics	Accommodation	<ul style="list-style-type: none"> <li>School capacity calculation</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Capacity calculations suggest that a standard 56 m<sup>2</sup> could accommodate 8 learners under 2 metre social distancing.</li> <li>For a typical school with a variety of accommodation this would suggest a potential capacity of 35% of normal usage.</li> <li>The modal average classroom, with furniture and additional staff, is 6 learners.</li> <li>Schools may wish to apply other constraining factors or look to phase capacity from a range of 20% to 33% dependent on their individual constraints.</li> <li>Schools may wish to start at the lower range and on the basis of experience adjust capacity over subsequent weeks.</li> </ul> <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> <li>grouping learners together</li> <li>avoiding contact between groups</li> <li>arranging classrooms with forward facing desks</li> <li>staff maintaining distance from pupils and other staff as much as possible</li> </ul>			
Logistics	Accommodation Function	<ul style="list-style-type: none"> <li>Health and safety requirements related to school classroom and infrastructure usage.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Schools will need to conduct an audit of controls related to cleaning, hand washing, toilets, catering and social space usage.</li> </ul>			
Logistics	Transport	<ul style="list-style-type: none"> <li>Very school specific, ranging from minimal requirements with the majority living within 3 miles with safe travel to school to schools that require the majority of their learners to be transported to school.</li> <li>In addition, consideration needs to be given to vulnerable learners requiring bespoke arrangements.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Liaise with LA over transport related to revised school day and volume required.</li> <li>Continue to reduce numbers in transport.</li> </ul> <p>It is important to recognise, some direct or indirect mixing between children in different contact groups will be unavoidable, such as on transport, receiving specialist teaching or due to staffing constraints. Where mixing cannot be avoided, schools should minimise the risk of transmission using the hierarchy of risk controls.</p>			

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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Learners & Staff	Identification of learners to reintegrate	<ul style="list-style-type: none"> <li>Currently working on Welsh Government (WG) definition of vulnerable and key workers - current numbers requiring support increasing.</li> </ul> <p>WG are asking schools and settings to plan for a full return of all learners on a phased approach from the start of the autumn term.</p>	4	3	12	<ul style="list-style-type: none"> <li>Needs-led reintegration.</li> <li>No mix of needs / phases.</li> <li>Individual risk assessments of all learners with care plans.</li> <li>Begin with 20% capacity and increase as successful.</li> <li>Unless managed very carefully this could cause the school to be closed for a long period.</li> </ul> <p>Schools should consider a phased return starting with Year groups 7, 11 and 13 for the first two weeks</p> <p>All other learners must attend school. Schools should bear in mind the potential concerns of pupils, parents/carers who may be reluctant or anxious about returning and put the right support in place to address this. This may include learners who have themselves been shielding previously but have been advised that this is no longer necessary, those living in households where someone is clinically vulnerable, or those concerned about the comparatively increased risk from coronavirus (COVID-19), including those from Black, Asian and Minority Ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.</p>			
Learners & Staff	Clarifying purpose of educational attendance on school sites	<ul style="list-style-type: none"> <li>Standard attendance demands will be difficult to enforce as the wishes of parents / carers will vary significantly in relation to their expectations about the safety and security of their children under a re-engagement programme.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Schools will need to liaise with their LA to determine the guidance and expectations to be shared with parents / carers and to create the checking and follow-up procedures if they feel that learners are falling outside of these expectations.</li> </ul> <p>Schools and settings should work with parents/carers to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development</p>			

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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Learners & Staff	Staff Availability	<ul style="list-style-type: none"> <li>• Due to rota system, staff availability is currently appropriate.</li> <li>• Around 10% are shielding and 5% unavailable for work for other reasons.</li> </ul>	3	3	9				
Learners & Staff	Risk assessing vulnerable staff and learners	<ul style="list-style-type: none"> <li>• Schools will need to develop a register of staff and learners who are defined as 'vulnerable' under the prevailing demands.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>• This will need to be updated as this dynamic situation changes and any adjustment to status will need to be communicated in advance of the new status taking effect.</li> </ul>			
Learners & Staff	Display of symptoms in school – Employees, Learners, Parents / Carers	<ul style="list-style-type: none"> <li>• Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• Any employees, learners or parents / carers who are feeling unwell / displaying Covid-19 symptoms must not attend / visit school.</li> <li>• If anyone becomes unwell when in school they must leave school as soon as practicable and follow self-isolation guidelines.</li> <li>• School to monitor sickness absence of learners and report any suspected incidence of Covid-19 symptoms to LA.</li> </ul> <p>The Chief Medical Officer has been clear that there is no evidence to support the widespread wearing of nonmedical face coverings in the community. Non-medical face coverings are recommended where social distancing cannot be maintained.</p> <p>Response to any infection: engage with the <b>Test, Trace, Protect</b> strategy. Manage confirmed cases of COVID-19 among the school community and contain any outbreak by following local health protection team advice.</p>			
Learners & Staff	Injury to learners on site	<ul style="list-style-type: none"> <li>• If learner is injured in school, staff would attend to injury or arrange for learner to see doctor or visit hospital.</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>• If attending to any wounds, etc school staff to use Personal Protective Equipment (PPE) at all times.</li> <li>• Ask parent / carer permission for learner to attend doctors surgery or hospital during pandemic.</li> <li>• If in any doubt (or if not able to contact parent / carer) contact NHS Direct / Emergency Services for advice.</li> </ul>			

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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Learners & Staff	School Uniform	<ul style="list-style-type: none"> <li>Children will have grown during the time of the lockdown and many uniforms may no longer fit them.</li> <li>This will be a major issue if there is a short notice given for the return.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>This situation could well be exacerbated by financial issues faced by parents during the lockdown, especially without full pay or no pay coming into the household.</li> <li>Schools need to be sympathetic and may have to relax some of their rules regarding school uniform.</li> </ul> <p>It is for the governing body of a school to make decisions regarding school uniform. Some schools relaxed their uniform policy over the summer term. WG would, however, encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of a school and setting an appropriate tone. If a governing body decides to relax its uniform policy a poverty conscious approach should be taken, which bears in mind that some families may struggle to purchase specific or additional items of clothing. PDG-Access should be promoted to eligible families.</p>			
Learners & Staff	Staff Dress Code	<ul style="list-style-type: none"> <li>Current dress codes may not be practical.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>There has been some discussion that staff should consider washing their clothes at the end of every day to reduce the potential for transfer of infection.</li> </ul> <p>Any revision to the pupil uniform expectations would be advisable to be mirrored in the staff dress code expectation</p>			
"The School Day"	Arrival at School	<ul style="list-style-type: none"> <li>All transport arrive at school and drop off in one central point.</li> <li>Parents requested not to bring children onto the school site or restrict access to school accommodation.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Schools may wish to consider staggered start times or phase Year Groups over separate morning and afternoon sessions.</li> <li>All learners to remain in taxis until staff come to pick them up.</li> <li>Learners to enter through one designated door and to wash hands prior to going to class.</li> <li>Schools may wish to consider that learners to remain in designated classes and staff move to these classes.</li> </ul>			
"The School Day"	Arrival in Class	<ul style="list-style-type: none"> <li>Accommodation constraints may mean very few learners per class.</li> <li>If operating the policy of static learners and mobile staff this would have to be on the basis of project based work.</li> </ul>	3	2	6	<ul style="list-style-type: none"> <li>Desks to be moved to ensure social distancing.</li> <li>Each learner to have a designated workspace and equipment.</li> <li>Timetabling will need to consider time for phased toilet breaks.</li> </ul> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).</p>			
"The School Day"	Collective Worship and Assemblies	<ul style="list-style-type: none"> <li>Daily collective worship / assemblies as per school timetable.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>No whole school / key stage collective worship or assemblies.</li> <li>Collective worship to held in individual classes.</li> </ul>			

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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
"The School Day"	Break Times / Lunch Times	<ul style="list-style-type: none"> <li>These pose a significant risk to the social distancing requirement and for staff ability to police requirements safely.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Consideration should be given to truncating the day to minimise mass groupings at break time.</li> <li>Further consideration should be given to removing the requirement for lunch times by truncating the day and phasing year groups between mornings and afternoons.</li> <li>Current arrangement for FSM learners could remain enforce.</li> </ul>			
Domestic Arrangements	Catering	<ul style="list-style-type: none"> <li>Learners able to receive meals at lunch time in school.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Learners should eat in their own classrooms where possible.</li> <li>Will learners be encouraged to bring their own lunch? - Check with LA Catering Department.</li> </ul> <p>Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups). WG expect that kitchens will be fully open from the start of the autumn term and normal legal requirements will apply about provision of food to all pupils who want it, including for those eligible for free school meals</p>			
Domestic Arrangements	Catching / Spreading. Unable to remain social distancing whilst carrying out first aid.	<ul style="list-style-type: none"> <li>Does the school follow Public Health Wales (PHW) guidance around gloves and aprons?</li> <li>Face masks should also be available for staff.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Follow guidance re PPE, including face masks, aprons and gloves.</li> <li>Double bagging for waste.</li> <li>Ensure that waste bins are emptied daily by caretaking team.</li> <li>Increase cleaning hours to ensure that all surfaces are deep cleaned at the end of the day / shift.</li> </ul> <p>Gloves and aprons should continue to be used when providing intimate care to a child or young person. This can include personal, hands-on care such as washing, toileting, or first aid and certain clinical procedures such as assisted feeding. Fluid-resistant surgical masks and eye protection should also be worn if a risk assessment determines that there is a risk of splashing to the eyes such as from coughing, spitting, or vomiting. Gloves, fluid repellent gowns, FFP3 masks and eye protection are indicated when undertaking aerosol generating procedures such as suction. Gloves and aprons should be used when cleaning equipment or surfaces that might be contaminated with body fluids such as saliva or respiratory secretions.</p>			

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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Domestic Arrangements	Visitors at School	<ul style="list-style-type: none"> <li>Only essential visitors present at main reception and wait for staff to meet them.</li> <li>No visitors allowed in school unless pre-arranged.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>All visitors will be pre-arranged.</li> <li>No external visitors other than key visitors e.g. school nurse, child protection social workers.</li> <li>All non-statutory visits / contact to be cancelled or done through virtual meetings.</li> </ul>			
Domestic Arrangements	Cleaning Routines	<ul style="list-style-type: none"> <li>Cleaning routines changed to focus on surfaces, doors and communal areas.</li> <li>All staff requested to be mindful of supporting cleaning routines.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Focus cleaning on the restricted blocks and develop a policy for deep cleaning.</li> <li>Increased cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach.</li> <li>Schools and settings should follow the latest cleaning in non-healthcare settings. Points to consider and implement include:                             <ul style="list-style-type: none"> <li>~putting in place a cleaning schedule that ensures cleaning is generally enhanced and includes:                                     <ul style="list-style-type: none"> <li>~more frequent cleaning of rooms/shared areas after they have been used by different groups or frequently touched surfaces being cleaned more often than normal</li> <li>~where possible, providing separate toilets for different contact groups. Where this is not possible, using hand sanitiser before entering the toilet and ensuring toilets are cleaned regularly will help. Learners must be encouraged to clean their hands thoroughly after using the toilet.</li> </ul> </li> </ul> </li> </ul>			
Guidance & Documents	Review of Key Policies	<ul style="list-style-type: none"> <li>Evaluate current policies to ensure that they will stand up to scrutiny under the current demands.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Set a policy review structure to ensure scrutiny and approval of Governing body.</li> </ul>			
Guidance & Documents	Create New School Guidance	<ul style="list-style-type: none"> <li>The current working practices have evolved during the school re-purposing period.</li> <li>Schools should consider setting down new guidance for this next phase of re-engagement.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Develop a set of expectations and guidance principles for all school stakeholders.</li> <li>In classrooms it will be important that schools improve ventilation (for example, by opening windows where it is safe to do so.) Good ventilation is essential at all times. Schools should ensure all systems are working in their normal operating mode.</li> <li>Natural ventilation via windows or vents should be used as far as possible. Where centralised or mechanical ventilation is present, recirculatory systems should be adjusted to full fresh air, if this is not possible systems should be operated as normal. Where ventilation units have filters present ensure enhanced precautions are taken when changing filters.</li> </ul>			
Guidance & Documents	Fire Alarm / Fire Evacuation	<ul style="list-style-type: none"> <li>It is possible that no fire drills, alarm tests, etc have been had during lockdown period.</li> <li>Usual school measures could not be appropriate during this period due to social distancing and possible changes to corridors / routes out of school building.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Review Fire Risk Assessment.</li> <li>Weekly fire alarm tests as normal.</li> <li>Fire evacuation drills suspended (review situation every 6 weeks).</li> <li>Social distancing during evacuation if practicable.</li> <li>Social distancing to be practised at fire assembly point.</li> </ul>			

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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Continuity of Learning	Review distance learning approach to include more learners having school contact	<ul style="list-style-type: none"> <li>Many schools operating are engaging with approximately 2% of their school population.</li> <li>Any re-engagement will significantly impact on these current arrangements.</li> </ul>	4	3	12	<ul style="list-style-type: none"> <li>Capacity calculations and modelled expectations suggest that initial re-engagement could be between 15% and 40%.</li> </ul>			
Continuity of Learning	Induction day for staff to new processes	<ul style="list-style-type: none"> <li>As part of the planning programme schools should look to have professional development programmes based around the new operating procedures.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Schools may wish to consider phasing this training to ensure the appropriate social distancing guidance.</li> </ul>			
Continuity of Learning	Learner Induction Programme	<ul style="list-style-type: none"> <li>Learners will have experienced a wide range of emotions and experiences since 23 March 2020.</li> <li>This will pose a significant impact on the pastoral provision in school.</li> </ul>	4	4	16	<ul style="list-style-type: none"> <li>Consideration should be given to an induction programme that allows learners to explore their feelings and emotions and signposts the support services that are available in school.</li> </ul>			
Continuity of Learning	Reviewing Curriculum Offer	<ul style="list-style-type: none"> <li>It is unlikely that the standard curriculum offer that the learners experienced in the Autumn Term (2019) could be replicated under the revised constraints.</li> </ul>	3	3	9	<ul style="list-style-type: none"> <li>Schools should give consideration to restructuring their curriculum offer either on a core offer, core + offer or a project based offer.</li> </ul>			
Ensuring Expectations	Non-compliance with Rules	<ul style="list-style-type: none"> <li>Site rules are communicated to all school employees, learners, parents / carers through informal discussions, letters, emails, etc.</li> <li>Staff monitor site rules as and when needed</li> </ul>	2	4	8	<ul style="list-style-type: none"> <li>Site rules to be communicated to all school employees, learners, and parents / carers.</li> <li>Signage displayed to reinforce site rules and Covid-19 guidance.</li> <li>Head Teacher / nominated Teachers will monitor and enforce site rules and social distancing requirements.</li> <li>Disciplinary actions will be taken against individuals who repeatedly / wilfully fail to follow any site rules.</li> </ul>			

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Grouping	Area of Concern	Existing Measures	Likelihood	Severity	Score	Additional Controls	Likelihood	Severity	Score
Ensuring Expectations	Communication with parents / carers	<ul style="list-style-type: none"> <li>It is recognised that maintaining effective, positive home-school relationships is critical and as part of this, schools are currently using a range of methods for communicating with parents / carers to include phone calls, use of social media, email, text, use of Hwb and engaging with partners to support families with resources.</li> <li>National Welsh and UK news and messages can lead to some confusion on implications within their own locality.</li> </ul>	3	4	12	<ul style="list-style-type: none"> <li>Clear rationale of purpose of schools opening helps offer parents / carers transparency and information on which learners are prioritised and why.</li> <li>Schools supported with models / templates of what to include in communication and parents / carers understand the roles and expectations that they, learners and school will play in this next phase of returning to school.</li> <li>Explanations and models of the school day to be shared, as with understanding of social distancing within the school building.</li> </ul>			



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Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<p>There cannot be a 'one-size-fits-all' approach, School leaders will be best placed to understand the needs of their schools and communities, and to make informed judgments about how to balance delivering the curriculum with the measures needed to manage risk. The guidance provides a set of principles to help schools and settings do this and in turn minimise risks. We expect schools and setting, supported by their local authorities to work closely with parents and staff as they normally would, when agreeing the best approaches for their circumstances</p>		
<ul style="list-style-type: none"> <li>• LAs have capacity data and it may be possible to run a variety of models as the advice on social distancing matures with the prevailing scientific advice.</li> <li>• The same safeguarding principles should be applied to staffroom.</li> </ul> <p>The overarching principle to apply is reducing the number of contacts between learners and staff. This can be achieved through keeping contact groups separate and through maintaining distance between individuals, where possible. These are not alternative options and both measures will help, but the balance between them will change depending on:</p> <ul style="list-style-type: none"> <li>• children's ability to distance</li> <li>• the lay out of the school</li> <li>• the feasibility of keeping distinct groups separate while offering the curriculum (especially at secondary)</li> </ul> <p>Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in secondary schools maintain distance from their learners, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from learners.</p> <p>Schools and setting should make small adaptations to the classroom to support distancing where possible. That should include seating learners side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>It is strong public health advice that staff in secondary schools maintain distance from their learners, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from learners.</p>		
<ul style="list-style-type: none"> <li>• Schools need to ensure that all the necessary health and safety checks have been undertaken after period of closedown such as Legionnaires' disease, sprinkler and fire alarm testing, dust extraction, etc.</li> <li>• Please note this is not an exhaustive list and schools will need to liaise with their Health and Safety advisers for a comprehensive assessment.</li> </ul>		
<ul style="list-style-type: none"> <li>• All gates other than front gate will be closed.</li> <li>• SLT on gate to let buses and taxis in and out once safe.</li> <li>• This has to be relevant to each site - should be flexible for each school.</li> <li>• Children on buses will need to be on a rota as well.</li> <li>• Drop off zones created - nearby car parks, etc.</li> <li>• It may be required that learners do not use public transport at peak times and as a result schools may need to consider a school day that operates outside of peak time travel.</li> </ul> <p>Transport (WG Guidance is currently being considered and will need updating)</p> <p>Consideration should be given to the latest transport guidance. Where possible, parents and carers should travel with their children to and from school, ideally on foot, or by bike, scooter or any other means of active travel. Social distancing should be maintained on the journey to and from school. <b>People of no more than two</b> households should only travel together if social distancing is possible.</p> <p>In any school transport, priority should be given to those who are unable to attend without it.</p>		

**ONDARY SCHOOL RISK ASSESSMENT**

Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> <li>• Support required from all LA services to manage parent / carer expectations.</li> <li>• If stringent social distancing cannot be adhered to, it should be stated that those individuals do not attend. They should be supported to learn or work at home. This could depend on why schools are re-opening - education, well-being or economy.</li> <li>• In secondary schools - curriculum may be project based dependent on staffing availability.</li> <li>• Consideration may need to be given to families with siblings in the school. Are Year 10, Year 12, Year 6 priorities for example or is it families in need? working families? Welsh language? For 11-16 schools should consideration be given to learners in Year 11 to help with their transition to next stage learning?</li> <li>• Has to be clear national directive on who is prioritised based on the reason for re-opening schools. School then have find the local solutions.</li> <li>• Three identifiable groups:               <ul style="list-style-type: none"> <li>- 1st in school but in unfamiliar circumstances</li> <li>- 2nd not able to come in (vulnerable, etc)</li> <li>- 3rd group not willing to come (suggested link with SE and 3rd group)</li> </ul> </li> <li>• Schools would be unwise to force anyone to come to school – schools may need an interim attendance policy.</li> <li>• Schools may wish to consider if their priorities are vulnerable learners, then digitally disadvantaged learners and then SEND learners.</li> <li>• Keeping accurate attendance records will be vital to safeguarding and to the strategic planning of school, LA and National strategy.</li> </ul> <p style="color: green;">If a learner is unable to attend the physical setting of the school it is vital that the school continues to engage with the learner remotely</p>		
<ul style="list-style-type: none"> <li>• Any revised guidance needs to be shared well in advance with all stakeholders to ensure consistency of expectation and the right to ask schools and LAs to consider individual circumstances.</li> <li>• This should be a process of encouragement rather than enforcement, unless it falls under a safeguarding concern.</li> <li>• No-one with symptoms should attend a setting for any reason.</li> <li>• Eligible children – including priority groups - should be strongly encouraged to attend school, unless they are self-isolating or they are vulnerable (in which case they should follow medical advice). If someone in their household is vulnerable, they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions.</li> <li>• Families should notify their school as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together.</li> <li>• LAs should make it clear that parents will not be fined for non-attendance at this time, and schools and will not be held to account for attendance levels.</li> <li>• Schools should continue to inform social workers where children with a social worker do not attend.</li> </ul>		

## ONDARY SCHOOL RISK ASSESSMENT

Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> <li>• No one who has received a shielding letter should be present at this time (in accordance with WG). National / local guidance on asthma required.</li> <li>• LAs may wish to define the term 'vulnerable' in order that all stakeholders have the same definition.</li> <li>• Schools should therefore be able to identify staff who are at home working and staff available at school.</li> <li>• An additional issue is staff who have school-age children, this needs to be identified and worked into the rota.</li> <li>• Schools should give consideration to the deployment of staff; staff working at school will not be able to undertake the same distance learning functions.</li> <li>• A redeployment of groups may need to be considered to ensure equity and balance amongst staff.</li> <li>• A provision for testing for Covid-19 should be shared and commonly understood by all stakeholders.</li> <li>• LAs, Governing boards and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</li> </ul> <p>We are asking schools/settings and local authorities to:</p> <ul style="list-style-type: none"> <li>• communicate clear and consistent expectations around attendance to parents/carers throughout the summer ahead of the new school year</li> <li>• identify learners who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic</li> <li>• work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance</li> </ul>		
<ul style="list-style-type: none"> <li>• This should be done in partnership with the LA to ensure consistency and appropriate consultation with all stakeholders.</li> </ul> <p>Rapid Deployment of PCR Antigen Testing</p> <p>The rapid deployment of testing will be made available to support outbreaks in schools/settings by the NHS Wales TTP Programme and Local Health Boards will facilitate PCR antigen testing for everybody in the school/setting 'bubbles' (small, consistent group of no more than 8) that are affected by the outbreak and everyone in the school/setting if it has been established that the setting has not followed Welsh Government guidelines for schools and/or Infection Prevention and Control measures.</p> <p>The method for delivery and sampling of rapid antigen tests can be executed in a range of ways such as the deployment of Mobile Testing Units (MTUs), temporary testing satellites and drop off and collection routes. The most appropriate testing channel will be discussed and agreed between all stakeholders.</p>		
<p>Latest WG guidance recommends that essential measures include:</p> <ul style="list-style-type: none"> <li>• a requirement that people who are ill stay at home</li> <li>• robust hand and respiratory hygiene</li> <li>• enhanced cleaning arrangements</li> <li>• active engagement with Test Trace Protect</li> <li>• formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable</li> </ul> <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> <li>• grouping learners together</li> <li>• avoiding contact between groups</li> <li>• arranging classrooms with forward facing desks</li> <li>• staff maintaining distance from pupils and other staff as much as possible</li> </ul>		
<ul style="list-style-type: none"> <li>• Consideration is needed on what would happen if a learner was seriously injured or someone with a medical condition needed to be admitted to hospital.</li> <li>• Of course an emergency service could be called for some serious incidents or incidents, but not always.</li> <li>• Are staff willing to go to hospital if parent / carer could not collect the learner?</li> <li>• Would the parent / carer be happy for the learner to go to hospital in the first place bearing in mind that some may be reluctant to visit the hospital at present?</li> </ul>		

## ONDARY SCHOOL RISK ASSESSMENT

Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> <li>Should schools welcome learners back without uniform?</li> <li>It is important that this message is shared with all parents.</li> <li>If possible, give a sensible time limit for parents to get the uniform situation sorted.</li> <li>Where parents are struggling financial, then schools should try to provide the uniform for the child/ren.</li> <li>Perhaps encourage parents who are struggling, to sort the shoes and the school could help with the uniform, could also ask PTA to help with uniform swap / sale.</li> </ul>		
<ul style="list-style-type: none"> <li>Schools may wish to consider that less formal dress might be more appropriate.</li> </ul>		
<ul style="list-style-type: none"> <li>Learners not required in school may be drawn to meet friends outside of school and thereby posing additional risks.</li> <li>Parent / carer contact should still be done remotely.</li> </ul> <p style="color: green;">Where possible, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school. Staggered start and finish times should not reduce the amount of overall teaching time. A staggered start may, for example, include condensing/staggering free periods or break time but retaining the same amount of teaching time, or keeping the length of the day the same but starting and finishing later to avoid rush hour. Schools should consider how to communicate this to parents/carers and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</p> <p style="color: green;">Schools should also have a process for removing face coverings when learners and staff who use them arrive at school and communicate it clearly to them. Learners must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all learners), dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again before heading to their classroom</p>		
<ul style="list-style-type: none"> <li>Are there sufficient toilets / washing facilities in the restricted / designated teaching block?</li> <li>Are there sufficient hand washing facilities?</li> <li>Consideration of a one way system inside and outside school.</li> <li>Doors (apart from fire doors) left open so no need to touch handles, etc. If this is this case then schools will need to review their safeguarding policies.</li> </ul>		
<p style="color: green;">Contact groups should be kept apart where possible, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</p>		

## ONDARY SCHOOL RISK ASSESSMENT

Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> <li>This would be dependent on number of learners and size of grounds available. Consider possible zoning of areas and rules of play / engagement - learners could be consulted.</li> <li>Proposals on phasing or removing canteen usage would need to be reviewed in line with emerging government guidance on schools providing meals on-site.</li> </ul> <p>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups)</p>		
<ul style="list-style-type: none"> <li>Provision should consider whether to include breakfast, lunch and possibly dinner as the length of care requires. Snacks may also be required.</li> <li>If possible, food should be served in the rooms where learners are undertaking activity. This minimises the risk of transmission of infection. The area should be cleaned according to guidelines after eating.</li> <li>Staff should ensure that social distancing is maintained at mealtimes and learners should be sat two metres from each other.</li> <li>In this case, tables should be removed of clutter, disinfected, and visually clean before providing the meal / snack.</li> <li>If there are any concerns, schools and settings should seek the advice of their local Environmental Health team for advice.</li> <li>Learners should also wash their hands before and after eating and staff should also wash their hands before and after serving food.</li> <li>The school or setting may wish to consider providing meals for staff also in order to minimise objects being transferred from and to the building.</li> <li>Local authorities and headteachers should work with food providers and suppliers to ensure the utmost rigour in hygiene, including preparation, consumption and disposal.</li> <li>Food must not be shared. Any snacks should be separated clearly to avoid this</li> <li>Lunch and break times could be staggered to support social distancing.</li> </ul>		
<ul style="list-style-type: none"> <li>Review cleaning hours / routines to build public confidence.</li> <li>Strategy required for any member of the school exhibiting Covid-19 symptoms.</li> <li>Policy in place for informing school community of any confirmed cases and the ability to track, where reasonable, others who may have come into contact with the confirmed case.</li> <li>The present advice is that it is not necessary to screen temperatures. The learner's parents / carers will be able to check their temperature. In any case, screening will not identify all cases of Covid-19 and the means of checking temperature may put staff at greater risk of transmission. This will be kept under review. Staff should of course be vigilant for changes to children's temperatures and signs of fever.</li> <li>No learner with symptoms should be sent to school at all and it is vital that parents / carers are encouraged to act accordingly.</li> <li>For the vast majority of learners, Covid-19 is a mild illness. Learners who have been classed as shielding due to pre-existing medical conditions have been advised to undertake specific 'shielding' measures. These learners have serious underlying health conditions which put them at very high risk of severe illness from Covid-19 and are advised to rigorously follow shielding measures in order to keep themselves safe. Schools should not expect these learners to attend schools or settings at this time, and they should continue to be supported at home as much as possible.</li> <li>Once someone suspected, confirmed or with symptoms has been identified, all areas where this person has been must be identified and kept clear. Management of the area should be physical where possible i.e. barriers with suitable signage or behind locked doors. A clean down prior to reoccupation should take place following the Covid-19: cleaning in non-healthcare settings guidance.</li> <li>Other clinically vulnerable children and young people (who are not shielding) will need to be considered case by case, but of course we would only expect these to attend where parents / carers are satisfied that this is safe for them.</li> <li>There is risk of learners (and staff) being upset and even crying on return to school.</li> </ul>		

**ONDARY SCHOOL RISK ASSESSMENT**

Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> <li>• LA support to manage external agencies and parental expectations of schools running 'as normal' immediately.</li> <li>• No unnecessary visits or meetings - can be via telephone or Teams, etc.</li> <li>• A balance has to be maintained between site security and the policy of all doors apart from fire doors and toilet doors to be kept open.</li> </ul> <p>Schools and settings should consider how to manage other visitors to the site, such as contractors, and ensure site guidance on physical distancing and hygiene is explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record should be kept of all visitors.</p>		
<ul style="list-style-type: none"> <li>• Associated costs due to risk assessment response.</li> </ul>		
<ul style="list-style-type: none"> <li>• Liaise with LA to share best practice and compliance.</li> </ul>		
<ul style="list-style-type: none"> <li>• Check with HR that any revised guidance complies with agreements reached with Unions and Associations.</li> <li>• Schools may wish to consider developing a handbook (hard copy and/or online) to act as an easy reference point for the new operating procedures.</li> <li>• The airflow and ventilation should be increased where possible using natural ventilation such as opening doors and windows.</li> </ul>		

ONDARY SCHOOL RISK ASSESSMENT		
Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> <li>Operating procedures should look at the logistical impact of re-engagement starting initially at 15% and phasing up in 10% increments.</li> </ul>		
<ul style="list-style-type: none"> <li>A phased programme consisting of training and guidance on the new operating practices, procedures and policies and time for staff to undertake personal preparation.</li> <li>Time should also be given to adjusting their classroom bases in line with the new operating practices.</li> </ul> <p><a href="#">See GwE's policy and practice guidance on Blended Learning</a></p>		
<ul style="list-style-type: none"> <li>LA support and welfare services should liaise with schools to help with 'trauma' related guidance and, where necessary, bereavement services.</li> <li>It should be widely publicised in the community that the National Curriculum remains suspended and that schools are not expected to teach a curriculum similar in structure and content experienced before 23 March 2020 until the National Curriculum has been reinstated.</li> <li>Where year groups are returning to school, school leaders should consider: <ul style="list-style-type: none"> <li>- consider their learners' mental health and wellbeing and identify any learner who may need additional support so they are ready to learn;</li> <li>- assess where learners are in their learning, and agree what adjustments may be needed to the school curriculum over the coming weeks;</li> <li>- identify and plan how best to support the education of high needs groups, including disadvantaged learners, and SEND and vulnerable learners;</li> <li>- support learners in Year 6 in primary schools to work together with secondary colleagues to support their upcoming transition to Year 7.</li> </ul> </li> <li>Schools should use best endeavours to support learners attending school as well as those remaining at home, making use of the available remote education support.</li> </ul>		
<ul style="list-style-type: none"> <li>Guidance to curriculum re-design has be shared across the region in the curriculum design training run by Ian Gerrard.</li> </ul>		

**ONDARY SCHOOL RISK ASSESSMENT**

Additional Comments	Responsibility	Are you satisfied identified risks have been addressed?
<ul style="list-style-type: none"> <li>• Schools and settings should provide clear communications to ensure parents / carers understand expectations. This could include:</li> <li>• Advance notice from parents on whether they will be sending their children.</li> <li>• Advise parents to declare that their children haven't shown symptoms of Covid-19.</li> <li>• Clarity on transport arrangements to and from schools site, this will also include drop off and pick up.</li> <li>• Timing of school day – particularly if school is staggering start times.</li> <li>• School entrance and exit points – this may be different to “normal” arrangements.</li> <li>• Eating arrangements and hygiene policy .</li> <li>• Procedures if child falls ill during time in school.</li> <li>• Arrangements for groups of learners throughout the school day.</li> <li>• Clear protocols for healthy children only to be returning to school, understanding of what happens during the day if child turns unwell.</li> <li>• Schools to consider approach to support whole families with more than one child returning at the same time.</li> <li>• Schools to consider how parents can feedback to schools - questionnaire on views on returning, feedback on distance learning and support needed by children.</li> </ul> <p style="color: green; font-size: small;">The importance of a clear communications strategy is particularly important in educational and childcare settings, given the level of media attention that this kind of incident is likely to generate. Early involvement of colleagues from communications teams in PHW and partner organisations is therefore crucial.</p>		