Timetabling for
Social Distancing
in schools

At the time of writing most schools in most countries have re-opened or have an opening date, but there is no clear idea of the length of time that schools will have to cope with social distancing. Whether it is just for the near future, or for a significant part of the next school year, social distancing has important implications for the school timetable.

In this version **11c** of this paper we look at some of the immediate problems and possible solutions, including how to develop a suitable new timetable if that is necessary.
Not all these solutions are needed now, but they may be in future, for example, for a local lockdown.
While the emphasis here is on secondary schools, many considerations apply to primary schools also.
In this novel situation inevitably these are suggestions, not tried-and-tested solutions.

Most of all we hope that it will stimulate you to respond with your ideas, suggestions and queries ...so that we can update the document to make another version available to all.
Please send any comments to: keith@timetabler.com

Contents:

Chris Johnson, *TimeTabler*   Chris Knights-Branch, MIST Services
Keith Johnson, *TimeTabler*   Peter Knights-Branch, MIST Services

Factors and Approaches to consider:

Different Start & End times (for whichever Years are in school)

The idea behind this is that it would reduce contact in the school yard before and after school. This may be easy to timetable but it has implications for the local bus services, who may not be able to change their transport timetable. But perhaps you could stagger 'bus-pupils' and 'parents-car-pupils' slightly? See Appendix 8 on page 14 for one way to stagger the timetable.

Different Break times and Lunch times (for whichever Years are in school)

While this would help with social distancing, it might not be easy in practice, as without care it could mean that some staff would have no break. *For example,* if in normal times Mrs Jones teaches 7A in period 2 (before Break) and then 9B in period 3 (after Break), then if Year 7 now has a later Break than Year 9, Mrs Jones may have no break at all.
If using *TimeTabler* you can use the 'split' features to schedule these (see pages 8–12).

Groups with a *maximum* size of 15 students?
This is so that students can be spaced out in each room.
(In Special Schools, Pupil Referral Units, and some rural schools this may already be the case.)

In most cases this implies that only 50% (or less) of the school population will be in school at any time. In England the government is currently recommending only 25%. This means of course that each student receives only 25% of their 'normal' teaching, ie. one week per month.

If so, then it probably means that the school will need to be split into 2, 3, or 4 student populations. There is more about this on page 3. See also Appendix 12 on pages 18–19.

If there are 2 populations [called X and Y] how might they be staggered?
There are at least 3 possibilities:

a) Populations X and Y are in school for alternate weeks. Teachers would teach the same lessons twice in each fortnight. They could set students homework for the other week.

Or: alternate days: X in for Mon1, Wed1, Fri1, Tues2, etc; Y in for Tues1, Thurs1, Mon2, etc.

In these scenarios, can you use the same timetable as you already have (but with groups split)? Bus services would be unchanged; social distancing on the bus may be a problem.

b) Population X in school for mornings and Y in school for afternoons.
Teachers would teach the same lessons twice in each week; they could set homework for the other half of the week. An advantage over (a) is that teachers would see their pupils each week.

But (i) school days are sometimes not split into equal halves, mornings are often longer, and (ii) the change would probably be difficult to arrange with the local transport services, and (iii) would *both* populations need lunch?

c) Population X in school for Monday, Tuesday, Wednesday morning; and Y in for Wednesday afternoon, Thursday, Friday.
Or: population X in school for Monday, Wednesday morning, Friday; Y in for Tuesday, Wednesday afternoon, Friday …or some similar permutation that shares the week.
Teachers would teach the same lessons twice in each cycle; they could set homework for the other half. Problems (b)(i) and (b)(ii) and (b)(iii) would also apply here.

Are there any other practical possibilities for this?

In each case there needs to be a practical way to inform the students & parents. Is it as simple as designating each student as being in either 'X' or 'Y'? (See the next page.)

Forming 2, or more, populations

Two populations could be formed by:

1. **Every TeachingGroup in every Year split into two [eg. X and Y]**
   In Key Stage 3 (Years 7, 8, 9) it will often be easy to split forms/classes/sets into 2 halves. It will also be possible to maintain friendship groups and to separate antisocial/bullying pairs. (There is an argument for breaking-up friendship groups during this time to help limit social interaction?)

   But in Key Stages 4 and 5 (Years/Grades 10-13) it will be more difficult, perhaps impossible. *For example*, if Aysha Bell in Year 10 is in Option-A-History, Option-B-Art and Option-C-French, while Zoe Young is in Option-A-History, Option-B-Geography and Option-C-Spanish, etc, it is unlikely that it will be possible to divide Year 10 into 2 clear consistent populations of exactly equal size. Splitting the Year (or Band) by surname A–L and M–Z (or whatever) will rarely split a group of 30 into 15-15, and sometimes even a teaching group of 20 might split 16-4.

   Splitting into 4 quarters is slightly more difficult, and may be more likely to give uneven groups.

   However, see Appendix **12** for neat ways to do any of these group-splitting tasks efficiently.

2. **Grouping Years to make populations**
   Population X might be all students in Years 7, 9, 11, and Population Y might be all students in Years 8, 10, 12/13 [in an 11-18 school], these groupings perhaps giving a more balanced demand on specialist rooms, labs, etc.
   Or Years 7, 8, 9 [=X] and Years 10, 11 [=Y]. Or S1/2/3 and S4/5/6 in Scotland.
   But individual groups still need to be split, to stay within the limit of 15 or whatever the limit is.

Are there any other realistic possibilities?
In each case you'd need to check that no individual group exceeds 15 or whatever your limit is.
Initially groups may be less than this, as many parents may not send their children to school at first.

Other possibilities:

A. The school ignores Year 11 (and Year 13) for the rest of the current school year, and divides Years 7-10 (and 12) into 2 populations as above.

B. The school concentrates on Year 10 (and Year 12) for this summer term. This is the most likely scenario in the short term.
   In one scenario, the Year 10 teaching groups could be split in two, or four, with half the groups being taught by the ex-Year-11 staff. (Similarly with Yr 12, using Yr 13 staff, in an 11-18 school.) There might be a problem with some specialist rooms, eg. labs?
   Or, Year 10 (+12) are given 'some face-to-face contact', see Appendix 10 on page 16.

C. The school concentrates on Year 10 (and Year 12), as in **B** above, but also brings in Key Stage 3 pupils. *For example,* Year 7 [split into 2 populations] on Monday & Tuesday, Year 8 [split into 2 populations] on Wednesday and Year 9 [split into two] on Thursday and Friday).
   Or any of models (a), (b), (c) on the previous page, applied to Years 7/8/9 only.

Other suggestions that have been made:

- One suggestion is that students do not move (unless perhaps to a specialist room or lab), and that the Teachers move from room to room, to reduce social contact on the corridors (on a revised timetable). The implications would be different for different teachers/subjects.

- Some are suggesting pupils eat lunch in their form-room, separated. Or on the field if the weather is fine. Would this be any better than your dining-room?

- Some are also suggesting cancelling school buses to reduce social contact, but how will they get to to/from your school? If you are in a rural area, is this possible?

- Some are suggesting cancelling lessons for PE on a revised timetable, because physical contact is more likely. Is PE important for mental as well as physical health?

Other things to consider, not necessarily connected with timetabling

1. Have you thought how to explain & justify the new timetable arrangements to parents, whose first thoughts may be that they are not going to have the same 'child-minding' that they were used to? Will parents be allowed to drop-off and collect students in the usual way?
    What about siblings in the same family but with different surnames, so in different populations?

2. If you keep PE on the new timetable is it feasible for some students to spend the day in their PE kit, to avoid the close proximity of the changing rooms?

3. Face-masks: Should students wear face-masks? Should staff wear face-masks?
    (WHO advice and UK government advice is uncertain. In some countries it is mandatory: Austria, Slovenia, Bulgaria, Poland, etc.)
    Should staff wear masks while on playground duty, as an implicit reminder?
    And while supervising entry/exit at the school gates? If so, can you source sufficient masks?

4. Should there be notices in each room about hand-washing? Soap? Hand-gel?
    Do you need to think about any changes in the work of ancillary staff, cleaners, caretakers, etc?
    Will any equipment (door-knobs, coat-pegs, desks, pens, rulers, etc) need regular disinfecting?

    Do you need floor-arrows to make a one-way system round some parts of the school?
    Doorways are often bottle-necks; do you need to designate some as entrance-only or exit-only?

5. To what extent should staff with lower teaching loads be responsible for setting on-line work and otherwise monitoring the students who are not currently in school?
    Might you re-employ recently-retired staff to do some on-line teaching?
    Are you issuing guidance about the marking of the work done at home?

6. Have you a policy and a practice for dealing with any increase in students' mental health issues? (This is likely to be a problem long after the pandemic has eased.)
    How will operations such as 'student services' or the 'school shop' work?
    Does the school need to still consider meals for the 'other' population of students?

    Is the staffroom big enough for social distancing? Will there still be detentions?
    Do you need a policy to deal with unruly children who believe staff cannot come close to them?

7. Does the school need to pay any particular attention to students living with elderly and vulnerable parents or guardians? What if certain students request arriving late or leaving early?
    Are there any elderly or vulnerable staff that may also need special consideration? *For example,* should vulnerable staff do less (or no) classroom teaching, doing only on-line teaching?
    If so, how will this affect the timetable?

8. Have you a plan for the remediation of the lost learning?
    Do you need a plan to tackle the loss of motivation that may become apparent in some students?
    Some schools are intending to open for weekends and over the summer, 'to catch up'.
    Which Years should be given the most attention? The current Year 10 [and 12]? Or?
    Will 'league tables' still be an issue in the 'new normal'?
    If yours is a fee-paying school, which years most affect the school income?

9. Thinking about the technology you have used so far for your VLE and on-line learning: is it working well? Do you need to consider investing in a better system for the future?
    Are there new on-line learning resources/methods that you may need to invest in?
    If your students don't currently have a textbook each, in each subject, do you need to provide them, so that they can work better in the 'new normal'?

    Does the school need to consider sourcing funds to provide [lend or give] computers to those students who are unable to get (easy) access at home?

10. While working through the rest of this term are you re-imagining what school life will be like during next term? *For example,* how will you cope when you have Year 11 [and 13] students as well?

11. "Bubbles of whole Year groups" (or half-year groups). *For example,* Year 10 students meet no other Years, even if the whole school is on site, by ensuring different Breaks (and lunches).
    Is this workable with your planned timetable? Can you cordon off individual areas of the school?
    See Appendices **3, 4, 5, 6** (pages 8–12) for how have staggered Breaks to stop bubbles mixing.

    Note: even if the YearGroup is in a bubble, an individual student in Year 10 (or S456) will meet many others during the options lessons. Using the feature described in Appendix 13 (page 20) shows that in most schools a student meets 70–100 other students during the options lessons!

12. "Staff should move rather than students". *For example,* to what extent is it possible to schedule Humanities subjects (English, History, Geography, PSE, etc) consecutively, so that students stay in the same room?
    How could this work for other subjects? Can it work for options in Year/Grade 10 and above?
    Could a Year group move to a limited number of close rooms? See Appendix 9 on page 15.

13. Depending on how many rooms are available, TeachingGroups might be split in half with the named subject teacher doing a lead lesson for each group in turn, while the other group, in an adjacent room is supervised by an Assistant Teacher.
    See Appendix 11 for how to schedule a Group into 2 adjacent rooms.

14. 'Blended' learning with Core subjects taught in school, with options subjects taught on-line.
    For how long can this method be sustained?
    How do you teach on-line in practical subjects?
    How can we make sure all students participate in on-line lessons?

15. A timetable of "three 100-minute lessons" [=5 hours, plus breaks?] has been mooted (page 13) ...but this has several disadvantages, including how can teaching be sufficiently varied to maintain interest over this period of time? See page 11 for pros & cons of different methods.

16. "Deep cleaning of classrooms between lessons". Who will do this and how would it work?
    If Year 10 uses 10 rooms at any time, then when they go out for Break, can all 10 rooms be cleaned during that time?

17. "Staggered Break times" for the students ...but can you ensure that the staff get a Break?
    See Appendix 2 (page 7) and Appendices 3, 4, 5, 6 (pages 8–12).

18. "Staggered Start (and end) times". A solution here will depend on how local your students are.
    If they have to use the bus or train (with social distancing), then will you need to change your start time to avoid peak public transport times? See Appendix 8.
    If most parents deliver them by car, can you persuade parents to arrive at staggered times?

    If you also have staggered lesson-times, what happens to an unsupervised Year/Class whose lesson ends before the next teacher is free, because that teacher is with a Year/Class with a later staggered time? Is there a solution to this? See Appendices **5** and **6**.

19. There is a PDF with some practical examples of real-life solutions in English schools at:
    https://unitedlearning.org.uk/portals/0/unitedthinking/Examples%20of%20protective%20measures.pdf

The 12 appendices on the next 16 pages give some practical advice on dealing with some of the timetabling issues.

Appendix 1 : Notes on scheduling a revised timetable,

if you need to do this to deliver the model you have chosen

If you are using *TimeTabler* here are some hints to help you:

1. First, **Backup** your existing data, so that later you can always come back to where you are now. Do this in 2 ways, so 'belt & braces':
   - An external Backup, to a USB 'memorystick' or to Dropbox, etc.
     and
   - An internal Backup, in the Auto-Backup Library [Ctrl-A]

2. Decide on the **school structure** for the revised timetable.
   If previously it was a 2-week timetable, then a 1-week timetable may be easier for this purpose.

   Consider reducing corridor movement during the pandemic by reducing the number of periods in a day. *For example,* 6 periods ➡ 5 periods, or 5 periods ➡ 4 periods in a day.

   Breaks : are you keeping the same number as before?
   Breaks & Lunches : are you intending to try to stagger them?
   (More difficult to schedule, as in some models staff may not get a break, but see Appendices 2, 3, 4, 5.)

3. Load in an existing Batch, for one of the Years, and look at the **Curriculum Diagram**.
   Will you keep all the subjects? For the same teaching-time? What are your criteria?
   The task is to adjust the Curriculum Diagram, by changing the number of periods for a subject-group, or by deleting groups until it is correct for the new situation.
   More details in sections D5, D22 in your printed Manual.
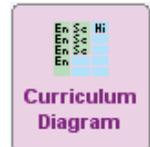
   Check that the totals [shown at the left-hand side] are correct for the new timetable.
   Repeat the process for each Year.

4. Check other Basic Data & Batches, see the QuickStart Guide, steps 7–32.
   Check that the Availability of your Part-timers is still marked correctly.

5. Go to the **School Structure Screen**, and enter the values for the numbers of days & periods as in (2) above.
   See section C5 in your printed Manual, or see the HelpScreen, or HelpMovie 11.
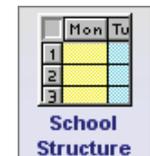
   Then go to **Schedule** ➡ List ➡ New and start the new schedule.
   (Do not visit an old schedule first, or else it will re-set the values.)

6. Schedule the timetable in the usual way, see the QuickStart Guide and the HelpMovies.

7. Export the completed timetable to your MIS. Ask your MIS company for the best way to populate the half-size groups (eg. for Registration, Reports, etc).

8. Any questions or feedback at any stage, just contact our Team in the free Support Centre, in the usual way (see HelpMovie 4).

Note: The Licence allows you to install a copy of *TimeTabler 2020* at home as well as at school, using the same setup file as before.
(If you unsure how to do this see: https://www.timetabler.com/eNewsLetter/NewsLetter--CoronavirusSpecial.html
If you have purchased it but your only copy is in school and inaccessible then we can send you another copy, contact us at:
accounts@timetabler.com but ONLY if you have a copy of your latest *TimeTabler* data at home (a file called TT4data.BAK).

Note 1 : Scheduling a timetable for the relatively few children of Key Workers may be best done using the 'Alternative Curriculum' feature :

Note 2 : If you are looking for a way to Schedule a Year that is split into 2 (or more) populations, but with the 2 halves scheduled at different times, see Appendix 12.

Appendix 2 : Staggering Breaks

This was the original page about Staggering Breaks. It is useful if all the timings of periods is different for each Year, so they start/end at different times.
In addition there is now the new feature described on the next 3 pages, if you decide to specify Staggered Breaks within a period.

If you decide to stagger the Breaks **–** with the intention that Year 7 would not have a Break at the same time at Year 8, so there is less social mixing (as discussed on pages 2 & 5) **–** then this needs special treatment to ensure that all your staff get a Break.

For example, if the Break is between Period-2 and Period-3, then previously a teacher who was teaching (say) Year 7 in Period-2 and Year 8 in Period-3 would get the same Break as the students. But if Year 7 now have a later Break than Year 8, then the teacher may not get a Break at all.
(The same would be true if the staggered groups were within the same Year.)

This is similar to the case of a split-site school where a teacher must be given commuting time to travel between the 2 sites. *TimeTabler* has a feature for dealing with both these scenarios.

In the example above it could be dealt with by:

1. On the School Structure Screen specify that Year 7 is on Site 1, and Year 8 is on Site 2.

2. Then, when you start scheduling, on the Visual Builder Screen you will see： ✔ Show Commuting
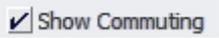
3. Tick this and the existing lessons for each of the Teachers in the team (as shown in the bottom part of the screen) will be colour-coded by whether they are on the same site as the lesson you are about to place, or not.
    Green = in the same site/Year (no problem)
    Red = in a different site/Year (ie. could be a 'commuting' problem, if there isn't enough time).

    To exit this mode and return to the usual Subject-colouring of teachers' lessons, just un-tick 'Show Commuting'.

This feature should help you when working interactively, dragging lessons on to the schedule, to pick good (green) periods where a teacher will not have a problem and will have a Break, because they are going to teach a group with the same Break times.
Pick red periods only if the teacher has time to 'commute' with a break [eg. across a Lunch, or a non-teaching period].

Another helpful feature is the Styles button ➠ Highlight ➠ Sites on the Staff Timetable Screen.

You can read this explanation within the program, by clicking on: **? Help** ➠
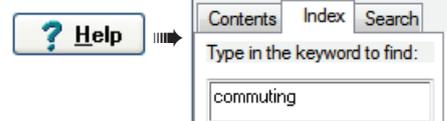
Appendix 3 : Staggered Breaks <u>within</u> a period

One difficulty of having 'bubbles' or 'mega-bubbles' of students, is what to do about Breaks.
One possibility is not to give your students a Break at all (!) and another is to stagger 'mini-Breaks' within a period, so different bubbles do not mix.
The diagrams below are based on 'whole-Year-group bubbles', and the next page explains how to get these displayed on printouts from *TimeTabler*.

periods:	1	2	Break	3	4
Year 7			B		
Year 8			r		
Year 9			e		
Year 10			a		
Year 11			k		

periods:	1	2	3a	3b	3c	4a	4b	4c
Year 7			B					
Year 8				B				
Year 9					B			
Year 10							B	
Year 11								B

1. This shows a fairly standard 4-period morning during normal times.
All the students take their Breaks together.
The 'bubbles' would mix.

The next 3 diagrams show how the Breaks could be staggered <u>within</u> a period.

In this way Staff will also be sure to get their Break (in other methods they may not, because of unsynchronised lessons and travel-time).

2. Here the standard Break has been omitted.
Period-3 has been divided into 3 thirds.
Suppose that period-3 is 60 minutes in total, then:
Year 7 gets 20min Break followed by 40min lesson.
Year 8 gets 20min lesson, then a Break for 20min then the rest of the lesson (for 20min).
Year 9 gets 40min lesson followed by 20min Break.
Because there's no time in period-3, period-4 has been treated similarly for Yrs 10, 11 (and 12/13 perhaps).
If the standard lesson is only 50mins then the Break times are correspondingly shorter.

periods:	1	2	3a	3b	3c	3d	4a	4b	4c
Year 7			B						
Year 8				B					
Year 9					B				
Year 10							B		
Year 11								B	

<— longer —>

periods:	1	2	3a	3b	3c	3d	3e	4
Year 7							B	
Year 8						B		
Year 9					B			
Year 10				B				
Year 11			B					

<— longer —>

3. In Example 2, in period-3, each of the students/staff lost 20min of lesson time. To compensate, period-3 has here been made longer (by including the original Break time), and it has been split into 4 quarters.
Let's suppose it increased from 60 to 80mins, so:
Year 7 now get 20min Break then 60min lesson
Year 8 gets 20min lesson, then Break, then 40min lesson etc.
In this example Years 10, 11 have been left as before but a similar solution can be applied.

4. A period does not have to be split into 3 thirds; it can be split into 4 quarters or 5 fifths, etc.
In this example, period-3 may be longer still.
For example, if the original period was 60min then this period-3 could now be 100min (=5 x 20min).

Alternatively, it could be left at 80min (as in Ex 3), but split into 5 fifths with each Year getting 15min Breaks as shown.
In each case the Years can be staggered 'forwards' (as in examples 2, 3), or 'backwards' as shown here.

We've used periods 3 and 4 to split in these examples. In your school it may be more appropriate to split period 2?

Perhaps a similar scheme could be used for Lunch but this is doubtful. How long does it take for a Year to eat lunch? 'Grab bags' and eating in the 'last-lesson' room may be more feasible (unless it's a specialist room, eg. a Lab, due to Health & Safety considerations)

These examples only tackle the staggered Break problem. You probably still need to stagger the lesson start-times (eg. by variable 'Form-time' at the start of the day?) even if you have an effective one-way system on the corridors. If so, arrange the staggered start-times in the same 'forward' or 'backward' sense as the Breaks (see above). See also page 5.

The next page shows how to get these splits shown on the Printouts from *TimeTabler*.

A new update to *TimeTabler 2020* can help you to implement this staggering. Read this page first.

1. Update *TimeTabler 2020* in the usual way to get version **6.009** or later: [🔵 **Check for Updates**]

2. Then **Backup** your existing data. This is **essential** so you can later come back to the original data. Do this in 2 ways, so 'belt & braces':
    - An external Backup, to a USB 'memorystick' or to Dropbox, etc., *and*
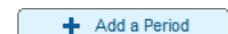   - An internal Backup, in the Auto-Backup Library [Ctrl-A]

    [**Backup**]
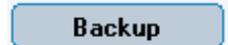
3. In addition, go to: 3 Schedule ➡ List Schedules ➡ Clone ➡ Keep lessons and make one or more Clones, so that you can work on the Clone without damaging your original.

Note 1: From now on work ONLY on a Clone, so that you don't damage your original, which you will need for exporting to an MIS and for doing any significant re-timetabling during the year. See Note 2 below.

4. Go to: 3 Schedule ➡ Current Schedule ➡ Class Timetable Screen and check if you have any Double periods in *any* of the periods that you want to split.
    If so, split such Doubles into 2 consecutive singles, as explained on page 13 (step 3).

5. Go to: Check & Tidy ➡ Add a Period. If you have decided to split period-**3** (as in the examples on the previous page), then Add a new period before period-**3**. (Make sure you select the Clone to work on!)
    Think of this new period as period 3b (with the original as 3c). (It's best to work 1 day at a time.)
    If you have decided to split it into 3 **thirds**, then repeat this step: the new period is 3**a**.
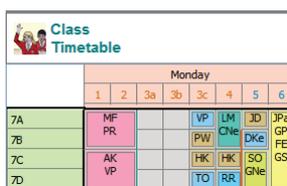
    [+ Add a Period]
    The period is to be added: Before period 3 ▾

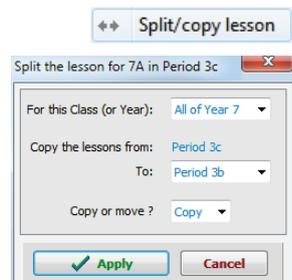At this stage the Class Timetable has changed from this...   ...to this:

The period-labels have been changed to 3a, 3b, 3c, etc at: Check & Tidy ➡ Edit Day & Period Labels ➡ 'Short Period Labels' *and* 'Period Labels'.

Note 2: Choose step 6A (quicker) if you <u>only</u> wish to get a Printout of the new staggered timetable, *OR* Choose **step 6B** (better?) if you <u>also</u> wish to Export this new staggered timetable into your MIS.

6A. Go to: 3 Schedule ➡ Current Schedule ➡ Class Timetable Screen.
Choose a lesson in period 3c [eg. VP for 7A in the screenshot above], right-click on that lesson, and choose: **Split/copy** lesson:

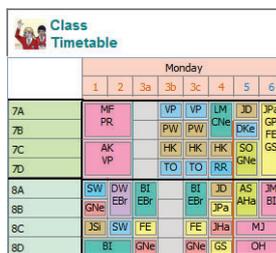[↔ Split/copy lesson]

Don't use this method if you wish to Export to your MIS.

Choose to copy All of Year 7 (or just a class):
Choose to copy the lessons in 3c to 3**b**:
Choose to Copy (rather than 'Move'):

Split the lesson for 7A in Period 3c
For this Class (or Year): All of Year 7 ▾
Copy the lessons from: Period 3c
To: Period 3b ▾
Copy or move? Copy ▾
[✓ Apply] [Cancel]

The Class Timetable has now changed to: which is like Example 2 (page 8).

Then do similarly but for Year 8, and now copying 3c to 3**a** (see Example 2), as shown:

Continue similarly for other years.
Save regularly so you don't lose your work.

The alternative choice of 'Move' is useful for you to alter the Breaks.

Whichever period(s) you choose will apply to the whole school.

When you exit the schedule you will see blue warning messages because of the changes.

or, in order to Export:

6B. Go to: 3 Schedule ➡ Current Schedule ➡ Class Timetable Screen.
Choose a lesson in period 3c [eg. VP for 7A in the 2nd screenshot of step 5], right-click on it, and **Unassign** it (<F4>). On the Visual Builder Screen (<F8>) use the Edit button: [Edit] to Add a Single to the activity. *For example,* if it says: **–S** then change it to: **–SS**

Re-Assign the activity with (now) 2 lessons, in the 2 periods, as shown in the screenshot above.
If necessary drag the lesson to the right place (on the Class Timetable Screen).
Repeat for all the other lessons in 3c (or Unassign all of them at once, see the right-click menu).
Because the batches now reflect the timetable, you can Export it to an MIS.

Appendix 4 : Staggered Lunches

Perhaps the simplest way to solve the Lunch problem is to ask the canteen to produce 'Grab bags' of food, for the students to eat in their 'last-lesson-room' (providing that is not a specialist room, for example a Lab where Health & Safety considerations would prevent it).

Another way to consider is splitting the Lunch time into 5 sections (in an 11-16 school), using the ideas of Appendix 3 on page 8.
Would a lunch time of 2 hours (120 min) work for your school?
If split into 5 fifths, this would give 24 mins per Yeargroup 'bubble' ...giving each of them maybe 20 mins to eat and 4 mins to wipe clean?

It could look like this (in a 5-teaching-period day):

periods:	1	2	3	4	L1	L2	L3	L4	L5	5
Year 7					L					
Year 8						L				
Year 9							L			
Year 10								L		
Year 11									L	

<— Lunches —>

Notes:

1. Or, if a fifth of the available time is too short, then perhaps one YearGroup (in rotation) could be eating from 'Grab bags' while the other 4 Years eat in the Dining Hall.
2. Inevitably this method (of eating in bubbles) makes the school day longer.
   Is there any solution to that?
3. Inevitably it means that while one 'bubble' is eating, the other 4 'bubbles' are not. Do you have enough space outside for them to be kept separate? And if the weather is bad?

   The solution to that might be to make this 'Lunch' period a long Teaching period (the students would be taught for four-fifths of the Lunch-time, 96 minutes in the example above). ie. treat it like Example 4 on page 8.
   In this case the diagram above would represent a 6-teaching-period day, like this:

periods:	1	2	3	4	5					6
Year 7					L1					
Year 8						L2				
Year 9							L3			
Year 10								L4		
Year 11									L5	

< Lunches, Lessons >

Appendix 5 : Model A : Staggered Breaks and Lunches

Combining the staggered Lunches of Appendix 4 with the staggered Breaks of Appendix 3 (Example 4) gives:

periods:	1	2	3	4	5
	60 mins	75 mins	60 mins	120 mins	60 mins
	lesson	60 min lesson + 15 min Break	lesson	96 min lesson + 24 min Lunch	lesson
Year 7					
Year 8					
Year 9					
Year 10					
Year 11					

See the notes on the previous page about timings, etc. See also the notes on Model B (next page).
See Appendix 3 and Appendix 4 for details about how to timetable it.
You may wish to add staggered Starts/Ends as outlined in the table below, or as in Appendix 8.
If the length of the school day is now too long for school-bus-timings etc, could you trim a few minutes off periods 1, 3, 5?

The next 2 pages show alternative models B and C, and this table summarises the Advantages and Disadvantages of each model:

Model A or Model B		Model C	
Advantages	Disadvantages	Advantages	Disadvantages
1. Can use same timetable as the normal one, no major changes needed. 2. ...so the lessons may be the same length (and the same weekly rhythm) as normal, so the usual lesson-plans will work as usual. 3. ... and so it will be easy to revert if social distancing is not required later. 4. Period-changeover times are all at the same (usual) time, so all teachers get a full Break [though one-way systems and corridor-spacing with staggered release may reduce Breaks slightly] 5. Year-bubbles are kept separate at all times of the teaching day, and during Breaks and during Lunches.	1. Need to add staggered starts/ends ...by having (eg) variable-length times for breakfast or enrichment or Registration/Form-time ...and staggered release at the end of the day. 2. Model B is only possible if you have 2 or more 'zones'.	1. Staggered starts/ends built-in. 2. All Breaks & Lunches staggered, so corridor traffic lighter.	1. Whole timetable has to be re-vamped to Doubles (over 2 weeks or 4 weeks). Will your MIS accept this? 2. A longer work-day if (eg) staff have Yr7 in period-1 and Yr11 in period-5. 3. Some staff will get only a 10 min Lunch (if teaching Yr11 then Yr 7). Short Breaks for some also. 4. Breaks overlap so a danger that Year-bubbles will mix. 5. Lunches overlap, so Year-bubbles may mix, especially if in the same Dining Hall. 6. Lesson-length is 120 mins for all subjects ...even MFL ! Pedagogy? Lesson-plans? Attention-span? 7. Part-timers' grouped periods may be destroyed, so that they can no longer come in to teach the new periods? Needs careful checking. 8. Might some single-lesson teachers not see their pupils for a month? 9. How difficult to revert back to the normal timetabling if social distancing is not needed later. 10. Is there a potential problem with your MIS when you try to revert to the original structure, later?

Appendix 6 : Model B : Staggered Breaks and Lunches with Zones

Combining the ideas of Appendix 3 and Appendix 4 gives a possible solution of how you may be able to use your 'standard' timetable, yet prevent social mixing of Year-groups.

This example relies on having at least 2 'Zones' that you can use to keep Year-groups separate during Break and Lunch. Do you have such Zones in your school? These might be:
- For Break: 2 separate Halls or social areas. Or 2 separate playgrounds (but if it's a wet day?) Or even 2 separate marked Zones in a large playground, ideally with 2 or more separated exit doors.
- For Lunch: 2 Dining Halls, or one that can be divided into two by a partition.

In the example below we have assumed:
- A standard timetable with five 60-minute lessons each day.
- A Break of 15 minutes during Period-2.
- A Lunch of 30 minutes during Period-4.
- 2 zones (labelled A and B). 3 zones make it easier (and perhaps needed for an 11-18 school).

periods:	1	2	3	4	5
	60 mins	75 mins	60 mins	90 mins	60 mins
	lesson	60 min lesson + 15 min Break	lesson	60 min lesson + 30 min Lunch	lesson
Year 7		a		A	
Year 8		b		B	
Year 9		a		A	
Year 10		b		B	
Year 11		a		A	
Y12/13?		b		B	

Key:
a, b   2 zones for Breaks. Here there are time-gaps between Breaks, but there are many permutations.
A, B   2 zones for Lunches. Again there are several possible permutations.

You can easily adapt it (or Model A) for a 30-period-cycle, or a 2-week timetable, or a non-rectangular week (short Friday afternoon), etc.

Like Model A, the advantages of this model are:
- It allows you to use the timetable as originally planned for September, with no changes to the curricular structure or the staffing or the lesson-lengths.
- It keeps the period-changeover times aligned, so that teachers can move between lessons as usual. No problems about over-lapping lessons and unsupervised groups.
- The Year-groups are kept separate during the teaching day.

If you also wish to stagger the start and end of each day then that aspect would have to be added, the method depending on the layout of your school, number & location of external doors, etc, but since those contacts will be in the open air, and of short duration, you may feel that it is not necessary to make special provision. Alternatively add a variable-length period with breakfast or an enrichment lesson or Form-time/ Registration period.

If you don't have 2 zones, then see Model A in Appendix 5 on the previous page.

Appendix 7 : Model C : Doubling-up Singles to Doubles

A method that some schools considered is described on YouTube at: https://youtu.be/ah-r9mFMG5Q

We don't recommend this method, for the reasons given in the Table in Appendix 5,
but here is how to do it in *TimeTabler* (v6.009 or later) if you wish to. The alternatives are:
a) Convert a 1-week timetable into a 2-week timetable, with all Singles converted to Doubles, etc.
b) Convert a 2-week timetable into a 4-week timetable, with all Singles converted to Doubles, etc.
This example looks at (a), with a 5-period day, but (b) can be done in just the same way.

1. **Backup** your existing data. This is **essential** so you can later come back to the original data.
   Do this in 2 ways, so 'belt & braces':
   • An external Backup, to a USB 'memorystick' or to Dropbox, etc., *and*
   • An internal Backup, in the Auto-Backup Library [Ctrl-A]

   > **Backup**

2. In addition, you can go to: 3 Schedule ➠ List Schedules ➠ Clone ➠ Keep lessons and make
   one or more Clones, so that you can work on the Clone without damaging your original.

3. Go to: 3 Schedule ➠ Current Schedule ➠ Class Timetable Screen and check if you have any
   Double periods. If so, split each Double into 2 consecutive singles, by
   (i) Unassign them (press <F4>),
   (ii) On the Visual Builder Screen (<F8>)use the Edit button [Edit icon] to change each 'D' to 'SS
   (iii) Then re-assign them (either manually drag into position or just press <F2>).

4. Go to: 3 Schedule ➠ Make a Global Change to the Schedule ➠ Clone ➠ **Duplicate**.
   This doubles the cycle *and* copies all of Week-A into a new Week-B.
   You can re-name the Days (for example: -A and -B)
   at Basic Data ➠ School Structure ➠ School Week.

   > 1) Double the cycle to 10 days, and copy ▼
   > {all years} ▼
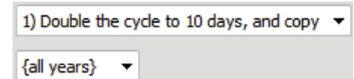
5. Go to: 3 Schedule ➠ Current Schedule ➠ Class Timetable Screen to view the new situation.
   For example, for this Year 9, on the Class Timetable Screen:

6. Go to the **Staff** Timetable Screen and select [↩ Exchange]

   Exchange Monday-**A**-period-**2** with Monday-**B**-period-**1**:

   Check the result on the Class Timetable Screen (see below).

   Then repeat with Monday-**A**-period-**4** <–> Monday-**B**-period-**3**.
   (And if you had a 6-period day, also swap Mon-A-6 with Mon-B-5)

   > **Exchange two time-slots**
   > Start of 1st time-slot: Monday-A:2 ▼
   > Start of 2nd time-slot: Monday-B:1 ▼
   > Periods to exchange: 1 period ▼
   > Years to exchange: {All Years} ▼ ⊚
   > [↩ Exchange]   [✗ Cancel]

   Repeat carefully for other days. The result in this example is:

Appendix 8 : Model D : Staggered Start & End to the day

Arranging and managing (throughout each day) a staggered start (and end) to each of the Years separately isn't easy in practice. Especially if a staggered start means that each lesson-changeover is also staggered ...because this has the consequent problem of class supervision.
For example, if the teacher due to teach (say) Year 7 is still teaching (say) Year 8 because of the staggered times. Most teachers are late to some lessons sometimes, but running a designed system which cannot avoid a lack of supervision, even in specialist labs, is more serious. Do you have enough Teaching Assistants to supervise groups during the staggered changeover times?

An alternative is to stagger the start times only of Key Stage 3 and Key Stage 4.
This can be done by adjusting an existing timetable.
For example, suppose the timetable is as shown here, with a 5-period day :

Then the steps in *TimeTabler* are:

1. Update *TimeTabler 2020* in the usual way to get version 6.008 or later.

2. **Backup** your existing data.   Backup
   This is **essential** so you can later come back to the original data.
   Do this in 2 ways, so 'belt & braces':
   • An external Backup, to a USB 'memorystick' or to Dropbox, etc.,
   and
   • An internal Backup, in the Auto-Backup Library [Ctrl-A]

   In addition, go to: 3 Schedule ➡ List Schedules ➡ Clone ➡ Keep lessons, and make one or more Clones,
   so that you can work on a Clone without damaging your original.

3. Check & Tidy ➡ + Add a Period ➡ at the end of the day
   Add an extra period, period 6 in this example.

4. For Year 10 and for Year 11 (in this example),
   Either: On the **Staff** Timetable Screen select :   Exchange
   then: Years to exchange: Year 11 ▾   Repeat for Year 10.

   Or: On the **Class** Timetable Screen drag lessons from period-1 to the new period-6. On the FIT Screen, click to assign each one.

The result after moving the lessons would be as shown here:
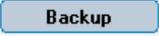KS4 starts later & ends later; KS3 starts & ends at the usual time.

Notes:
1. It is probably best to put the KS4 lessons **later** in the day, as here, (from period-1 to period-6). This is because of the well-known 'circadian rhythm' of older teenagers, meaning that they don't function as well in the morning.
2. It means that some staff will start their day later on some days.
   They may prefer this if it allows them to take their children to school?
   Does it affect Form-Tutors and Registration?
3. No-one is teaching more hours than before. (They cannot be teaching both pd-1 and pd-6 of the new timetable, because they could not have been teaching both KS3 and KS4 at the same time in the original timetable.)
4. If originally you had Maths at the start of the day, now (for KS4) it is last.
5. If any of the lessons in period-1 for KS4 are Double periods, then you will have to split them in 2 Singles first, as explained on page 13 (step 3).
6. What does late start and late end for KS4 students mean for their travel on the buses, etc?

Appendix 9 : Re-rooming into zones

If the layout of your school allows you to have a Year-7-zone, a Year-8-zone, a Year-9-zone, etc then you may wish to re-room an existing timetable for September in such a way that Year 7 is only in rooms in the Year-7-zone, Year 8 is only in rooms in the Year-8-zone, etc.
You can add this to any of the previous models.

To do this in *TimeTabler*:

1. **Backup** your existing data. `Backup`   This is **essential** so you can later come back to the original data. Do this in 2 ways, so 'belt & braces':
   • An external Backup, to a USB 'memorystick' or to Dropbox, etc., *and*
   • An internal Backup, in the Auto-Backup Library [Ctrl-A]

   In addition, go to: 3 Schedule ⟹ List Schedules ⟹ Clone ⟹ Keep lessons, and make one or more Clones, so that you can work on a Clone without damaging your original.

2. Go to: Basic Data ⟹ School Structure ⟹ Years & Sites:

   Put each Year on a separate 'Site'. *For example,* like this:
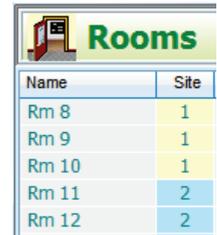   (The 'Site' doesn't have to bear any relation to a physical site.)

   Then Save it.

3. Go to: Basic Data ⟹ Rooms,
   and allocate groups of rooms to each site.

   For example, here, Rooms 8, 9, 10 are on Site 1 (and so will be allocated to Year 7 in this example) while Rooms 11, 12, etc are on Site 2 (and will be allocated to Year 8 in this example).

4. Go to: Check & Tidy ⟹ Room Sweep Screen.

   Choose item 2, **2** `Clear existing Rooming`

   Then choose 'Run All' `Run All`

   If you find some Rooms have not been fully allocated, go to Basic Data ⟹ Rooms ⟹ Preferred Rooms for each subject, and use your mouse to give the Rooms the correct un/availability.*
   Then repeat Step 4.

5. Go to: Check & Tidy ⟹ Room Timetable Screen, `Room Timetable Screen`
   and use drag-'n'-drop to do any fine-tuning.*
   You may be able to allocate the same room to consecutive lessons, or otherwise improve the corridor traffic.

   You can view the result,*

   – on that Room Timetable Screen, and

   – at Schedule ⟹ Class Timetable Screen, with 'Style' set to show Rooms, and

   – at Print ⟹ 'master' Class Timetable, etc.

---

* If you have any unwanted rooms, and they are not allocated to a site, the program will treat them as being on Site 1.
   If you don't want to delete such rooms, put them on an unused site, eg. Site 9.

Appendix 10 : Giving Year 10 (and 12) some face-to-face contact

The DfE in England has recommended that Year 10 (and 12) students be given "some face-to-face contact" with their teachers during June/July 2020. This appendix outlines a possible scenario.

You could timetable (as described below) one session each day for each Year 10 (or 12) student.
For example, 90 minutes in school each day.
(The actual length of time can depend on local circumstances. *For example*, what is the typical travel time for students ...can they walk/cycle to school without using public transport? Is 90 minutes too long or too short for a lesson?)

In this scenario:

1. The Year 10 students are divided into populations where every group has a maximum of (say) 15 students. See page 3 (section 1) for why this is not a straightforward task.
    See Appendix **12** for how to do this easily in our *Options* software.
    In this example we'll assume 2 populations is enough, and we'll call them **X** and **Y**.

2. On **Monday**, a session (called Period-1) is timetabled for the **X** students (only) in Option Block **A**.
    If there are (say) 5 subjects in Option Block/Column A, then you would timetable 5 staff in 5 rooms (for those 5 subjects).

Block A	
Art	17
Fr	22
Gg	21
Mu	14
Te	16

    At the end of that session, those **X** students would go home.
    *   You might have external doors labelled 'exit-only' or 'entrance-only'.
    *   You can stagger the end of this 'Period-1' session so that not all of population **X** are leaving at the same time.

3. The next session (called Period-2) is scheduled for the **Y** students in the same option block **A**.
    ie. the (same) teachers teach the (same) lesson a second time.

    *   Period 2 does not need to start immediately after Period-1. A break will allow population X to clear out of the school grounds (and the staff can have a break).
    *   You will need to decide if they use the same rooms as population X - and if so, does the room need prompt disinfecting - or does the teacher move to a different room for this Period-2?

4. On **Tuesday** a similar pattern is followed, but this time for Option Block **B**.

Block B	
Dr	13
Fo	20
Hi	21
Sp	15

    Similarly for other Option blocks; and for Maths and English blocks.

To schedule this in *TimeTabler*, see the steps on page 6, modified as follows:

At step 2 : the School Structure for this model could be:
   - A 5-day week (for example, if you have 3 option blocks + Maths + English)
   - A 2-period day (if you have an **X** session and a **Y** session each day).

At step 3 : There is more than one way to do this, but the quickest way is probably:
   - Set up a parallel set of classes in Year 10 (for the **Y** population). eg. if the real Year 10 has classes 10A, 10B, 10C, 10ABC (with a Printing Name of **X**) set up a parallel set of classes, eg. 10P, 10Q, 10R, 10PQR (with a Printing Name of **Y**).
   - start with the original Year 10 batch, and Clone it, keeping the staff [see HelpMovie 26].
   - in the Clone, on the Curriculum Diagram Screen, double-click on each activity, and cut it down to be just one period for each option block, etc. ie. set up the new curriculum for **X**.
     Add the same for Y (using 10PQR etc). Add the correct staff for each activity for **Y**.

At step 6 : it is probably easiest to work interactively, and simply drag-and-drop each activity to either Period-1 (for **X** activities) or Period-2 (for **Y** activities).

Finally at Check & Tidy ➠ Edit Period Labels, enter the correct start & end times for each session. | Edit Day & Period Labels |

Appendix 11 : Splitting a Teaching Group into 2 adjacent rooms

It may be that you have some spare rooms (*for example,* if only some of your students are on site, or if you have purchased extra space, marquees, etc)
If so, then you may wish to split a normal Teaching Group into 2 (or more) parts, with the Main Teacher giving a lead-lesson to each sub-group in turn, while an Assistant Teacher supervises the other group(s) doing follow-up work.

To do this in *TimeTabler* see the following example:

1. At Activities ➠ Activity Batches, select the Batch you want.

2. Within that Batch select the activity they you want to split, for example:
    Double-click on it to open the Wizard.

3. Click on the 📄 **Advanced** button to see the advanced details:

    Add an Assistant Teacher (AFr in this example).
    When you confirm and return to the Curriculum Diagram, it now shows:

4. Schedule this activity in the usual way.

5. Initially both teachers will be put in the same room.
    So when you double-click on the lesson (on the
    Class Timetable Screen), to get the Edit Details
    Screen you will see them both with the same room:

    Just edit one of them to be in another room.
    For example, as shown here, with one group in
    Room 30 and the other next door in Room 31:

    Alternatively you can do this on the
    Room Timetable Screen.

6. On the Class Printouts, for distributing to the students,
   both the Teachers and both the Rooms are shown:

Appendix 12 : Using *Options* to split your groups into **2** or **3** or **4** populations

If you have our *Options* software then you already have the data for Year/Grade 10 (or S456) installed.
A new update of *Options 2020* helps you to find the best way to split a cohort into 2, 3, 4 populations.

1. Update *Options 2020* in the usual way to get the latest update:
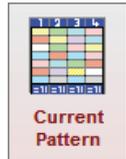   This is version 4.008 or later.

2. Clone the latest/current pattern, so that you can retain the original data (of un-split groups) and so that you can experiment if necessary.
   Do this at: Design a Pattern ➠ Create a Clone:
   (We suggest you make more than one Clone.)
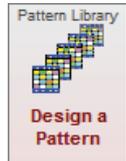
3. Highlight the Clone you wish to work on and then go to the Current Pattern Screen.
   At the bottom right select: ☰ More ▾ ➠ ↕ Split all large Groups
   You are given several choices:

By choosing appropriately from the 6 drop-down lists, you can split up your option groups in whatever ways you wish.

This is explained in more detail below and on the next page.

{All Blocks} ▾

The choice will normally be {All Blocks}, but you can also choose to do individual Blocks/Columns one at a time.

{Any number of students} ▾

This lets you decide in what way or at what size the groups should be split:
See the next page for more details of how to use this.

✔ Apply

When you have chosen the way to split the groups (see the next page), click Apply and the new groups are shown, with the new group-sizes.
There is a maximum of 80 groups per Block/Column.

Note that *Options* can only consider the data in it, so if Maths & English are not included you will have to deal with them manually.

continued...

What you choose depends on the Social Distancing Model you have decided upon (see page 3).
If you want to try different methods, either use different Clones, or when leaving the Current Pattern Screen just say 'No, do not Save'.

Example 1

If you have decided to have all Year 10 (+Year 12) in school and no one else, then you would
probably choose:
- 15 students or whatever maximum group-size you wanted, and
- in half alphabetically (this looks for the best alphabetical split).

This will split groups of more than 15 but it would leave intact any groups of 15 or fewer (eg. a small
music group, so it wouldn't be split unnecessarily).

Example 2

If you have decided to have 2 populations (X and Y) in school in alternate weeks (or days) then you
would probably choose:
- {Any number of students} and
- A-L and M-Z (93:87)

This will split every group (including even a small Music group) consistently by their surname.
If the result is not yet close enough to what you want, then start with a different Clone and use a
different split of surnames, for example: A-K and L-Z (86:94)

Then you may be able to use the Shuffle button to fine-tune the groups, if you wish,
but you need to ensure that, in this model, any given student has to be *either* in the
'X' population for every subject, *or* in the 'Y' population for every subject.

Example 3

If you want to divide all Year 10 (or Year 12) into 4 quarters, in order to bring into school only a
quarter of the students at any time, then you would choose:
- {Any number of students} and
- Split population into 4 cohorts.

You are shown the first of 4 similar screens:

It tells you what an ideal/exact quarter
would be, so that you can then click on
the best/nearest split, A-D in this example:

When you click A-D it shows you a similar
2nd screen, where you might choose E-L,
and then on further screens M-R and finally
S-Z. In each case choosing to average 45
in this example of a Year with 180 students.

Choose the range

1 of 4 Choose the Surname letter range for **Cohort-1**:

Note-1: you have 180 students, so a 4-way-split means you should aim for an
average of about **45 students** per cohort/bubble
Note-2: figures in brackets are the number of students in that range.

A-B (17)	A-C (35)	A-D (47)	A-E (48)	
A-F (51)	A-G (62)	A-H (73)	A-I (74)	A-J (75)
A-K (76)	A-L (84)	A-M (110)	A-N (115)	A-O (116)
A-P (125)	A-Q (125)	A-R (133)	A-S (157)	A-T (165)
A-U (165)	A-V (165)	A-W (178)		

Cancel

Split population into 3 cohorts is similar.

Example 4

Another way to split the groups is by Registration/Form/Class:
- Any number
- Split population by class/form

Similarly with any other Years (11, 12, 13) for which you have their data in **Options**.
If any Year (eg. S1 or Yr 7) is not already in **Options**, click on Help ➡ Importing Students, to see how you could load in pupils from your MIS.

You can apply any 2 (or more) splittings, cumulatively. In each of these examples, the results are
shown on the Current Pattern Screen, with the new group-sizes. Are the sizes viable?

If any group is too big (eg. for the room) you can always use the ↕ Split button followed by Shuffle.
Then email colleagues with the Group Lists, from within the program, in the usual way.

Note: The Licence allows you to install a copy of *Options 2020* at home as well as at school. See the note on page 6.

To see an brief video overview of the **Options** software,
see: https://www.timetabler.com/images/Video-OptionsOverview/

## Appendix 13 : Using *Options* to trace the contacts of an infected student

This is not easy for students in the option blocks (elective columns).
If you have our *Options* software then you already have the data for Year/Grade 10 (or S456) installed.
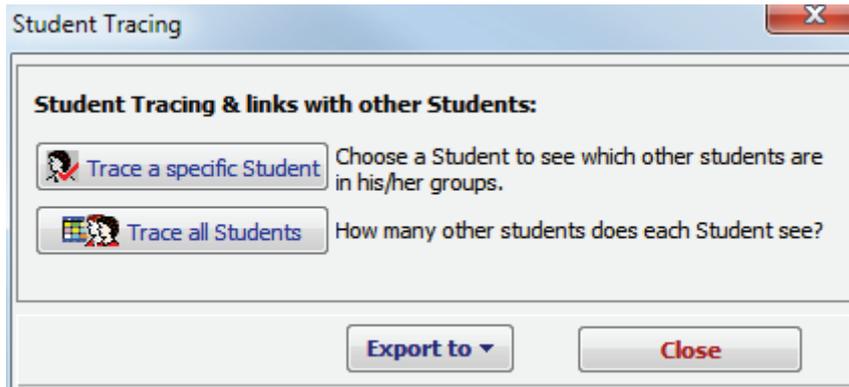A new update of *Options 2020* helps you to find the best way to trace the contacts of a student.

1. Update *Options 2020* in the usual way to get the latest update:
   This is version 4.008 or later.

2. On the Current Pattern Screen,
   click on the new 'Student Tracing' button:
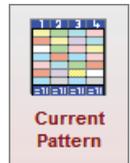
   to see the new Student Tracing Screen:

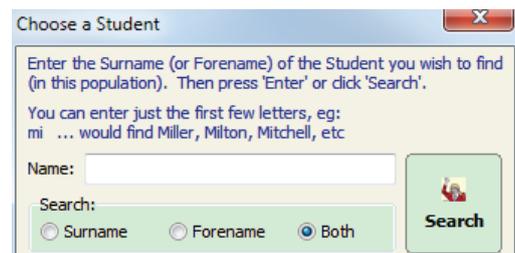These 2 possibilities
are discussed below.

You can export the results
to HTML and to Excel.

■   **Trace a specific Student/Pupil**
This is useful if you find that a specific student has taken ill and you wish to contact those that s/he has been in contact with.
Click the button to see:

Enter a name, or use the Search to find a person.

Options then shows you which other students have been in contact with the student you named.
For example, for Tessa Kaye:

Green with asterisk is the named student herself (Tessa Kaye).

Y = Yes, this student is in this group with Tessa Kaye.

The students are coloured-coded by the number of times this student meets Tessa Kaye: Black=1. Purple=2. Red=3+.

Blocks:	A	B	C	D
Student's Group:	A-1	B-3	C-1	D-5
*Tessa Kaye	Y	Y	Y	Y
Jane Kington	Y	Y		Y
Stuart Loader		Y		
Steven Moore			Y	
Nicola Nellist		Y		Y
Simon Nelson				Y

■   **Trace all Students**
This is useful if you want to see how many other students each student sees in this *Options* pattern.
For example, it shows Tessa Kaye meets 81 other students in her options groups!
To see exactly which students they are, just click.

Student	Student Connections
Patrick Horne	87 (Click to view students)
Tessa Kaye	81 (Click to view students)
Ryan Williams	80 (Click to view students)
Jessica Booth	80 (Click to view students)
Nina Shaw	79 (Click to view students)

Note that *Options* can only analyse the data in it. So, for example, if you haven't included Maths & English in your *Options* data, those subjects can't be included in this analysis. You would have to add them separately.

Appendix 14 : Obtaining students' Option Choices for Year/Grade 12

Probably, by this time of year you have collected and processed the Option Choices (electives) for your students moving into Year/Grade 10 (or S4).
But, if students are not going back to school during this school year, there may be a problem about collecting the Option Choices for students who will be moving into Year/Grade 12 in September.
(Timetablers need an indication of likely groups in Years 12-13 for the next school year, even if there is some fine-tuning to be done after the start of term if students change their mind.)

You can collect this information :

- In the traditional way, by preparing an Options Form and sending it by post or email to the students' homes, and asking them to reply.
  If sending it by email then it may be best to send it as an interactive PDF.

- Alternatively you can use the free on-line **TOOLS** feature supplied with the *Options* software :

This shows TOOLS set up for a school offering the International Baccalaureate; it will be similar (simpler) for A-levels.

There is more detail at: https://www.timetabler.com/tools/

The Choices are entered by the student/parent on-line. Then loaded into *Options*, for processing. The resulting decisions can then be sent back to students/parents, as explained in Appendix 3 of the *Options* Handbook.

You can host TOOLS on your own school server, or it can be hosted for you. This works well if you would prefer someone else to handle that part. For more details, see: https://www.studentoptions.co/ and https://www.studentoptions.co/student_options.html
A lot of schools decide to go this route each year, rather than set-up TOOLS on their own server.

To see how the TOOLS method can deal with a wide range of Options systems, see:
- www.timetabler.com/PDFs/WhitePaper-on-Options-&-TOOLS.pdf   *or*
- in Scotland: www.timetabler.com/PDFs/WhitePaper-on-Options-&-TOOLS-in-Scotland.pdf