**Full Opening Plan September 2020**

We plan to fully reopen Grove Road Community Primary School from Tuesday 8th September 2020, in line with the Department for Education’s instruction. INSET Day is planned for the Monday 7th September.

Our planning is underpinned by the Department for Education’s advice on effective infection protection and control which states the following:

We are asking schools to prepare for all pupils to return full-time from the start of the autumn term, including those in school-based nurseries. Schools should not put in place rotas.

Schools must comply with health and safety law, which requires them to assess risks and put in place proportionate control measures. Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks identified using the system of controls set out below. These are an adapted form of the system of protective measures that will be familiar from the summer term. Essential measures include:

* a requirement that people who are ill stay at home
* robust hand and respiratory hygiene
* enhanced cleaning arrangements
* active engagement with NHS Test and Trace
* 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

How contacts are reduced will depend on the school’s circumstances and will (as much as possible) include:

* grouping children together
* avoiding contact between groups
* arranging classrooms with forward facing desks
* staff maintaining distance from pupils and other staff as much as possible

Many of the protocols and procedures that were implemented during the summer term will remain the same from full opening in September, with the expectation that they will further embed so that children who did not attend in the summer term will themselves adopt the measures also.

All protocol and procedures are aligned to the Risk Assessment of Schools document that

has been produced using a LA-approved template following ‘Guidance for full opening:

schools’ ([https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#introduction](#introduction)). It is a legal requirement to review and update the previous risk assessment.

### System of controls

This is the set of actions schools must take. They are grouped into ‘prevention’ and ‘response to any infection’ and are outlined in more detail in the sections below.

**Prevention:**

1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school

2) clean hands thoroughly more often than usual

3) ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach

4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach

5) minimise contact between individuals and maintain social distancing wherever possible

6) where necessary, wear appropriate personal protective equipment (PPE)

Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

**Response to any infection:**

7) engage with the NHS Test and Trace process

8) manage confirmed cases of coronavirus (COVID-19) amongst the school community

9) contain any outbreak by following local health protection team advice

Numbers 7 to 9 must be followed in every case where they are relevant.

As part of planning for full return in the autumn term, it is a legal requirement that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. Settings should also review and update their wider risk assessments and consider the need for relevant revised controls in respect of their conventional risk profile considering the implications of coronavirus (COVID-19). Schools should ensure that they implement sensible and proportionate control measures which follow the health and safety hierarchy of controls to reduce the risk to the lowest reasonably practicable level.

School employers should have active arrangements in place to monitor that the controls are:

* effective
* working as planned
* updated appropriately considering any issues identified and changes in public health advice

Numbers 7-9 above may require school to share pupil/parent contact information with public health officials. This sharing of information is permissible under current law and is in line with data protection guidance covering schools.

**Section 1: Prevention**

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| **1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school** |
| Pupils and staff should not come into school if they have symptoms or have tested positive in the last 7 days, and anyone developing those symptoms during the school day will be sent home.  If anyone in the school becomes unwell with a new, continuous cough or a high temperature, or has a loss of, or change in, their normal sense of taste or smell (anosmia), they must be sent home and must self-isolate for at least 7 days and **must have a test** see if they have coronavirus (COVID-19). Other members of their household (including any siblings) should self-isolate for 14 days from when the symptomatic person first had symptoms. If the test is negative, the pupil can return to school when fully well. If positive, they can return to school when recovered and a negative test has been carried out.  If a child is awaiting collection, they should be moved to the designated area with an adult. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.  If they need to go to the bathroom while waiting to be collected, they should use the designated toilet next. The toilet must be cleaned and disinfected using standard cleaning products before being used by anyone else.  PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). This will be available in the designated area. Once used, it should be bagged up and stored safely for 72 hours before being disposed of.  As is usual practice, in an emergency, call 999 if someone is seriously ill or injured or their life is at risk. Anyone with coronavirus (COVID-19) symptoms should not visit the GP, pharmacy, urgent care centre or a hospital.  Any staff member who has supported a child with symptoms does not need to self-isolate, unless they develop symptoms.  Everyone must wash their hands thoroughly for 20 seconds with soap and running water or use hand sanitiser after any contact with someone who is unwell. The area around the person with symptoms must be cleaned with normal household bleach after they have left to reduce the risk of passing the infection on to other people. |
| **2. Clean hands thoroughly more often than usual** |
| Pupils and staff will clean hands regularly (either with soap and water or hand sanitizer) and dry with paper towels (hand dryers not to be used), including:   * when they arrive at school * when they return from breaks * when they change rooms * before and after eating. * before going home * if they sneeze or cough into their hands   Pupils who struggle to clean hands independently can be supported with this by an adult.  Additional hand sanitisers pumps have been purchased and are stationed at appropriate points in school i.e. the reception desk for visitors and staff upon arrival.  Hygiene routines will be emphasised with the children and built into school culture, supported by behaviour expectations and to help ensure younger children and those with complex needs understand the need to follow them. |
| **3. Ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach** |
| The ‘catch it, bin it, kill it’ approach continues to be very important; we will have enough tissues and bins available in the school to support pupils and staff to follow this routine. We will ensure younger children and those with complex needs are helped to get this right, and all pupils understand that this is now part of how school operates.  Some pupils with complex needs will struggle to maintain as good respiratory hygiene as their peers, for example those who spit uncontrollably or use saliva as a sensory stimulant. This should be considered in risk assessments in order to support these pupils and the staff working with them, and is not a reason to deny these pupils face to face education.  *Public Health England does not (based on current evidence) recommend the use of face coverings in schools. This evidence will be kept under review. They are not required in schools as pupils and staff are mixing in consistent groups, and because misuse may inadvertently increase the risk of transmission.* |
| **4. Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach** |
| At various intervals, adults will disinfect and clean tables, door handles and equipment. Each class will have their own allotted set of classroom cleaning equipment. It will be stored appropriately within the classrooms.    Children will be allowed to go to the toilet as they would do in a normal school day, however staff need to be very aware of how many other children are also using the toilet and ensure that children wash their hands afterwards. Toilets are to be cleaned regularly.    If we are required to clean an area after a positive case of coronavirus has been identified, we must follow the guidelines (<https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings>).  This includes ensuring that all tissues, PPE, and cleaning materials are put in a separate disposal bag that is stored securely for 72 hours before being disposed of.  Staff to monitor cleaning resources in their classrooms and let the office know if stock is running low. |
| **5. Minimise contact between individuals and maintain social distancing wherever possible** |
| The purpose of ‘bubbles’ is to minimise contacts and mixing between people, reducing the transmission of coronavirus. Within bubbles, children and adults must also take measures to distance themselves where possible.    **Grouping the Children**    There has been recognition from the DfE that children cannot distance themselves from staff or from each other. Bubbles provide an additional protective measure and they make it quicker and easier to identify those who need to self-isolate as a result of a positive test result.    The DfE guidance reads as follows:  *“In this guidance for the autumn term, maintaining consistent groups remains important, but given the decrease in the prevalence of coronavirus (COVID-19) and the resumption of the full range of curriculum subjects schools may need to change the emphasis on bubbles within their system of controls and increase the size of these groups.”*    To ensure we can offer a supportive curriculum, including interventions, and to be able to provide Breakfast Club and After School Clubs, we will have phase bubbles. These will be   * Nursery * Reception, Year 1 and 2 * Year 3 and 4 * Year 5 and 6 * Alternative Provision in the House building   The reasons for these bubbles are:   * Extra support where needed can be done across classes within phase bubbles * We can provide PPA and other release time within bubbles (Guidance states that “*All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.”)* * Break and lunchtime times can be facilitated without extensive disruption to the day * Breakfast Club and After School Clubs can be offered   The government guidance recognises that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their group. The guidance also advises that siblings may be in different groups and encourages schools to use measures as best they can as it will still reduce the network of possible direct transmission.    **Measures within the classroom**    Adults are to encourage children to maintain a distance between one another whilst inside and reduce the amount of time that they are in face-to-face contact with one another. Where circumstances allow, adults are to try to distance from children and one another.    Children with additional needs should receive as much support as normal but adults are to be extra vigilant and mindful of their face-to-face time with the children and reduce this where possible. Risk Assessments for AP are in place.    Classrooms need to be adapted to support distancing where possible. If tables are used, where possible they should face the front and children should sit side-by-side, not facing one another or on corners. Classrooms will be prepared as such ready for September.  For regularly used equipment, such as small whiteboards, stationery etc, children will have their own set that will not be shared. Other resources like books, manipulatives and games can be used within bubbles but should be cleaned or rotated following use. This may be different in Reception and Year 1, where a rotation system for equipment is best suited to meet the children’s needs more appropriately. Children should not use/touch the IWB.  Shared resources e.g. science equipment, art materials should be thoroughly cleaned between use or stored separately for 72 hours between use to ensure they are safe.  Pupils should not bring anything additional from home. However, children can take reading books home and return them as normal. Books are to be returned as normal but taken out of circulation for 72 hours before being returned to the baskets.  Teachers can take books home if necessary to assess or use to support planning etc. Regular hand washing whilst using boos for feedback/assessment/planning is advised.  Cloakrooms can be used, with a few children in at a time.    **Measures elsewhere**    There will be no whole-school events where children and adults are required to congregate. Assemblies will be limited to in-class assemblies using purchased resources such as Picture News, online virtual celebration assembly and phase assemblies once a week. Children will be required to distance during these assemblies rather than sitting in tight rows. Children are not to sing during assembly. Unfortunately, there will be no singing initially until further notice.    Use of the staff room should be minimal. The staff room will remain open to adults, however strict social distancing must be in place. All staff must clear up after themselves, clean and put away any dishes or cutlery used and wipe down surfaces touched. Use your own mug and do not leave dirty cups in classrooms or anywhere else around school. Minimise touching shared surfaces in the staffroom e.g. fridge, microwave and wipe down/wash hands when you do so.  Corridor doors will be propped open to reduce contact spread.    **Measures for arriving at and leaving school (including break/lunch times)**    The start and end time of school will be staggered, however, due to the multiple entry points available timings will be as close to normal as possible:  AP – use own entrance  Nursery – Use own entrance  8.45am/12.15pm – 12.45pm/3.15pm  Reception & R/Y1 classes – use car park - outdoor provision entrance  8.50-9.00am – 2.50pm -3.00pm  Year 1&2 classes – use front entrance from car park  8.40am-8.50am / 3.00pm – 3.10pm  Year 3 & 4 classes - use playground ginnel entrance from Skipton Road  8.40am - 9.00am / 3.00pm – 3.10pm  Year 5 & 6 classes – use playground entrance from Ashfield Road  8.40am - 9.00am / 3.10pm – 3.20pm  **Parents/ carers must not enter the school playgrounds and should adhere to social distancing guidelines at all times**  During the school day and to ensure the one way system is working effectively  Reception and R/Y1 to use enter/exit door opposite Bertie the Bus  Y1/Y2 classes to use enter/exit door by disabled toilet  Y3/Y4 classes to use enter exit door by Bertie the bus stairwell (blue door)  Y5/Y6 classes to use enter exit door by Bertie the bus stairwell (blue door)  Rec/RY1 classes to be collected from outdoor provision (Car park exit)  Y1/2 classes to be collected from front entrance (car park exit by Ashfield Rd)  Year 3/4 classes – to be collected from rear playground exit (ginnel)  Year 5/6 classes to be collected from Ashfield Road playground exit  Year 5 and 6 walking home will follow the usual home time routine of walking down with the class and leaving the school site from the Ashfield Road playground exit.    Parents are to be encouraged to walk to school where possible and **only one parent to bring children to school where possible.** Parents/carers are asked to maintain social distancing and not enter the school building when dropping off or collecting their children. Children will not be able to come into school via the office, so must be on time.    **Parents/carers must arrive on time for entry to school, they must not arrive early or late. In the instance that parents have children in more than one year group, parents may wait with their children at the front of school, strictly following social distancing from other parents and children. Parents will be asked to drop off children and then leave immediately, rather than remain on school grounds.**    To collect children, parents/carers must not arrive early or late. They must collect their children on time from the classroom/pick up point, not the office, so that teachers can release children safely. Whilst parents are waiting, social distancing must be adhered to.    Teachers will not be able to have long conversations with parents/carers drop off or pick up unless teachers initiate the contact. Teachers must ensure that all children safely leave their care. Parents can contact teachers by phoning the office to make arrangements for a conversation if they have queries about the day.    The school office is not to be accessed by parents unless through prior arrangement via a call or email. The office will not be open for parents to drop-in to. The DfE guidance states that coming into the site without an appointment is not allowed. However, parents can obviously still call and receive support over the phone or via email.    **Other considerations**    Supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. Other visitors to the site, such as contractors, must follow site guidance on physical distancing and hygiene and this will be explained to visitors on or before arrival. Where visits can happen outside of school hours, they should. A record will be kept of all visitors as usual, as this will also support the Track and Trace protocols.  Playtime equipment can be used by a bubble. Separate equipment will be used by each bubble. A rota will be set up for separate bubbles use of the gym equipment to ensure it is safe. AP children will have breaks in AP, not in the main playground, to keep their bubble secure. |
| **6. Where necessary, wear appropriate personal protective equipment (PPE)** |
| The majority of staff will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including:   * where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school (and cleaning the area afterwards) * where a child or young person already has routine intimate care needs that involves the use of PPE * To administer first aid treatment to a child or staff member |

**Response to any infection**

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| **7. Engage with the NHS Test and Trace process** |
| We will ensure that staff members and parents/carers understand that they will need to be ready and willing to:   * book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms and must be sent home to self-isolate if they develop them in school. * Provide details of anyone they have been in close contact with * Self-isolate if they have been in close contact with someone who develops COVID-19   If available, school can provide a home test kit if parents/carers struggle to access one.  Parents/carers and staff must inform school, via the office, immediately of the results of a test:   * if someone tests negative, if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating. They could still have another virus, such as a cold or flu – in which case it is still best to avoid contact with other people until they are better. Other members of their household can stop self-isolating. * if someone tests positive, they should follow the [‘stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection’](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance) |
| **8. Manage confirmed cases of coronavirus (COVID-19) amongst the school community** |
| **School should contact public health protection team:** Public Health Team Contact Information North Yorkshire County Council Public Health Team  Health and Adult Services  County Hall  Northallerton  DL7 8DD  Phone: Customer Resolution Centre 01609 780780 and ask for the Public Health Team  Email: [nypublichealth@northyorks.gov.uk](mailto:nypublichealth@northyorks.gov.uk)  Public Health England – 01133860300 (9-5 Mon-Fri) or 01143049843 (out of hours)  School must provide the details of those children/adults that have been in direct close contact with the child/adult (face-to-face contact for any length of time); proximity contacts (extended close contact – within 1m-2m for more than 15 minutes); travelling in a small vehicle with the infected person.    The admin team will prepare a report that shows the contact details of each member of the phase bubbles to support the contact tracers.    School will inform parents of the infection, according to the flowchart, but we will not reveal the name of the infected child/adult.    Those contacted or sent home must self-isolate for 14 days but those living in the household do not have to unless the child shows symptoms. At that point the household will need to go in to full isolation following stay at home guidance and have the test. If the symptomatic child’s test is negative, they must continue to isolate for the remainder of the 14 days. If the result is positive, they must inform school immediately and isolate for at least 7 days from the onset of symptoms.    School will not (as per the DfE instruction) be able to ask for evidence of negative test results or other medical evidence before admitting children back after a period of self-isolation. |
| **9. Contain any outbreak by following local health protection team advice** |
| If school has two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and we will continue to work with the local health protection team who will be able to advise if additional action is required.  This could result in a phase bubble lockdown, a school closure and/or a mobile testing station being established in school.  Testing will focus on the affected classes, then their year groups and then the remainder of school if required.  Admin will keep a spreadsheet tracker of suspected and confirmed cases. |

**Section 2: School Operations**

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| **Transport** |
| **Wider transport**  Families using public transport should refer to the [safer travel guidance for passengers](https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers). |
| **Attendance** |
| **Attendance expectations**  School will communicate the necessity of attending school to parents and where required, we will offer additional pastoral support.    School will re-establish attendance routines as before i.e. we will continue to record and monitor attendance as we did pre-covid and any absence will be followed up.    Where appropriate, we will engage with the local authority to pursue sanctions for families with non-attending pupils (in line with the local authority’s code of conduct).    **Pupils who are shielding or self-isolating**    If rates of infection in the local area rise, then some parents who have children who were once shielding due to medical advice may wish to isolate their children again. We will support those parents through dialogue with the school nurse team/family doctor or other medical professionals so that appropriate advice can be offered and leeway afforded.    Where children can’t attend school as parents are following clinical and/or public health advice, absence will not be penalised.    **Pupils and families who are anxious about return to school**    If parents of pupils with significant risk factors are concerned, we will provide opportunity to discuss the safety at school and the procedures in place in an attempt to provide reassurance.  When school opens fully in September, are aware of anxieties due to returning and will support any pupils appropriately. |
| **School Workforce** |
| Guidance statesthat: **“***Following the reduction in the prevalence of coronavirus (COVID-19) and relaxation of shielding measures from 1 August, we expect that most staff will attend school. It remains the case that wider government policy advises those who can work from home to do so. We recognise this will not be applicable to most school staff, but where a role may be conducive to home working, for example some administrative roles, school leaders should consider what is feasible and appropriate.”*  **Staff who are clinically vulnerable or extremely clinically vulnerable**  We have planned to follow the full measures within the guidance to mitigate risk significantly, therefore most staff will return to the workplace as normal.    Those members of staff that received a letter to say that they were extremely vulnerable and advising them to shield can also return as normal given that shielding comes to a close on 1st August. However, those adults will be encouraged to maintain social distancing measures as much as possible when in attendance.    People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend school as normal.  Anyone with significant risk factors who are concerned, can discuss their concerns and we will explain the measures the school is putting in place to reduce risks. School should try as far as practically possible to accommodate additional measures where appropriate. Staff who are pregnant Pregnant women are in the ‘clinically vulnerable’ category and are advised to follow the relevant guidance available for [clinically-vulnerable people](https://www.gov.uk/government/publications/staying-alert-and-safe-social-distancing/staying-alert-and-safe-social-distancing#clinically-vulnerable-people).  **Deployment of staff and accommodating visiting specialists**  Cover for PPA and other events will continue internally. This reduces the risk of using outside staffing and widening bubbles more than necessary.  **Recruitment**  Recruitment can continue as usual however it should be conducted either remotely or in a large, ventilated room with social distancing in place. Safeguarding and pre recruitment checks must be adhered to.  **Staff Taking Leave**  Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return.  As would usually be the case, staff will need to be available to work in school from the start of the autumn term. |
| **Safeguarding** |
| We will have regard to the statutory safeguarding guidance, Keeping Children Safe in Education and also refer to the government guidance on COVID-19: safeguarding in schools.  Designated safeguarding leads (and deputies) will be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. |
| **Catering** |
| We expect the school kitchen 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 benefits-related free school meals or universal infant free school meals.  There will be a rota in place utilising all three hall spaces and spare classrooms with provision of either a hot meal or home pack up lunch (to be delivered to hall space) to minimise lengthy disruption to the school day. All pack up lunch packaging/wrappers must be disposed of immediately after eating. |
| **Breaks and Lunchtimes** |
| Lunchtime supervisors and TAs will support the supervision of lunchtimes and will be allocated to their phase bubbles to reduce cross contamination of bubbles. There will be a rota for the halls, allowing appropriate time for cleaning.  Pupils will need to select as to whether they will be a school dinner or a packed lunch for a half term (they cannot for example have packed lunch on 2 days per week and hot meals for the other 3). This is to ensure that school can provide ‘take away’ delivery to the relevant hall, where children will eat their lunch.  The children will eat lunches within bubbles in the hall space. All three halls will be utilised for this.  Lunchtimes will be staggered with staffing organised to minimise the number of staff using the staffroom facilities at the same time.  At break times the rota will ensure that only members of staff within appropriate bubbles supervise their bubbles.  Break times:  Reception, Rec/Y1 and AP – in own outdoor provision  Years 1 and 2 – KS1 playground 10:15am – 10:30am  Years 3 and 4 – KS2 playground 10:35am – 10:50am  Years 5 and 6 – KS 2 playground 10:55am – 11.10am  Lunchtimes: (see separate rota)  Ground Floor: Eating: 11.30-12.00pm / Play: 12.00pm-12.30pm  Middle Floor: Eating: 12.05pm-12.35pm / Play 12.35pm – 1.05pm  Top Floor: Eating; 12.35pm-1.05pm / Play 1.05pm -1.35pm |
| **Estates** |
| All usual pre-opening checks will take place before full opening at the end of the summer break.  Once in school, staff must ensure adequate ventilation in classrooms (windows and doors open). Where possible, only one adult to open and close doors to reduce contact spread.  Corridor doors will be propped open where possible to reduce contact with the door handles. |
| **Educational Visits** |
| There will be no overnight residential visits during the autumn term, as per government guidance.  There will be no day time educational visits booked for the autumn term. This will be reviewed towards the end of term. |
| **School Uniform** |
| School Uniform is expected to be worn. Government guidance states that normal washing cycles should be used. |
| **Extra-Curricular Provision** (Breakfast Club and After School Clubs) |
| These will be in place as usual, but will be held on in the middle floor hall.  Registers of attendance and bookings will take place via parentmail.  Additional after school clubs (via Clubbly) will not run during the autumn term. This will be reviewed towards the end of term.  Children will not be able to just turn up for Breakfast Club. Before re-opening, we will ask parents/carers to sign their child up for Breakfast Club and/or After School Club. The phase bubbles will be used with 5 separate sections across the hall and a rota for resources/provision. Grab bags will be provided and brought to these spaces by the adults. A register will be kept for each phase bubble. |

**Section 3: Curriculum, Behaviour and Pastoral Support**

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| **Curriculum** |
| *The key principles that underpin our advice on curriculum planning are:*   * *education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.* * *the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.* * *remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.* |
| We will not have a ‘recovery curriculum’. We will identify gaps in core learning that need to be addressed over a period of time, within our planned curriculum. There will obviously be a period of adjustment in September and key areas “missed” will be assessed and covered.  Catch Up for identified children will be given by qualified teaching staff.  Remote education may be a feature for the foreseeable future as bubbles may have to close for isolation purposes. In the event of isolating bubbles or regional/national lockdown, our online learning programme via Seesaw would be reinitiated. This will be supplemented with other online resources. The current websites adopted by school are: Seesaw, Bug Club, Accelerated Reader, IXl, TTRS, Sumdog, teachers can monitor pupil progress and feedback to children on these sites.  To work around the mixed availability of appropriate devises and internet access at home, we will provide the children with 2 weeks’ worth of paper-based learning if their bubble has to close.  We will focus on a ‘curriculum of kindness’ in Autumn 1, re-establishing routine and structure, focussing on positive relationships with staff and new class friends. This will be guided by a PSHE and Thrive focus support plan.  We have a priority group of children who have not accessed online learning and have not been in school. A programme of support will be put in place for these children in September.  School have and will be reviewing the use of online and remote learning, to use specific websites to support with catch up whilst teachers work with focus groups. |
| **Specific points for early years foundation stage (EYFS) to key stage 3** |
| For pupils in Reception, teachers should assess and address gaps in language, early reading and mathematics, particularly ensuring children’s acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. Reception teachers will also consider how all groups of children can be given equal opportunities for outdoor learning.  Reception will have a staggered start. Separate timetable for the first two weeks, to allow transition activities to take place.  For pupils in key stages 1 and 2, school leaders are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education. |
| **Music** |
| There may be an additional risk of infection in environments where you or others are singing, chanting, playing wind or brass instruments or shouting. This applies even if individuals are at a distance. Schools should consider how to reduce the risk, particularly when pupils are playing instruments or singing in small groups such as in music lessons by, for example, physical distancing and playing outside wherever possible, limiting group sizes to no more than 15, positioning pupils back-to-back or side-to-side, avoiding sharing of instruments, and ensuring good ventilation. Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles, or school assemblies. |
| **Physical Activity in school** |
| Pupils will be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided.  Outdoor sports will be prioritised where possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.  During the autumn term, children do not need to change into full PE kit, however a suitable change of footwear eg trainers will be worn. Footwear will need to be kept in individual named bags in each classroom to avoid cross contamination. |
| **Pupil Wellbeing and Support** |
| The SENDCo and pastoral support will ensure that appropriate support is on hand to support children’s wellbeing. PSHE sessions will need to provide children with the opportunity to rebuild friendships and social engagement and address issues linked to COVID-19.  We will provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. |
| **Behaviour** |
| Expectations and clear instructions about the new behaviours needed in school around personal hygiene, hand washing, keeping ourselves and others safe and the need to distance where possible will be introduced/revisited in September.  The majority of the children will not have been in school over the last few months and will need time to embed these behaviours. There will be no children wandering the corridors.  Children new to the school e.g. Reception are being transitioned over the first two weeks in groups.  New children in other groups should be allocated with a class friend by the class teacher to help them settle into our school environment and understand new expectations.  The use of physical intervention should try to be avoided wherever possible however staff do have a duty of care and in exceptional circumstances, to protect pupils, staff and themselves (as stated in DFE ‘Use of reasonable force – July 2013’).  Staff will be able to access use of PPE, if able to do so prior to physical intervention, or alternating of staff to ensure PPE can be used. There will also be opportunities for staff to wash and change clothes following the de-escalation of a situation once all staff and pupils are free from risk and physical intervention is no longer appropriate. |

**Section 4: Assessment and Accountability**

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| **Primary Assessment** |
| All statutory assessments (other than the Reception Baseline) will take place in the academic year 20/21 in accordance with the usual timetables unless informed otherwise by the Government. The tests are as follows:     * the phonics screening check * key stage 1 tests and teacher assessment * the year 4 multiplication tables check * key stage 2 tests and teacher assessment * statutory trialling     The Standards and Testing Agency (STA) are reviewing requirements for the phonics screening check in year 2 (following the cancellation of the 2020 assessment) |

**Section 5: Contingency Planning for Outbreaks**

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| The guidance states:*Process in the event of local outbreaks* *If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.* |
| **Contingency plans for outbreaks** |
| For individuals or groups of self-isolating pupils, remote education plans will be in place. Children will be provided with a paper-based pack of two weeks’ worth of learning resources, due to the variability in access to devices or internet.  In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. Work will be provided in this eventuality. Staff will also make phone calls to check in. |