**Harrow Gate Primary Academy**

**Preparing for partial re-opening**

**Nursery/Reception/Year 1/Year 6 Children**

**Plus Key Worker Children – All day**

**UPDATED: 1/6/20**

| **Focus** | **Actions** | **Responsibility** | **Monitoring/Evaluation strategy inc timescales** |
| --- | --- | --- | --- |
| **Capacity** | * Children on roll currently at:

Reception – 50Y1 – 60 Y6 – 59 We are at **maximum capacity** due to* building size
* managing group size/bubbles as per government guidelines
* managing vulnerable children with additional needs
 | SLT | SLT to monitor group management.SENCO to monitor SEN children in school.  |
| **SLT** | Guidelines & Compliance* SLT will ensure all communication with parents/carers/staff and children will be from a safe 2m distance.
* When inside building SLT to ensure time spent supporting staff and ‘bubbles’ is less than 15minutes.
* SLT will ensure that all hygiene and hand washing protocols are carried vigorously.

Home Learning Offer* Monitor home learning offer for Y2/3/4/5.
* Use Class Dojo to monitor and evaluate a selection of learning portfolios.
* Monitor home learning plans weekly and check for quality and consistency.
* Liaise with parents, children and staff re any issues or updates.

 In school learning N/Rec/Y1/Y6* Monitor learning offer in school.
* Monitor planning and implementation of HGPA Recovery Curriculum.
* Ensure offer for both learning and pastoral care is consistent across all classrooms.
* Monitor staff - many will be working with children/ year groups that they are unfamiliar with and will also be worried about returning to work.

Weekly care meeting to continue every Friday – discussion re all children in school and at home | SLTSLTSLTSLT and Care Team | SLT to reflect daily in first week back – plan for monitoring reviewed after this point.Review findings at weekly SLT meeting and act upon findings. Review findings at weekly SLT meeting and act upon findings. Review weekly and ensure all members of Care Team have a clear plan for the following week. |
| **Test and Trace** | * Follow ELT Track and Trace flow chart in the event of symptoms occurring.
* Isolate as per guidance – follow procedures outlined in below section and Covid-19 Risk Assessment.
 | SLT and Admin Staff | Ensure systems are clear for all staff.Monitor systems in place after any occurrence and refine where necessary.  |
| **Entry/ Exit to school** | *How we will manage the entry and exit of pupils, parents and staff* |  |  |
| **Year 6 – 4 x classes****2 x 14 children** **2x 15 children****Staff**  | * Parents will be reminded by staff of social distancing requirements at this potential pinch point.
* Parents must not enter the building.
* Children will enter site through Y6 side gate – and then through 2 different entrances which lead directly into classrooms. This will minimise contact.
* Children in Y5 classrooms will enter through dining hall and go directly to Y5 classrooms.
* Children in Y6 will enter through Y6 door and go directly into Y6 classrooms.
* Staggered entry times to reduce potential contact:

ENTRY: 8:40/8:50/9:00/9:10* Staggered exit times and separate doors to be used which mirror entry protocols.

EXIT: 3:15/3:25/3:40/3:45* Staff will enter the building using the sign in system on the side of the building in which they will work that day/week. Y6 staff/key workers will use main reception entrance and adhere to staff social distancing protocol.
* SLT to guide parents/carers from a safe 2m distance.
* Minimise time with adults/children/’bubble’ to <15 minutes to minimise contamination risk.
 | SLT - outside to guide the children and parents.Teachers and TAs in class. | SLT to monitor and alter when required.Daily review to happen in first week.  |
| **Year 1 – 4 classes 15** **Staff** | * Parents will be reminded by staff of social distancing requirements at this potential pinch point.
* Parents not to enter the building.
* Children enter through 2 entrances which lead to 4 classrooms.
* Doors will be clearly labelled and staff will guide parents from a safe distance.
* These entrances are KS1 entrance and library entrance.
* Staggered entry times to reduce potential contact.

ENTRY: 8:45/9:00/9:15/9:30 * Staggered exit times and separate doors to be used which mirror entry protocols.

EXIT: 2:45/3:00/3:15/3:30* Staff will enter the building using the sign in system on the side of the building in which they will work that day/week. Y1 staff/key workers will use KS1 entrance and adhere to staff social distancing protocol.
 | SLT - outside to guide the children and parents.Teachers and TAs in class. | SLT to monitor and alter when required.Daily review to happen in first week. |
| **Reception - 4 classes of 15** **Staff** | * Parents will be reminded by staff of social distancing requirements at this potential pinch point.
* Parents will not enter the building.
* Children split into 4 groups of 15 children.
* Parents will enter through EYFS gate and take children directly to classroom door where allocated key worker will be waiting to meet and great children.
* Doors will be clearly labelled and staff will guide parents from a safe distance.
* There are only 3 classroom doors available so one group will meet in the outside area and move to designated work area when the whole group has assembled.
* Staggered entry times to reduce potential contact.

ENTRY: 8:45/9:00/9:15/9:30 * Staggered exit times and separate doors to be used which mirror entry protocols.

EXIT: 2:45/3:00/3:15/3:30 * Staff will enter the building using the sign in system on the side of the building in which they will work that day/week. EYFS staff/key workers will use KS1 entrance and adhere to staff social distancing protocol
 | SLT - outside to guide the children and parents.Teachers and TAs in class. | SLT to monitor and alter when required.Daily review to happen in first week. |
| **Nursery –** **39 am children****3 x groups of 13** **25 pm children** **1x group of 12** **1x group of 13****Staff**  | * Parents will be reminded by staff of social distancing requirements at this potential pinch point.
* Parents will not enter the building.
* Children split into small groups of 12 - 13 children.
* Parents will enter through EYFS gate and take children directly to allocated area where key worker will be waiting to meet and great children.
* Doors will be clearly labelled and staff will guide parents from a safe distance.

**AM Children:** * **ENTRY: 8:30 and 8:40** start to avoid mixing with reception children in shared outside entrance area.
* Times will be sent to parents via Class Dojo alongside parent protocol advice.
* Staggered exit times and separate doors to be used which mirror entry protocols.
* **EXIT: 11:20 and 11:30**.
* Times will be sent to parents via Class Dojo alongside parent protocol advice.
* Staggered exit times and separate doors to be used which mirror entry protocols.

**PM Children:** * **Entry 12:00 and 12:10** start.
* Times will be sent to parents via Class Dojo alongside parent protocol advice.
* Staggered exit times and separate doors to be used which mirror entry protocols.
* **EXIT: 3:00 and 3:10.**
* Times will be sent to parents via Class Dojo alongside parent protocol advice.
* Staggered exit times and separate doors to be used which mirror entry protocols.
* Staff will enter the building using the sign in system on the side of the building in which they will work that day/week. EYFS staff/key workers will use KS1 entrance and adhere to staff social distancing protocol.
 | SLT and EYFS staff | SLT to monitor and alter when required.Daily review to happen in first week. |
| **Key Worker Children****EYFS/KS1/KS2 children** | Existing practice will continue – * Children enter through the main entrance – brought by parents.
* KS1 and KS2 children will be taken to their key worker in their designated classroom which islocated in Middle Team. These rooms are completely separate to the rooms where EYFS/Y1 and Y6 are located.
* Nursery aged children will be taken to Nursery by member of staff.
 |  | SLT to continue to monitor – as past 6 weeks. |
| **Movement around school/ break times** | *How we will minimise contact and manage unstructured times such as playtime, including social distancing* |  |  |
| **Year 6 – 4 x classes****2 x 14 children** **2x 15 children** | Year 6 will use field and Upper Team yard with staggered times - 10:00 – 10:1510:20 – 10:3510:40 – 10:5511:00 – 11:15 * Children will not pass in corridor due to staggered times.
* No need for children to move around school.
* On a PE day children would be moved to Sports Hall when all other children are in class.
* Staff to encourage social distancing as much as possible during break time.
* Handwashing and sanitising will take place before and after any movement around school.
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week.Staff to feedback daily to SLT. |
| **Year 1 – 4 x classes of 15** | Year 1 will use field and Upper Team yard with staggered times - **10:00 – 10:15** Those in Y2 classroom use KS1 playground – direct access.Those in Y1 classroom use field – direct access. **10:20 – 10:35**Those in Y2 classroom use KS1 playground – direct access.Those in Y1 classroom use field – direct access. In the event of the field being wet 2 extra playtime slots will be made available for those children in Y1 classrooms – 10:40 – 10:5511:00 – 11:15* Children will not pass in corridor due to staggered times.
* No need for children to move around school.
* On a PE day children would be moved to Sports Hall when all other children are in class.
* Staff to encourage social distancing as much as possible during break time.
* Handwashing and sanitising will take place before and after any movement around school.
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Reception - 4 x classes of 15**  | * Children rotate using the EYFS outdoor area.
* Areas thoroughly cleaned after each group.
* Staff to encourage social distancing as much as possible.
* Handwashing and sanitising will take place before and after any movement around EYFS Unit.
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Nursery –** **39 am children****3 x groups of 13** **25 pm children** **1x group of 12** **1x group of 13** | * Children rotate using the Nursery outdoor area.
* Areas thoroughly cleaned after each group.
* Staff to encourage social distancing as much as possible.
* Handwashing and sanitising will take place before and after any movement around EYFS Unit.
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Key Worker Children – numbers vary daily**  | * EYFS in Nursery - outdoor provision as above.
* MT Yard / Field rota (opposite times to Y6 children) this will be timetabled once weekly numbers are confirmed. Saved in Shut Down File.
 | Class teachers and TAs | SLT to continue to monitor all procedures and adapt where necessary.This group must stay together we same adult and rota will be flexible re break times – adjust and reflect daily/weekly.  |
| **Provision of school meals** | *How we will manage the safe provision of meals at dinnertime* |  |  |
| **Year 6 – 4 x classes****2 x 14 children** **2x 15 children****Staff**  | * Children with Packed lunch will stay in the classroom.
* Dinner Hall has 24 tables so we can accommodate 72 children at 3 per table – Y6 will have lunch at 1pm.
* Staggering lunchtime/entrance to the hall will help us to adhere to social distancing guidelines and children will be reminded when queuing for lunch. This will be monitored by SLT.
* Children rotate around – field / 3 playgrounds mirroring break time provision. Lunchtime break will be 45 minutes in duration.

See attached timetable. Y6 staff will have lunch while their children are monitored by SLT and MSAs. | Class teachers and TAsMSA | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week – liaise with teachers, TAs and MSAs. |
| **Year 1 – 4 x classes of 15****Staff** | * Children with Packed lunch will stay in the classroom.
* Dinner Hall has 24 tables so we can accommodate 72 children at 3 per table – Y1 will have lunch at 12:30.
* Staggering lunchtime/entrance to the hall will help us to adhere to social distancing guidelines and children will be reminded when queuing for lunch. This will be monitored by SLT.
* Children rotate around – field / 3 playgrounds mirroring break time provision. Lunchtime break will be 45 minutes in duration.

See attached timetable. Y1 staff will have lunch while their children are monitored by SLT and MSAs. | Class teachers and TAsMSA | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week – liaise with teachers, TAs and MSAs. |
| **Reception - 4 x classes of 15****Staff** | * Children with Packed lunch will stay in the classroom.
* Dinner Hall has 24 tables so we can accommodate 72 children at 3 per table
* Staggering lunchtime/entrance to the hall will help us to adhere to social distancing guidelines and children will be reminded when queuing for lunch. This will be monitored by SLT.
* Children rotate around – field / 3 playgrounds mirroring break time provision. Lunchtime break will be 45 minutes in duration.

See attached timetable. * EYFS staff will have lunch while their children are monitored by SLT and MSAs.
 |  | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week – liaise with teachers, TAs and MSAs. |
| **Key Worker Children****Staff** | As year 6 in separated area of dining hall. See Y6 and attached timetable.* Keyworker staff will have lunch while their children are monitored by SLT and MSAs.
 | Class teachers and TAsMSA | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week – liaise with teachers, TAs and MSAs. |
| **Managing hygiene** | *How we will manage hygiene across the school including our practices and the spaces we use eg toilets. Can we start to prepare resources and methods of cleaning?* |  |  |
| **Year 6 – 4 x classes****2 x 14 children** **2 x 15 children** | * All staff will follow the COVID19: cleaning of non- healthcare settings guidance.
* All children will wash and sanitise their hands on arrival.

**Toilets -** * There are toilet cubicles in each of the classrooms. Usage will be managed by staff - staggered use only.
* Taps/sinks/surfaces/door handles will be cleaned routinely every 30 minutes.
* Sinks and toilets must not become ‘crowded’.

**Hand Washing -*** Hand washing and drying guidance will be shared with the children and modelled by staff.
* All children will be encouraged to wash hands for 20 seconds using suggested songs as a guide. They will then be encouraged to dry them thoroughly.
* All areas of school and classrooms have hand sanitiser dispensers located on the walls.
* All rooms have sinks, soap dispensers and hand towels.
* Children will be told to wash their hands after sneezing, coughing, before and after eating and after using the toilet.
* Children will be encouraged not to touch their moths and faces.

**Surfaces -*** Surfaces that are touched by children will be wiped down by TA at regular intervals (hourly).
* All rooms have anti-bacterial spray and blue roll.

**Coughs and sneezes –*** Children and staff reminded that coughs and sneezes must be caught in a tissue/elbow.
* All tissues placed in bin and this bin to be emptied into black bin bag regularly for outside refuse collection (hourly).
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Year 1 – 4 x classes of 15** | * All staff will follow the COVID19: cleaning of non- healthcare settings guidance.
* All children will wash and sanitise their hands on arrival.

**Toilets -** * There are toilet cubicles in Y1. Usage will be managed by KS1 staff - staggered use only.
* Taps/sinks/surfaces/door handles will be cleaned routinely every 30 minutes.
* Sinks and toilets must not become ‘crowded’.

**Hand Washing -*** Hand washing and drying guidance will be shared with the children and modelled by staff.
* All children will be encouraged to wash hands for 20 seconds using suggested songs as a guide. They will then be encouraged to dry them thoroughly.
* All areas of school and classrooms have hand sanitiser dispensers located on the walls.
* All rooms have sinks, soap dispensers and hand towels.
* Children will be told to wash their hands after sneezing, coughing, before and after eating and after using the toilet.
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**Coughs and sneezes –*** Children and staff reminded that coughs and sneezes must be caught in a tissue/elbow.

All tissues placed in bin and this bin to be emptied into black bin bag regularly for outside refuse collection (hourly). | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **EYFS** **Nursery –** **39 am children****3 x groups of 13** **25 pm children** **1x group of 12** **1x group of 13****Reception - 4 x classes of 15** | * All staff will follow the COVID19: cleaning of non- healthcare settings guidance.
* All children will wash and sanitise their hands on arrival.

**Toilets -** * There are toilet cubicles in each Reception classroom. Usage will be managed by EYFS staff - staggered use only.
* Taps/sinks/surfaces/door handles will be cleaned routinely every 30 minutes.
* Sinks and toilets must not become ‘crowded’.

**Hand Washing -*** Hand washing and drying guidance will be shared with the children and modelled by staff.
* Staff will actively support EYFS children with hand washing.
* All children will be encouraged to wash hands for 20 seconds using suggested songs as a guide. They will then be encouraged to dry them thoroughly.
* All areas of school and classrooms have hand sanitiser dispensers located on the walls.
* All rooms have sinks, soap dispensers and hand towels.
* Children will be told to wash their hands after sneezing, coughing, before and after eating and after using the toilet.
* Children will be encouraged not to touch their moths and faces.

**Surfaces -*** Surfaces that are touched by children will be wiped down by TA at regular intervals (hourly).
* All rooms have anti-bacterial spray and blue roll.

**Coughs and sneezes –*** Children and staff reminded that coughs and sneezes must be caught in a tissue/elbow.

All tissues placed in bin and this bin to be emptied into black bin bag regularly for outside refuse collection (hourly).**\*As groups rotate around the EYFS unit cleaning of resources will be carried out by staff and SLT will also help.**  | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Key Worker Children** | * All staff will follow the COVID19: cleaning of non- healthcare settings guidance.
* All children will wash and sanitise their hands on arrival.

**Toilets -** * There are toilet cubicles in each of the classrooms. Usage will be managed by staff - staggered use only.
* Taps/sinks/surfaces/door handles will be cleaned routinely every 30 minutes.
* Sinks and toilets must not become ‘crowded’.

**Hand Washing -*** Hand washing and drying guidance will be shared with the children and modelled by staff.
* All children will be encouraged to wash hands for 20 seconds using suggested songs as a guide. They will then be encouraged to dry them thoroughly.
* All areas of school and classrooms have hand sanitiser dispensers located on the walls.
* All rooms have sinks, soap dispensers and hand towels.
* Children will be told to wash their hands after sneezing, coughing, before and after eating and after using the toilet.
* Children will be encouraged not to touch their moths and faces.

**Surfaces -*** Surfaces that are touched by children will be wiped down by TA at regular intervals (hourly).
* All rooms have anti-bacterial spray and blue roll.

**Coughs and sneezes –*** Children and staff reminded that coughs and sneezes must be caught in a tissue/elbow.

All tissues placed in bin and this bin to be emptied into black bin bag regularly for outside refuse collection (hourly). | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Managing health and safety** | *Are our health and safety practices still fit for purpose eg fire assembly points, signing in to school.*  |  |  |
|  | * After scrutinising relevant policies we believe that no changes are necessary at this time.
* All DFE and PHE alerts are set up on SLT devices so that any guidance is received immediately.
 |  | This will be reviewed in SLT meeting weekly.  |
| **Organisation of class size/ membership of classes** | *How we will determine who can/ should attend, design timetables and cater for different groups of pupils including the children of key workers and siblings* |  |  |
| **Year 6 – 4 x classes****2 x 14 children** **2 x 15 children** | * Y6 will be organised in to 4 classes -

2 x 14 children 2 x 15 children* These children will be taught by KS2 staff who have recent knowledge of their abilities and behaviour.
* Children will use Y5 and Y6 classrooms which have direct access to outside and toilet/handwashing facilities.
* Children will have designated seats and resources so that social distancing guidelines can be adhered to.
* Children will be reminded of social distancing requirements at all times.
* Each class will adhere to social distancing spacing wherever possible.
* Children will wash hands and sanitise every 30 minutes.

Children with EHCP – Funding:Key adult will be placed with these children to support learning, social distancing and hygiene guidelines.  | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Year 1 – 4 x classes of 15** | * Current registration classes will be halved so there are 4 classes of 15 children – this will help us to maximise social distancing.
* There are 4 separate classrooms available in KS1.
* All Y1 children can attend and will remain with their designated class / group for the duration of their time in school.
* With smaller numbers we can adhere to at least 1 – 1.5m social distancing.

Children with EHCP – Funding:Key adult will be placed with these children to support learning, social distancing and hygiene guidelines. | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **EYFS** **Nursery –** **39 am children****3 x groups of 13** **25 pm children** **1x group of 12** **1x group of 13****Reception - 4 x classes of 15** | * Current registration classes will be halved to make 4 classes of 15 children - this will help us to maximise social distancing.
* Reception comprises of two large classrooms, one shared ‘wet’ area and two small ‘breakout’ spaces. There is also a large outdoor area. With a timetable this will easily allow for four groups to move safely around whilst adhering where possible to the social distancing guidelines.
* Nursery comprises of one large space plus three ‘breakout’ spaces. There is also an outdoor area which is separate to reception’s outdoor area. With a timetable and continued staff communication this will easily allow for three groups to move safely around whilst adhering where possible to social distancing guidelines.

Children with EHCP – Funding:Key adult will be placed with these children to support learning, social distancing and hygiene guidelines. | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Key Worker Children** | Key worker children Nursery / Y2 / Y3 / Y4 / Y5.* Nursery aged children placed in the nursery setting for the whole time they are in school with key adult.
* Older children split in classrooms – adhering to social distancing guidelines. Children will remain in these groups and rooms for the duration of their time in school that week.
* Children supported by key adults to support learning and emotional well-being.
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Management of learning spaces** | *How will we organise environments to ensure the safety of pupils and staff? What do we need to consider re resources eg personal sets of equipment?* |  |  |
| **Year 6 – 4 x classes****2 x 14 children** **2 x 15 children** | * Tables and chairs will be spaced out to adhere with social distancing guidelines.
* All children have personal pencil cases which include all necessary equipment.
* Children have own resources/books.
* Children have designated desk and seat.
* All will be given IPad at the start of the day – these cleaned at the end of the day.
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Year 1 – 4 x classes of 15** |
| **EYFS** **Nursery –** **39 am children****3 x groups of 13** **25 pm children** **1x group of 12** **1x group of 13****Reception - 4 x classes of 15** | * Seating will be arranged in line with social distancing guidelines – both at tables and on the carpet area.
* All resources to be cleaned in-between group rotations.
* Independent and parallel play will be encouraged and planning of activities will reflect this.
* Children encouraged not to put items in their mouths
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Key Worker Children** | * Tables and chairs will be spaced out to adhere with social distancing guidelines.
* All children have personal pencil cases with all equipment needed. These learning packs only go home if child is not in school the next day.
* Children have own resources/books.
* Children have designated desk and seat.
* All will be given IPad at the start of the day – these cleaned at the end of the day.
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Organisation of staffing** | *How we will organise staff to manage our provision, ensuring the safety of staff and pupils inc first aid?* |  |  |
|  | * To ensure that can adhere to social distancing guidelines in school we have split the staff into two teams.
* A rota will clearly show which staff are in school and which staff are working from home.
* There will be two teams who will always work together. Whilst one team is supporting children in school the other will be in charge of home learning and supporting parents.
* The staff rota has been designed to ensure that first aiders and safe guarding officers are always in site. See attached timetable.
 |  | SLT to liaise with both staff teams daily – debrief!  |
| **Reassuring staff and parents** | *How will we support the wellbeing of staff and reassure them and parents that we will minimise risk?* |  |  |
| **Information sharing** | * Protocols for partial return will be shared with parents in due course.
* Communication between school and parents/carers will continue to be daily.
* Communication will be clear and reassuring in tone. Direct messaging between school and parents/carers will continue so that questions can be answered in a timely manner.
* Staff emails and face / face conversations to ensure clarity and welfare
 | All staff | SLT to monitor all procedures and adapt where necessary.Daily review to happen in first week. |
| **Sign posting to organisations** | * Organisations which offer support have been shared with staff and parents/carers.
* School welfare team will continue to engage with parents/carers, children and staff weekly.
 | Welfare team | SLT to monitor all procedures and adapt where necessary. |
| **Transparency**  | * Rational for decisions taken/any changes made are shared with relevant people (staff and parents) to ensure mutual respect, trust and understanding.
 | Mrs Galt and Mrs Kelly | SLT to monitor all procedures and adapt where necessary.Discussion to be had re all communication to ensure clarity and consistency.  |
| **Clarity of expectations** | * All staff and parents/carers have clarity re their role / expectations and outcomes.
 | Mrs Galt | SLT to monitor all procedures and adapt where necessary.Conversations to take place with staff promptly if any misunderstandings occur.  |
| **Welfare check / Care Team /**  | * Weekly care team meeting will continue to ensure that all children / parents and staff are being supported and cared for.
 | Care Team  | SLT to monitor all procedures and adapt where necessary |
| **The provision of home learning alongside learning in school** | *How we will support teachers to manage the provision of home learning whilst delivering teaching in school?* |  |  |
|  | * Refer to Home Learning rationale. (Attached)
 | SLT and class teachers  | All staff to monitor and review weekly – any issues reported to SLT/Welfare Team.  |
| **The provision of homework/ reading books** | *How will we manage the provision of homework and reading books whilst promoting safe practices?* |  |  |
| **Home learning packs** | * Children have individual learning packs that they use whist in school and at home. These are not shared and only the children handle them.
* Weekly/daily instructions are shared with parents/carers via Class Dojo and learning packs can be collected from school for those children who cannot access online resources.
 | Class teachers and TA’s | SLT to monitor all procedures and adapt where necessary. |
| **Reading books** | * 1 book a week to be added to the pack plus a range of books already available to all parents through the home learning offer.
* All resources will be wiped clear when returned.
 | Class teachers and TA’s | SLT to monitor all procedures and adapt where necessary. |
| **Establishing a curriculum** | *What will the primary focus of our curriculum be? How will we organise our offer?* |  |  |
| **Year 6 – 4 x classes****2 x 14 children** **2 x 15 children** | **Transition to year 7** **-**Communication with Secondary provision and attempting to arrange visits. English:**‘Reading to Learn’** work to be carried out in Y6 as preparation for Y7. KS2 Reading SATs which were carried out in March analysed and gap work carried out with children so that fluency and wpm rates are not a barrier to secondary progression. **SPaG Tests** carried out in March to be analysed and gaps plugged for children who did not score WA.Spelling interventions carried out for children who need extra support. **Power of Reading** sessions to continue to encourage writing for an authentic purpose allowing children to benefit from specific marking and feedback from an Upper Key Stage 2 class teacher who has knowledge of their abilities. **Maths:** Continue to follow White Rose and focus on question level analysis gaps from mock SATS carried out in March. Science: **Science activities** planned weekly for Y6 by JA STEM Lead.  | Class teachers and TAs | SLT to discuss with UKS2 staff weekly and review.  |
| **Year 1 – 4 x classes of 15** | **Phonics:** Main focus on phonics in Y1. Carry out 2019 PSC and collect data. Teach phonics to plug any gaps and ensure children are ready to access Y2. **Reading:** Power of Reading and reading aloud activities will continue to drive English curriculum. Reading activities and 1:1 reading will also continue where safely possible. **Writing**: Decoding and encoding will continue to sit at the core of all English work. Spelling will continue to be a huge focus in Y1 and the explicit teaching of Y1 HFW and spelling patterns will be a priority. **Maths:** Children will continue to follow White Rose Maths with children not at ARE receiving appropriately planned work. **PSED:** Welfare activities will planned by POMH worker and carried out by class teachers.  | Class teachers and TAs | SLT to discuss with KS1 staff weekly and review. |
| **EYFS** **Nursery –** **39 am children****3 x groups of 13** **25 pm children** **1x group of 12** **1x group of 13****Reception - 4 x classes of 15** | **Phonics:** Phonics teaching will start from the point we were at when we went into lockdown. Phonic teaching and phonic activities will be a focus in Reception. **Reading and Writing**: POR activities will continue to drive all English sessions and will fuel all encoding and decoding sessions. **Maths:** Children will continue to follow White Rose Maths with children not at ARE receiving appropriately planned work. **PSED:** Welfare activities will planned by POMH worker and carried out by class teachers. | Class teachers and TAs | SLT to discuss with EYFS staff weekly and review. |
| **Key Worker Children** | Home learning offer with continued high level supportWelfare support to continue for identified children and families | Class teachers and TAs | SLT to discuss with ‘Key Worker Team’ and review. |
| **Reviewing the way we teach** | *Is there anything we need to adapt in our approaches to teaching?* |  |  |
|  | * Our S planning system incorporates all children’s differentiated needs and teaching styles within that are quite fluid.
* As our underpinning pedagogy is directly linked to Rosenshine’s Principles of Instruction - our approaches to teaching will not need to be altered.
* We can continue with Power of Reading discussions whilst maintaining social distancing.
* Maths Mastery Approach will continue.
 |  | SLT to discuss with all staff and debrief with Team A and B weekly.  |
| **Managing illness** | *How we will manage new cases of Covid 19, promote hygienic practices and gatekeep pupils returning from isolation* |  |  |
|  | * We will follow all advice outlined in documents from both ELT and HMG.
* Hard copies of this documentation will be kept in SLT office for quick access.
* Staff timetable allows for flexibility so that illness can be covered.
 | V Galt J Kelly  | Reacting to illness will be as it occurs and we will strive to collate the best most relevant advice.  |
| **Provision of PPA time** | *How we will ensure that staff receive their entitlement to PPA?* |  |  |
|  | * PPA will be carried out in the week that staff are not in school at a time that is convenient to them. TEAMs can be used to support this. Please see attached rota.
 | SLT | SLT to liaise with teachers as to how this is going!  |
| **Working with pupils with EHCPs/ vulnerable pupils** | *How we will support vulnerable pupils and pupils with EHCPs in school/ at home including liaison with external agencies?* |  |  |
| **Not attending school** | * Continue with agreed plans created at the beginning of lock down for those children who are not attending school.
* Meetings with outside agencies are still taking place and advice acted upon.
* Welfare team are still in contact with these families and support offered for teaching and learning by teachers.
* Graduated Approach meetings are still taking place via TEAMs meetings with SENDCO and class teachers.
 | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary. |
| **In school** | EHCP provision as stated in document. | Class teachers and TAs | SLT to monitor all procedures and adapt where necessary. |
| **Communication** | *How do we ensure effective lines of communication with parents and members of staff?* |  |  |
| **Parents** **Staff** | Entry and exit points will be clearly labelled and expected protocols shared with parents/carers prior to 1st June. Communication with parents/carers will continue to be daily from Mrs Galt. Communication between parents/carers and class teachers and TAs will continue to be daily and ‘open’ using direct messaging on Class Dojo. Important messages will be on Class Dojo and the school website. Communication between staff and SLT will continue to be daily and by email/TEAMS.Communication between year group teams happens daily to ensure that there is consistency with home learning and support. Any delicate matters/messages will be given by telephone/TEAMs chat or when member of staff is in the building.  | SLT Class teachers  | SLT to monitor all procedures and adapt where necessary. |
| **Other considerations** | PPE to be worn by staff if managing a child who has become unwell with symptoms of Coronavirus if a distance of 2m cannot be maintained. Location of isolation room to be made clear to all members of staff - this room should be clearly labelled/signposted. Cleaning apparatus and PPE will be available in isolation room. PPE – gloves/face masks will also be available in first aid packs. \*Refer to trust opening guidance and risk assessment documents. Ensure these documents are shared with staff prior to their rota time in school. | SLT | Liaise with staff on rota to gauge confidence in safety measures and adapt where necessary.  |
| **A list of measures to promote social distancing** |  |  |  |
|  | All measures outlined in document - ‘Covid-19: implementing protective measures in education and childcare settings’ pages 4, 6, 8 and 9. Including - * Modelling of social distancing measures by staff at all times.
* Regular handwashing and sanitising in all classrooms.
* Supported handwashing in Reception and Y1.
* Moving furniture in classrooms to maximise social distancing.
* Moving Y6 class to a larger room with more floor space.
* Ensuring all staff know procedures – brief at the start of each team’s weekly rota time.
* Staggered entry and exit times with clearly labelled entry and exit points.
* No parents/carers to enter the building – reception area only where they can use hand sanitizer provided.
* Staggered playtimes and lunchtimes.
* Lunch time seating arrangements – 2 children per table; one on each bench.
* Children made aware of safe distance and what this looks like.
* Teachers to plan activities which ensure independent work where possible as opposed to collaborative work.
 |  | All staff at all times!  |
|  |  |  |  |

**Rota for work from 1st June 2020**

**In School**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **6a** | **6b** | **6c** | **6d** | **1a** | **1b** | **1c** | **1d** | **Ra** | **Rb** | **Rc** | **Rd** | **N** | **KW** |
| **A** | Rachel W | Emma Y | John G | Charlotte R | Adam A | Vikki O | Emily D | Vicky W | Kristina P | Tracey E | Bev R | Alison O | Jade R Kelly SBeccy C ½ day | Charlotte Hyman Tony D |
| Jo Ryan | Sarah Bailey  | Caroline G ½ day with DR |
|  |
| **B** | Jack A | Olivia H  | Vinny D | Nic P | Sam B | Sammy C | Becky T | Angela V | Lindsay C | Sam W | Janice M | Steph P | Keiley O Michelle HHannah G | Tracey WKelly Lansall |
| Beth Weller | Sam Helson ½ day | Caroline G ½ day with DR |

**Responsible for home learning**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 6** | **Year 5** | **Year 4** | **Year 3** | **Year 2** | **Year 1** | **Reception** | **Nursery** |
| **A** | JA EY | VD & JM | OH TD | NP & SP | RT BC | SB SC | LC & SW | JS MH KO |
| **B** | RW | JG | CR | AV & NP | ED VW | AA VO | KP & TE | JS JR |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Front Desk** | **Breakfast club** | **Lunch time** | **Inclusion Team** | **SLT** |
| **A** | Sam Scott- Mornings only | Tracey Kidd | Joyce Lee | Ema JacksonKaren Gibbon | Vicky GaltJane KellyGemma Holloway |
| **B** | Sam Scott- Mornings only | Rachel Sturdy | Claire ApplebySue Mitchell |

**Entry and Exit to school Rota**

Parents will be told that they cannot wait on the school property to wait for doors to open. They must come at the given time.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Na** | **Nb** | **Ra** | **Rb** | **Rc** | **Rd** | **1a** | **1b** | **1 c** | **1 d** | **6a** | **6b** | **6c** | **6d** |
| **Entry** | Nursery Gate8:30 | Nursery Gate8:40 | EYFS gate and class door8:45 | EYFS gate and class door9:00 | EYFS gate and class door9:15 | EYFS gate and class door9:30 | KS1 yard entrance8:45 | Library Entrance9:00 | KS1 yard entrance9:15 | Library Entrance9:30 | Upper Team entrance8:40 | Breakfast club door8:50 | Upper Team entrance9:00 | Breakfast club door9:10 |
| **Exit**using the same entrance from the morning | Nursery Gate11:20 | Nursery Gate11:30 | 2:45 | 3:00 | 3:15 | 3:30 | 2:45 | 3:00 | 3:15 | 3:30 | 3:15 | 3:25 | 3:40 | 3:45 |
| **Pm session** | Nc  | Nd |  |
| **Entry** | 12:00 | 12:10 |
| **Exit** | 3:00 | 3:10 |

**Morning Break Rota**

Nursery will access their outdoor area at all times through session

Reception will use outdoor area during the day. Lunchtime rota below

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Monday** | **Field** | **Sports Hall (if field wet)** | **Upper Team Yard** | **KS1 playground** | **Middle Team Yard** |
| 10:30 – 10:45 | Class 1c | (class 1c) | Class 1d | Class 1a | Class 1b |
| 10:45 – 11:00 | Class 6a | (Class 6a) |  |  |  |
| 11:00 – 11:15 | Class 6d | Class 6d | Class 6c |  | Class 6b |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tuesday** | **Field** | **Sports Hall (if field wet)** | **Upper Team Yard** | **KS1 playground** | **Middle Team Yard** |
| 10:30 – 10:45 | Class 1a | (class 1a) | Class 1b | Class 1c | Class 1d |
| 10:45 – 11:00 | Class 6b | (Class 6b) |  |  |  |
| 11:00 – 11:15 | Class 6c | Class 6c | Class 6d |  | Class 6a |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wednesday** | **Field** | **Sports Hall (if field wet)** | **Upper Team Yard** | **KS1 playground** | **Middle Team Yard** |
| 10:30 – 10:45 | Class 1b | (class 1b) | Class 1a | Class 1d | Class 1c |
| 10:45 – 11:00 | Class 6d | (Class 6d) |  |  |  |
| 11:00 – 11:15 | Class 6a | Class 6a | Class 6b |  | Class 6c |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Thursday** | **Field** | **Sports Hall (if field wet)** | **Upper Team Yard** | **KS1 playground** | **Middle Team Yard** |
| 10:30 – 10:45 | Class 1d | (class 1d) | Class 1c | Class 1b | Class 1a |
| 10:45 – 11:00 | Class 6c | (Class 6c) |  |  |  |
| 11:00 – 11:15 | Class 6b | Class 6b | Class 6a |  | Class 6d |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Friday** | **Field** | **Sports Hall (if field wet)** | **Upper Team Yard** | **KS1 playground** | **Middle Team Yard** |
| 10:30 – 10:45 | Class 1c | (class 1c) | Class 1d | Class 1a | Class 1b |
| 10:45 – 11:00 | Class 6a | (Class 6a) |  |  |  |
| 11:00 – 11:15 | Class 6d | Class 6d | Class 6c |  | Class 6b |

**Snacks must be provided for the year 6 children during playtimes as their lunch break is late in the morning.**

**Lunchtime Rota**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **11:30** | **12:30** | **1:00** |  | **SLT** |
| **Reception Lunch**50 children – 4 adults2 dinner ladiesAll food provided for staff**45 minute lunch break** | **Year 1 Lunch**60 Children – 5 adults2 Dinner LadiesAll food provided for staff**45 minute lunch break** | **Key Worker Children** approx 20 max**Year 6 Children lunch**58 childrenAll food provided for staff**45 minute lunch break** | \*This last session may need to be divided if more key worker children attend school. | Staff the dinner hall to allow Teachers and TA’s to have at least 15mins without children |
| 3 children to a table |
| Return to Reception Play area once finished eating (In Key worker groups)Staff rotate having rest breaks  | Once finished lunch the children go to the day’s playtime area with key staff member.15 mins play and return to classYr1 – 1:15 Year 6 – 1:45 |  |

**Harrow Gate Primary Academy**

**Home Learning Expectations**

Harrow Gate Primary Academy are using two ways to communicate home learning to our families:

School website: <https://www.harrowgateacademy.org/>

Class Dojo: <https://www.classdojo.com/>

**School will:**

* Provide each child with the equipment needed to record their home learning
* Ensure that weekly ‘home learning’ grids are available on the school website <https://www.harrowgateacademy.org/> every Monday.
* Provide ‘Wider Curriculum’ learning grids on the school website.
* Provide each child with a ‘Power maths’ home learning book
* Have daily contact with the children through ‘class dojo’
* Class teachers and teaching assistants will support children in their activities and give feedback on their profile posts.
* Provide updates to parents through ‘Class Dojo’ school story and Twitter

**Parents will:**

* Ensure that they log into ‘Class Dojo’ daily
* Ensure your child has access to their home learning through Dojo and the school website <https://www.harrowgateacademy.org/>
* Select activities from the ‘Wider Curriculum’ home learning grids to complete as a family.
* Ask for support and advice from Harrow Gate staff in order to help their child.
* Contact school if unable to access learning
* Ensure your child posts their work onto their ‘Dojo’ profile

**Children will:**

* Look at the school website and class dojo every day to find out their home learning activity.
* Complete activities from the ‘Wider Curriculum’ with your family
* Complete the work set and show this to their teacher through their ‘Dojo’ Profile
* Use their schoolbooks and pencils to show their ‘best’ learning.
* Take pride in their learning.
* Talk to their teacher and other Harrow Gate staff through ‘dojo’.
* Ask for help from the teachers whenever they need it.

