Please see below an abridged version of the DFE guidance. As this is national guidance from Government level, we can be sure that we are compliant as a school, with the expectations nationwide.

The information below is a brief outline of how school will operate on a daily basis for the first term / or until the guidance changes. Many current measures will remain in place for the safety of all. Essential to all of this is:

* Class ‘pods’ to remain
* Class ‘pods’ must not mix with any other class pods
* Continued excellence with hand hygiene – as timetabled previously children they have been out of class, arriving at school, leaving school, before lunch etc. etc.
* Adults 2m apart whenever possible
* Reminders of school protocols to be shared on a regular basis

The school COVID risk assessment has been updated in line with the new guidance and will be available for you to see on the school website.

**DFE Guidance in Summary**

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 in pods
* avoiding contact between these pods
* arranging classrooms with forward facing desks
* staff maintaining social distancing from pupils and other staff as much as possible and wherever practicable

We recognise that younger children will not be able to maintain social distancing, and it is acceptable for them not to distance within their pod.

**Measures within the Classroom**

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. It is strong public health advice that staff in schools maintain distance from their pupils, staying at the front of the class, and away from their colleagues where possible. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils’ educational and health care support should be provided as normal.

For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.

When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups as described above.

Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.

**Measures around the School**

Pods should be kept apart, meaning that schools should avoid large gatherings such as assemblies or Collective Worship with more than one group (we will do virtual/class based Collective Worships).

When timetabling, pods should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times.

Schools should also plan how shared staff spaces are set up and used to help staff to distance from each other. Use of staff rooms should be minimised, although staff must still have a break of a reasonable length during the day.

Equipment and resources are integral to education in schools. During the Summer Term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. **That position has now changed for the Autumn Term**, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared. Classroom based resources, such as books and games, can be used and shared within the pods; these should be cleaned regularly, along with all frequently touched surfaces. Resources that are shared between classes or pods, such as sports, art and science equipment should be cleaned frequently and meticulously and always between pods, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different pods.

It is still recommended that pupils limit the amount of equipment they bring into school each day, to essentials such as lunch boxes, hats, coats and reading books. Book Bags are now allowed. Pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.

Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS [testing and tracing for coronavirus website](https://www.nhs.uk/conditions/coronavirus-covid-19/testing-for-coronavirus/), or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.

**Measures for Arriving at and Leaving School**

We know that travel to school patterns differ greatly between schools. If those patterns allow, schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school (see end of this document for plan). It is recommended that we limit adults to just one per child to reduce congestion around the school premises.

**Attendance Expectations**

The usual rules on school attendance will apply, including:

* parents’/carers duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age
* schools’ responsibilities to record attendance and follow up absence
* the availability to issue sanctions, including fixed penalty notices in line with local authorities’ Codes of Conduct

**Uniform**

Children should return to school in normal uniform. The expectation is not for it to be washed daily or in any special way.

**Catering**

Hot school dinners will continue. Schools need to put in measures to make sure these can be accessed and eaten safely (see end of document for lunch plan/rota).

**Educational visits**

We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see [coronavirus: travel guidance for educational settings](https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings).

In the Autumn Term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits) when considering visits.

**Clubs**

Clubs are left to the discretion of the school (We will not be running clubs for Term 1 – this will be kept under review each term).

**Curriculum Expectations**

For pupils in Reception, teachers should also 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](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications). For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.

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.

**Physical Activity in Schools**

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls. Pupils should be kept in consistent pods, sports equipment thoroughly cleaned between each use by different individual pods, and contact sports avoided.

Outdoor sports should 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 sport setting because of the way in which people breathe during exercise.

Activities such as active the Daily Mile, making break times and lessons active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.

**Pupil Wellbeing and Support**

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and Young Carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to school; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return to school.

**Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:**

* support the rebuilding of friendships and social engagement
* address and equip pupils to respond to issues linked to coronavirus (COVID-19)
* support pupils with approaches to improving their physical and mental wellbeing

Schools should also 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**

Schools should consider updating their behaviour policies (ours will continue with the Covid amendments in place) with any new rules/policies, and consider how to communicate rules/policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour.

Schools should set out clearly at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules, and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.

**Contingency Planning for 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.

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. Schools will also need a contingency plan for this eventuality. 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.

**Logistics in School**

**Monkton Covid-19 Plan September 2020**

**Return to School Strategy - A Recovery Curriculum**

All teaching staff will ensure that all pupils strictly follow the guidance set out by the school to reduce the risks posed by Covid 19.

To ensure children are ready to learn we have devised a recovery curriculum plan as follows:

* Week 1 – Wellbeing and team building week
* Activities to settle children and build confidence in being back to school
* Week 2 – Assessment/Wellbeing Week
* Years 1-6 activities to identify gaps/strengths, assessment to be a combination of formal assessment and observations, quizzes and assessment by outcome of task
* Along with continued wellbeing activities
* Week 3 – Resumption of full curriculum
* Intervention and support should be used to get children, ‘back up to speed’
* Aspiration should be high, in order for children to fill any gaps and continue to grow as a learner
* Wellbeing activities to continue, to support all pupils in the Recovery Curriculum and develop the whole child

**Staggered Start and End of the Day**

**Start/Finish of the Day**

* All children will start to arrive from 8:40am.  (see arrangements for Pod Start/Finish times
* All children to use the large double gates to enter and leave the school premises- parents to use the one way system through the staff carpark
* All teachers will be in the classroom to receive children
* One adult per child on site
* Staff will be on gate/playground duty – ensuring social distancing and safe entry and exit from the school premises and children. Please complete a quick drop off with no lingering on the playground or exits
* Children will need to exit with their parent/carer through the large white gates. Please be mindful that this road is busy and that children stepping out without full control of their parent/carer is very dangerous.

**Timings**

**Start of the Day**

* Pod 4 – Years 5/6 8:40am
* Pod 3 – Years 3/4 8:50am
* Pod 2 – Year 1/2 9am
* Pod 1 – EYFS 9:10am

**End of the Day**

* Pod 1 EYFS to leave at 2:45pm
* Pod 2 Years 1/2 to leave at 2:50pm
* Pod 3 Years 3/4 to leave at 3:00pm
* Pod 4 Years 5/6 to leave at 3:10pm

Children with siblings in other pods may **arrive** at one time in the morning. Please select a Pod time and deliver both children at that time.

Due to potential problems with congestion and curriculum management it is not possible to release children early from a pod if they have a sibling in another pod. You will need to pick up one child and then wait until the later pod has dismissed your child before collecting them.

On collection please socially, distance in the playground do not approach the classroom door. A member of staff will release your child to you. This arrangement is to minimise the congestion at the exit of each classroom and keep your child/ren safe.

**Playtimes**

 Are staggered as follows:

* EYFS/KS1 – 10:00-10:15am
* KS2 – 10:15 – 10:30am

**Lunchtimes**

* All meals to be eaten in class – supervised by MMS
* CT to take children to the hall to collect school dinners

**Key points**

* Staggered start and finish times
* Please adhere to your Pod pick up and drop off times, do not arrive early or later (inform any other designated person collecting your child please)
* Bookbags are allowed to be brought into school but these must be small and easy to store
* School uniform will be worn from Sept 2nd (please check website for details-including footwear)
* There is now a requirement to send your child to school, normal absence routines including punctuality have been reinstated
* No adults in the building – please telephone the office or email
* PE will recommence kit will be required from week 1
* Clubs will not be resuming as yet, but Team Theme will be in school to deliver PE lessons
* There will be no Breakfast Club on resumption of school, this will be constantly reviewed and reinstated when appropriate
* School meals will be served by the kitchen
* No snacks will be provided by school, children may bring a piece of fruit to eat at breaktime