

**DfE Guidance for full opening in September: Wallace Fields Junior School**

Document messages		
<ul style="list-style-type: none"> <li>All children invited in to school <b>Spring Term 2 week commencing 8<sup>th</sup> March 2021</b></li> <li>School level judgement about how to minimise risk</li> <li>All elements of controls are essential and schools must cover them all but will implement them depending on individual school circumstances</li> </ul>		
<p><b>Risk management and assessments</b></p> <ul style="list-style-type: none"> <li>Update and adapt the risk assessment and any wider H&amp;S policies ‘reasonable steps’.</li> <li>People ill must stay home and notify school</li> <li>Robust hand/respiratory hygiene must be in place and promoted by all</li> <li>Clear and evident enhanced cleaning arrangements</li> <li>Engage actively in NHS Test and Trace                             <ul style="list-style-type: none"> <li>Formally consider how to reduce contacts and maximise distancing (depending on school circumstances), as much as possible</li> <li>Group children together in bubbles</li> <li>Avoid contact between groups</li> <li>Arrange forward facing desks and siblings to sit close together</li> <li>Staff stay a safe distance from pupils and other staff as much as possible, wear a visor when working closely with children, especially when 1:1</li> </ul> </li> <li>Clear procedures for monitoring and ensuring Risk Assessment will be monitored to ensure it is effective, working and updated as required.</li> <li>Ensure to involve all stakeholders including staff and parents</li> <li>Outline a system of controls/adaptations which allows delivery of broad and balanced curriculum, including for children with SEND</li> </ul>		<p>Update and plan details with staff in socially distanced/remote log in staff meetings. Reminders to parents. Update on website. Update governors.</p>
Document messages	School implementation – issues to consider	Comments/Actions
Section 1: Public Health advice to minimise coronavirus risks		
<p><b>System of controls</b> 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.</p> <p><b>Prevention:</b></p> <ol style="list-style-type: none"> <li>staff undertaking lateral flow tests twice per week (Monday and Thursday mornings as advised by DfE).</li> <li>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</li> <li>clean hands thoroughly more often than usual – <i>(as now, arrival, starts and ends of all activities, changing of room, before/after eating)</i></li> <li>ensure good respiratory hygiene by promoting the ‘catch it, bin it, kill it’ approach.</li> </ol>	<ul style="list-style-type: none"> <li>All staff have been given repeat sets of tests, with new sets being provided by DfE when required and/or until this process is not required anymore. School staff will only attend school with negative results, any that test positive will isolate and obtain an appointment to carry out a PCR test and isolate while awaiting results</li> <li>Enough hand washing and sanitizing stations</li> <li>Supervision of hand sanitizer and support for children to wash hands</li> <li>Reminders to children of behaviour expectations</li> <li>Ensure stocks available including soap, paper towels, tissues, bin bags and sanitizer.</li> <li>Make sure there are plenty of bins in classrooms and around school (inside and outside). Additional foot operated bins provided.</li> </ul>	<p>Systems to be tested and adapted where and when needed, according to their success. Review systems regularly.</p>

<p>5) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach – expect increased frequency and a clear schedule</p> <p>6) minimise contact between individuals and maintain social distancing wherever possible</p> <p>7) where necessary, wear appropriate personal protective equipment (PPE) – <i>(face covering still not recommended generally in school)</i>  <i>Numbers 1 to 4 must be in place in all schools, all the time.</i>  <i>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</i>  <i>Number 6 applies in specific circumstances for example when carrying out first aid.</i></p> <p>8) From March 2021, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</p> <p><b>Response to any infection</b></p> <p>From March 2021, it is no longer mandatory to contact local Health Protection Teams (HPT) to report COVID 19 cases, or COVID 19 related situations, if a school is comfortable with managing their own cases, decisions can now be made in school to respond to, and reduce, any further infection. Our response to an outbreak in school will be considered and will be for the safety of the children and adults that have been in close contact with the confirmed case. We will follow steps in accordance with latest guidance at the time in which a positive test result is given.</p> <p>In the special circumstances (see below) advice is to contact our local HPT or PHE so that help can be gained with regard to risk assessments and gaining further advice. Some of the following circumstances might also require a multiagency response, where an Incident Management Team (IMT) will work closely with the local authority, and other local organisations and partners, to support the school.</p> <p><b>Advice for Primary Schools and Early Years Settings from March 2021:</b></p> <p>Schools should only contact their local HPT if:</p> <ul style="list-style-type: none"> <li>• 10% (or more) of a bubble is affected within 14 days – (for example, if there are 3 or more confirmed cases of COVID-19 in a bubble of 30 people) and there has been no contact in the past 14 days.</li> <li>• 10% (or more) of staff are affected within 14 days – (for example, if there are 6 or more confirmed cases of COVID-19 in a staff of 60) and there has been no contact in the past 14 days.</li> <li>• 3 (or more) bubbles within your school/setting contain at least one confirmed case and there has been no contact in the past 14 days.</li> </ul>	<ul style="list-style-type: none"> <li>• Cleaning – needs to be more regular, particularly if rooms and areas are shared</li> <li>• Increase how often regularly touched surfaces are cleaned – corridors, handles, toilets, lunch hall tables etc. (LB/JF)</li> <li>• Groups do not need to be allocated individual toilet blocks though this will continue to be good practice for the time being.</li> <li>• Signage and reminders. Class routine to support hand cleaning.</li> <li>• Masks and visors are available from the school should staff want or need them</li> <li>• From March 2021, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</li> </ul>	<p>The school will maintain allocated toilets for each group/bubble.</p>
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<ul style="list-style-type: none"> <li>• There have been any admissions to hospital or deaths in your students or staff members due to COVID-19.</li> <li>• If your school is experiencing interest from the media.</li> </ul>		
<p><b>If someone is ill in school</b></p> <ul style="list-style-type: none"> <li>• Anyone with symptoms must be sent home following 'stay at home guidance'</li> <li>• As previously, isolate behind a closed door if possible, 2m away from an adult, windows open or outside secure area if possible</li> <li>• Separate bathroom if possible – then disinfect</li> <li>• PPE worn by staff if 2m not possible while caring for child</li> <li>• Staff supporting anyone with symptoms do not need to isolate unless they have symptoms, but must wash hands properly and wear the correct PPE (in line with latest guidance)</li> <li>• Area around waiting area must be cleaned.</li> <li>• Routine taking of temperatures is unreliable way to identify coronavirus, other symptoms must also be checked and monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Still use a separate medical space for a case/suspected case arises - including quad area if dry/warm enough.</li> <li>• Ensure PPE available in the medical room/office</li> <li>• Make sure two emergency contact numbers for all children.</li> </ul>	
<p><b>Social distancing</b></p> <ul style="list-style-type: none"> <li>• Do everything possible to minimise contacts and mixing (while delivering a broad and balanced curriculum)</li> <li>• Use groups / bubbles to maintain some distance.</li> <li>• Recognise younger children will not be able to distance – this is acceptable.</li> <li>• Balance between bubbles and social distancing depending on ability to distance, lay out of school, feasibility of separate groups while offering broad and balanced curriculum.</li> <li>• Likely groups for younger children and distancing for older children – aim for not touching others if possible</li> <li>• Key to all measures is consistent groups. Makes it easier in event of a positive case and identifying who needs to isolate. If bubbles need to increase in size you can, but be aware of the implication from test and trace if larger groups are mixing. Small groups/bubbles may restrict normal operations.</li> <li>• Given decreasing prevalence of coronavirus, to ensure broad and balanced curriculum, may need to change emphasis on bubbles and increase size of groups. Schools can consider year group sized bubbles, but limit interaction with others, sharing of rooms as much as possible.</li> <li>• For younger children and SEN children, it is acceptable they do not social distance within their group.</li> <li>• Siblings may be in different groups and this is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage social distancing/touching, understanding the limitations and practicality of this.</li> <li>• Classes to be arranged facing forward and furniture moved or removed where possible.</li> <li>• Children will sit side by side not facing each other.</li> <li>• Groups / bubbles will be kept apart using zones and covid procedures in school.</li> <li>• Staggered starts, playtimes, and end of day to separate groups.</li> </ul> <p>Lunchtimes</p> <ul style="list-style-type: none"> <li>• Lunchtime zones provided for separate bubbles to keep groups separated.</li> <li>• Bubbles separated when eating</li> <li>• One way systems</li> <li>• Prior to lunch hand washing and /or antibac</li> <li>• Tables thoroughly cleaned and chairs sprayed between bubbles change-over</li> <li>• Lunch time staff wear PPE throughout lunchtimes.</li> <li>• Lunch provided in eco-friendly disposable containers.</li> <li>• Outside First Aid staff wears PPE throughout.</li> </ul>	

<ul style="list-style-type: none"> <li>• Aim to keep staff with the same children, but staff can operate across different classes and bubbles – should try to maintain distance from children and 2m from other adults.</li> <li>• Whatever the size of groups, they should be kept apart from other groups.</li> <li>• It is suggested that secondary teachers teach from front of class and try to stay 2m away. In primary schools, we recognise this is not always possible, but try to do it where circumstances allow. Adults should avoid face-to-face contact with children and reduce time spent 1 to 1 with a child, particularly if not maintaining a bubble. If you distance where you can, even if some of the time, it will help.</li> <li>• For children with complex needs, it may not be possible to distance, but educational care and support should be provided as normal. Visors should be used to ensure some protection between adult and child.</li> <li>• Suggest side by side seating with desks facing forward, and removing unnecessary furniture from class to make space.</li> <li>• From March 2021, we recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will keep 2m from pupils wherever possible and floor lines around desk and board to protect staff and remind children.</li> <li>• Masks and visors are available from the school should staff want or need them</li> <li>• We recommend that face coverings should be worn by staff and adult visitors in situations where social distancing between adults is not possible (for example, when moving around in corridors and communal areas). Children in primary school do not need to wear a face covering.</li> </ul>	
<p><b>Other distancing</b></p> <ul style="list-style-type: none"> <li>• Avoid assemblies with more than one group/bubble at a time.</li> <li>• Reduce cross over in corridors</li> <li>• Consider staggered breaks and lunches (to include cleaning time)</li> <li>• Distance in staff shared spaces – aim to minimise use of staffrooms – though staff still need their regular break times.</li> <li>• Consider staggered starts and ends of days (can't reduce teaching time)</li> <li>• Parents/educational professionals can only come into school with an appointment and wearing appropriate PPE such as facemasks (refer to the covid visitors guide on WFJS website)</li> <li>• Have a process for children removing any face coverings when they arrive at school (put in plastic bag and wash hands)</li> <li>• SEND must be back so plan transitions to meet needs</li> <li>• Supply staff and peripatetic staff can move between schools – need to maintain as much distance as possible</li> <li>• Consider processes for contractors and visitors – must explain hygiene practices and keep a record of all visitors</li> </ul>	<ul style="list-style-type: none"> <li>• There will be no assemblies - if necessary or important, then the outside should be utilised instead of the hall. Only one group / bubble in the hall at one time. Cleaning of hall after any assembly.</li> <li>• Visitors including contractors for the main building must sign in and follow covid procedures.</li> <li>• A one-way system throughout the school reduces cross over in corridors. Children in the same bubble/group passing in the toilet/sink areas is acceptable and considered low risk. Additional signage will be required.</li> </ul>	
<p><b>Other measures</b></p> <ul style="list-style-type: none"> <li>• Children still to have own regularly used items such as pens, class based resources (such as books/games) will not be shared within the bubble</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment for outdoors will be allocated to the bubbles/groups, should be cleaned regularly and not shared with other groups.</li> </ul>	

<ul style="list-style-type: none"> <li>Resources shared between classes/bubbles (such as sport/art equip) 'should be cleaned frequently and meticulously and always between bubbles' (or quarantined for 48hr – 72 if plastics)</li> <li>Outdoor play equipment should be more frequently cleaned, including resources used by wraparound care</li> <li>Still recommend pupils limit what they bring to school each day – only essentials. Bags are allowed and will stay alongside the child.</li> <li>Pupils to arrive in school in PE kits on the days that they have PE to reduce items coming in, being lost or mixed up with other children's uniform</li> </ul>	<ul style="list-style-type: none"> <li>All trays and equipment within are not shared between children. Bags permitted. Cloakroom are not to be used by children</li> </ul>	
<p><b>Keeping occupied spaces well ventilated</b></p> <ul style="list-style-type: none"> <li>Now that the school is in full operation, it is important to ensure it is well ventilated and a comfortable teaching environment is maintained throughout.</li> <li>This can be achieved by a variety of measures including: <ul style="list-style-type: none"> <li>mechanical ventilation systems – these should be adjusted to increase the ventilation rate wherever possible, and checked to confirm that normal operation meets current guidance (if possible, systems should be adjusted to full fresh air or, if not, then systems should be operated as normal as long as they are within a single room and supplemented by an outdoor air supply)</li> <li>natural ventilation – opening windows (in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space). Opening internal doors can also assist with creating a throughput of air</li> <li>natural ventilation – if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> </ul> </li> <li>Further advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak and CIBSE coronavirus (COVID-19) advice.</li> <li>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> <li>opening high level windows in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused)</li> <li>providing flexibility to allow additional, suitable indoor clothing. For more information see School uniform</li> <li>rearranging furniture where possible to avoid direct drafts</li> </ul> </li> </ul>	<p><b>Ventilation in our school buildings</b></p> <p>Most were relying on windows and doors being open for long periods of time. In considering the feedback on ventilation, schools should refer to section 8 of the DfE full opening guidance Keeping occupied spaces well ventilated, which includes the following measures:</p> <ul style="list-style-type: none"> <li>in cooler weather windows should be opened just enough to provide constant background ventilation, and opened more fully during breaks to purge the air in the space. Opening internal doors can also assist with creating a throughput of air</li> <li>if necessary external opening doors may also be used (as long as they are not fire doors and where safe to do so)</li> <li>constant ventilation in small occupied rooms to allow air flow changes</li> <li>To balance the need for increased ventilation while maintaining a comfortable temperature, the following measures should also be used as appropriate: <ul style="list-style-type: none"> <li>opening high level windows in preference to low level to reduce draughts</li> <li>increasing the ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused) by opening doors and windows as wide as possible, to get 'new' ventilation in the room</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• Heating should be used as necessary to ensure comfort levels are maintained particularly in occupied spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• rearranging furniture where possible to avoid direct drafts</li> <li>• providing flexibility to allow additional, suitable indoor items of clothing during the winter period in addition to the school's current uniform. For more information see School uniform.</li> <li>• ventilating rooms before cleaners enter (by having doors and windows open as wide as possible for a period of time)</li> </ul>	
<p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Staff undertake lateral flow tests twice per week (Monday and Thursday mornings as advised by DfE).</li> <li>• Key staff members understand the NHS Test and Trace system and know when and how to contact local Public Health England team, HPT or IMT.</li> <li>• In addition to self-testing twice per week, should a member of staff develop symptoms, we ensure staff and parents understand they should – book a test if there are symptoms/not come to school, provide details of close contacts, self-isolate.</li> <li>• Parents/staff must inform school if someone tests positive to any test.</li> <li>• If a child or member of staff is required to have a test – no-one else needs to go home</li> <li>• Test negative – person comes back to school</li> <li>• Test positive – follow stay at home advice – school decides on the best way to proceed to minimise any further risk with advice from the relevant parties and in accordance with the latest guidance</li> <li>• If needed, and based on the latest advice, school contacts local health protection team, risk assess who has been in close contact and say who needs to be sent home to self-isolate for 10 days (close contacts within 1m, 1-2m for more than 15 mins, travelled in small vehicle with infected person). Keep records of who is working in each group.</li> <li>• Use a template letter to send to parents and staff if there is a positive case.</li> <li>• If more than two cases, health team contacted and will advise. Options include closure of groups, mobile testing units. Whole school closure should not be necessary unless advised.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have been given a set of tests, new sets will be provided by DfE when required and/or until this process is not required anymore. School staff will only attend school with negative results, any that test positive will isolate and obtain an appointment to carry out a PCR test and isolate while awaiting results</li> <li>• Testing details and advice are available to all staff regularly in the HT update.</li> <li>• Staff who are symptomatic must book a test and report their results as soon as available.</li> <li>• Template letter utilised to notify staff and parents of test results.</li> <li>• Office to hold test kits when they arrive.</li> <li>• Office to contact health team if two cases identified. Usual group closure procedures.</li> <li>• Whole school closure considerations.</li> </ul>	<p>All staff have been given a set of self-administered tests. These will be replaced as and when needed.</p>

• Section 2: School operations		
<p><b>Transport</b></p> <ul style="list-style-type: none"> <li>Rules in place for dedicated school transport – sanitizer etc, organised queue, additional cleaning of the transport, distancing where possible, face coverings for those over 11yrs</li> <li>Public transport – encourage parents not to use if possible – LAs will be surveying parents about travel patterns</li> </ul>		
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>All children are expected to attend, including online learning registration, unless still specifically certified as unable to.</li> <li>Local advice to shield to be adhered to and is dependent on local infection levels.</li> <li>Absence not penalised if following clinical/public health advice.</li> <li>Communicate the measures being put in place now to give reassurance.</li> </ul>	<ul style="list-style-type: none"> <li>This document to be available on the school website.</li> <li>Identify those who may be at risk of not returning.</li> <li>Use catch up funds to put support in place for access to remote learning and intervention. Those vulnerable children needing support for secure regular attendance, should be considered and places offered according to need and local guidance. PPG funding applicable here.</li> </ul>	
<p><b>School workforce</b></p> <ul style="list-style-type: none"> <li>In the event of a bubble closure, staff will provide online remote learning as outlined in our remote learning policy. The expectation is that staff converse within their year group to ensure provision is consistent and appropriate across the year group.</li> <li>If the guidance is followed fully, risks are mitigated significantly.</li> <li>Advising those most at risk to take particular care – leaders need to discuss risks and try and accommodate additional measures if possible.</li> <li>Staff can return to work if living with someone clinically extremely vulnerable.</li> <li>Need to consider work life balance carefully, including Headteacher. Involve staff so they fully understand measures in place. Support those who are anxious about returning to work, including support for mental health.</li> <li>TAs can still be deployed to cover classes/bubbles under the supervision of a teacher if needed. Also consider deployment for catch-up provision/targeted intervention (consider the MITA guidance on best use of teaching assistants).</li> <li>Ensure there is appropriate support for pupils with SEND. Do not redeploy staff at expense of SEND pupils.</li> <li>Recruitment and checks should continue as normal – but remember to follow visitor distancing/protocols (for summer they say still do this remotely)</li> <li>Supply teachers can be used (and go to other schools) – but fewer the better</li> <li>We will have ITT trainees in school</li> </ul>	<ul style="list-style-type: none"> <li>This is about those shielding and how the measures can be applied in the fullest to reduce risk – e.g. no mixing across classrooms, separate staffroom hubs or rooms available if they wish to keep away from other adults, priority cleaning in the day, deep clean, reduce equipment use to decrease sharing, children encouraged to socially distance from staff.</li> <li>Ensure staff get timetabled breaks</li> <li>Make sure staff are fully informed and involved in the risk assessment and planning. Use INSET at the beginning of term to allow preparation of classrooms to meet needs of anti-covid spread.</li> <li>School wellbeing support in place for staff (EAS)</li> <li>Consider class TAs might be better used for catch up interventions rather than class support (if not 1:1)</li> <li>One ITT trainee in school SUM term.</li> <li>Covid signage and covid guidelines for all regular volunteers and visiting professionals.</li> </ul>	

<ul style="list-style-type: none"> <li>Volunteers can be in school, by invitation, but need to remain 2m apart if possible. Mixing across groups should be minimised.</li> <li>Revise safeguarding/child protection policy to reflect any changes. DSL should take time in first few weeks to provide support to staff and children where there are welfare concerns.</li> </ul>		
<p><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li>School meals provided as usual. Kitchens should be open fully (and comply with guidance around coronavirus)</li> <li>Ensure good ventilation around the school.</li> <li>Any changes to the building, extra resources, bins etc., are up to the school – no additional funding provided.</li> <li>Uniform as usual – does not need to be cleaned any more than normal.</li> <li>Wrap around care – provided by Kids Quest at WFIS and Club Vale at WFJS. Look at small consistent groups and all possible protective measures. See the guidance on summer holiday childcare to support planning for extra-curricular provision. Contact sports should not take place.</li> </ul>	<ul style="list-style-type: none"> <li>A change in changing policy; children to arrive in PE kits on PE and games days</li> <li>Uniform as usual – trainers available for playtime as usual. Shoes to be uniform again.</li> <li>Minimal clubs restart maintaining groups/bubbles to reduce risks</li> </ul>	
<ul style="list-style-type: none"> <li><b>Section 3: Curriculum, behaviour and pastoral support</b></li> </ul>		
<p><b>Curriculum and behaviour</b></p> <ul style="list-style-type: none"> <li>Online remote learning provision remains broad and ambitious, of high quality and consistent.</li> <li>Time to be made to cover the most important missed content – prioritise most important components for progression rather than remove subjects.</li> <li>Emphasis on reading to support all subjects.</li> <li>Substantial modification of curriculum may be needed at start of the year to ensure that activities are accessible and can be completed as independently as possible through the online provision – should this be required. Prioritise teachers’ time to adapt, plan, create resources for and video lessons.</li> <li>Assessment procedures will be carried out in school but may need to be considered for remote access, should there be a bubble closure. Children to complete writing, reading and maths assessments remotely if required. Online resources and paper copies to be made available for tests should they be required.</li> <li>RHE and RSHE new policy and teaching needs to be in place by end Summer term 2021.</li> <li>Curriculum should be broad and include full range of subjects over the year.</li> <li>Outdoor sports to continue if possible – cleaning equipment thoroughly between groups – still need to maximise distance for sports – no suggestion of contact yet.</li> </ul>	<ul style="list-style-type: none"> <li>Keep an eye on the Sport England grassroots stuff.</li> <li>Strong focus on catch up of maths and English learning whilst maintaining a broad curriculum.</li> <li>Reading expectations remain the same or higher.</li> <li>Flexibility of staff need to accommodate new curriculum demands and remote learning provision.</li> <li>Remote learning not provided for children avoiding attendance without medical permission or proof.</li> <li>Music provision to be carried ensuring current guidelines are adhered to</li> <li>Outdoor learning and sport prioritised and compulsory in all bubble timetables.</li> <li>Catch up money provided and staff in place to deliver catch up sessions.</li> <li>Behaviour policy updated.</li> </ul>	



<ul style="list-style-type: none"> <li>Year groups have been timetabled to complete sports activities on the same day, where the timetable has allowed, to limit cross contamination</li> <li>Where there are any future extended closures, those critical worker and vulnerable children in school, work with external coaches/clubs/organisations if satisfied it is safe to do so.</li> <li>Where there are any future extended closures, critical worker and vulnerable children in school, consider active miles, making break times and lessons active and encouraging active travel.</li> <li>Catch-up, one off grant (distributed by SCC), strongly encouraged to spend on catch up, live intervention and differentiated resources being provided, although HTs can direct expenditure.</li> <li>Pupils may experience variety of emotions – anxiety, stress, low mood. These are normal responses. Some children may need additional support. Pastoral support might need to support rebuilding friendships/social engagements, address issues related to coronavirus, support children with approaches to improving physical and mental well-being. Use both internal and external support where necessary, including school nurses.</li> <li>Consider updating behaviour policy with any new rules - rewards for these as well as sanctions. Be mindful of children exposed to adversity and trauma.</li> <li>Exclusion system remains in place – the risk assessment advice about bringing children back seems to have gone.</li> </ul>		
<b>Section 4: Assessment and accountability</b>		
<ul style="list-style-type: none"> <li>Inspection – not being graded before July 2021. Schools may be inspected for their remote online provision.</li> <li>Exams, tests and assessments have been cancelled for May 2021.</li> <li>Reception baseline postponed a year.</li> <li>Year 4 Times Tables Assessment is optional for schools in 2021, WFJS will be carrying out these optional assessments if they are available</li> </ul>	<ul style="list-style-type: none"> <li>Internal assessments will proceed as usual. Remote access to writing, reading and maths assessments will be given and teachers will be expected to make a teacher judgement based on the data they collect.</li> </ul>	
<b>Section 5: Contingency planning for outbreaks</b>		
<ul style="list-style-type: none"> <li>Schools should continue to maintain current good practice or improve quality of ongoing remote learning offer as new and improved software, procedures and apps are coming through.</li> <li>Expectations for online provision, should this be needed (in consideration of pupils’ age, stage of development and/or special needs where this places significant demands on parents’ help or support): <ul style="list-style-type: none"> <li>Access to high-quality online and offline resources and teaching videos linked to curriculum</li> <li>High quality remote education resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Online learning is planned, ready and being provided throughout the school</li> <li>Updates to be discussed throughout the closure to share good ‘online practise’, newly found skills and any new and accessible apps that can be used to deliver lessons</li> <li>TTRS, Mathletics and Spelling Shed online assessment available.</li> </ul>	

<ul style="list-style-type: none"> <li>○ Online tools to allow interaction, assessment and feedback (staff may need training)</li> <li>○ Printed resources for those without online access</li> <li>○ Online and live intervention sessions for those that carried them out in school</li> <li>○ Online and live assembly and ‘welcome to the week’ sessions to be carried out</li> <li>○ Recognise those with SEND/younger children may not be able to access remote education without adult support, so schools should work with families to deliver a broad and ambitious curriculum.</li> <li>○ Set assignments that are meaningful and ambitious</li> <li>○ Build knowledge and skills incrementally</li> <li>○ Provide frequent, clear explanations of new content delivered by teacher or high quality curriculum resources/videos</li> <li>○ Gauge how well children are progressing through questions/other suitable tasks and set clear expectation on how regularly teachers will check work.</li> <li>○ Teachers should adjust pace/difficulty in response to questions/assessments</li> <li>○ Plan a programme of equivalent length to core teaching pupils would receive in school, including daily contact with teachers (ideally)</li> <li>● DfE will publish curriculum maps for key subjects in July for Reception to Year 9. They will be non-mandatory.</li> <li>● Oak National Academy resources are available for free and are used as part of the ‘get going’ provision. There is specialist content for pupils with SEND. These may be used again as required to support our own curriculum</li> <li>● There is government-funded access to Google for Education or Microsoft Office 365 Education.</li> </ul>		
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