

St Martin's CE Primary

Covid 19 Risk Assessment to support return of all year groups in September 2020

Date completed: 05/07/2020

Shared with Governing Body 11/07/2020

Government guidance source:

- **Guidance for full opening – schools. Published 2 July 2020.**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

Government statements from guidance:

- 'It is our plan that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term'
- 'Schools should undertake a coronavirus (COVID-19) risk assessment by considering the measures in this guidance to inform their decisions and control measures.'
- 'If schools follow the guidance set out here, they can be confident they are managing risk effectively'

This risk assessment has been designed by St Martin's CE Primary School based on the 5 areas identified in the guidance:

1. Public health advice
2. School operations
3. Curriculum, behaviour and pastoral support
4. Assessment and accountability
5. Contingency planning to provide continuity of education in the case of a local outbreak

	Risk not mitigated - unable to follow guidance or implement adequate controls
	Risk partially mitigated – some actions outstanding
	Risk mitigated – adequate controls in place and guidance followed

Ongoing evaluation and amendments - This document should be read in accordance with the Staff Handbook

Evaluation	Amendment	Communicated to:
31st Oct	Staff use of face coverings	All staff and parents
	Closure of staff rooms - drink making facilities in each classroom.	All staff
	All meetings will take place remotely	All staff
4/11/20	Correct use of face coverings, including storage added	All staff
3rd Jan/21 in response to https://www.gov.uk/government/publications/schools-and-childcare-settings-return-in-january-2021/schools-and-childcare-settings-return-in-january-2021	Further physical changes to staff room and anti bac on entry and upon leaving. Review of procedures	All staff, parents and governing body.

Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
1. Public health advice			
Schools should thoroughly review their health and safety risk assessments and draw up plans for the autumn term that address the risks	Full risk assessment completed using this document		

identified using the system of controls set out below			
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	Posters newsletters check arrivals on the playground check arrivals at classroom doors Parent letter - extra questions may be asked.	Parent letter to be shared Check posters still up at end of summer holidays Letter sent and regular reminders	
Clean hands thoroughly more often than usual	<ul style="list-style-type: none"> - Ensure that sufficient handwashing facilities are available. Where a sink is not nearby, provide hand sanitiser in classrooms and other learning environments. - Ensure that children and staff: - frequently wash their hands with soap and water for 20 seconds and dry thoroughly. Review the <u>guidance on hand cleaning</u> - clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing - are encouraged not to touch their mouth, eyes and nose - use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it). - Ensure children wash their hands before and after visiting the toilet. 	Specify which class is using which sink Ensure bubbles don't mix in the toilets - regular reminders. Ensure young children are supervised.	
Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach	<ul style="list-style-type: none"> - clean their hands on arrival at the setting, before and after eating, and after sneezing or coughing - are encouraged not to touch their mouth, eyes and nose 	Check Flip top bins in each room	

	<ul style="list-style-type: none"> - use a tissue or elbow to cough or sneeze and use bins for tissue waste ('catch it, bin it, kill it). - Flip top bins in each classroom 	<p>Check daily presentation is being shown.</p> <p>Spot check children</p>	
<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and disinfectant</p>	<ul style="list-style-type: none"> - To ensure the classrooms have been cleaned and any high risk items which could cause a spread of disease are removed and stored somewhere else. - To ensure adequate supplies of toilet roll, hand towels, hand soap and cleaning products have been ordered and have arrived. - Cleaning staff are aware of procedures for thorough cleaning and for deep cleaning regularly - Teachers and TAs regularly clean frequently touched surfaces and object in the classroom and record this on the class cleaning sheet - Cleaners visit the school at 11am to completed extra toilet and door handle cleaning - Maths homework will go home on Monday and come back on Friday - left over the weekend and marked on Monday - 1 week of work will be stuck in on Monday. Maths Jam (Power Maths) will be used on Friday - Reading books returning to school must be quarantined for a period of 72 hours. 	<p>Check ordering of hand towels, soap and cleaning products</p> <p>Class cleaning monitoring sheet in each classroom</p>	
<p>Minimise contact between individuals and maintain social distancing wherever possible. Consider the following:</p> <ul style="list-style-type: none"> - how to group children 	<ul style="list-style-type: none"> ● Children in class group bubble. Children not to mix between these bubbles. ● Tables laid out in rows in classrooms with children facing forward. Maximum distance possible between children. 	<p>Tables laid out in rows in all classrooms</p>	

<ul style="list-style-type: none"> - measures in the classroom - measures elsewhere - measures for arriving and leaving school - other considerations 	<ul style="list-style-type: none"> ● Children to have their own heavy use resources e.g. pencils, pens and erasers. ● Minimise use of other resources to those necessary to support the curriculum ● Children will follow the one way system and maintain social distancing on the way to school. They will enter the school building straight away and not linger on playgrounds ● Children will enter classrooms through the external doors. ● Children will not enter corridors other than to go to the toilet and for handwashing. ● Hot meals will be eaten in the hall with tables spaced 2 m apart and wiped down between bubbles. Packed lunches eat in classrooms ● Bubbles will not gather together e.g. there will be no gathering for assemblies ● Bubbles will be kept separate in the playground through zoning and staggered playtimes. ● Playground equipment in KS1 playground will not be used by children in multiple bubbles. Each KS2 bubble will have their own set of equipment which is colour coded in case balls enter other areas. KS2 climbing equipment is not to be used. ● The staffroom will be closed except for access to water and supplies. Each classroom will have flasks of hot water and the staff room thoroughly wiped down between uses. Take lunch outside where possible. Staff are to eat in their rooms or with their own bubble in the hall. 	<p>Individual resources e.g. pencil and pen allocated for each child</p> <p>Children shown how to 'dab' to protect their airspace when passing others closely</p> <p>Meeting with dinner supervisors in Sept (Inset Day) - Lucy Hall</p> <p>Visors to be worn by staff when outside of the classroom bubble, or by staff whose role necessitate entering several bubbles.</p> <p>A few members of staff are permitted to wear face coverings. When in use, the following applies:</p> <ul style="list-style-type: none"> ● do not touch the front of the mask ● handle by the ear loops when putting on and off ● once removed, face coverings should be stored in a wipe clean container or 	
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	<ul style="list-style-type: none"> ● Drink making facilities will be in each room for staff comfort ● Cleanliness and tidiness are paramount. Staff must wash their cups, cutlery and dishes immediately after use with the washing liquid provided or place in dishwasher. Class rota to ensure this is switched on and emptied. Do not leave dirty cups, crockery or cutlery. ● Staff will need to bring a lidded cup to school which must be cleaned and kept with personal belongings. Belongings must be kept in the room in which you are primarily based. ● Valuables should be locked in cars or cupboards in school. 	<p>bag - this must be clean and anti-bac'd</p>	
<ul style="list-style-type: none"> ● Where necessary, wear appropriate personal protective equipment (PPE) 	<ul style="list-style-type: none"> ● Government guidance states that staff & children are not required to wear face coverings. Changing habits, cleaning and hygiene are effective measures in controlling the spread of the virus. Face coverings (or any form of medical mask where instructed to be used for specific clinical reasons) should not be worn in any circumstance by those who may not be able to handle them as directed (for example, young children, or those with special educational needs or disabilities) as it may inadvertently increase the risk of transmission. 	<p>PPE moved to new isolation room - Lucy's office</p> <p>Isolation room sign on Lucy's office door</p> <p>Visors available for staff who want them</p>	

	<ul style="list-style-type: none"> ● School PPE supplies are available in classrooms for First Aid and intimate care and in the Isolation Room for Isolation purposes ● It may be necessary for some pupils to wear face masks on the way to school in taxis. In these cases children must be shown how to remove a mask safely. Disposable masks should be removed straight to a flip lid bin - there will be a bin in the school entrance for this purpose. Reusable masks must be removed into a plastic bag. A poster in the school entrance will detail correct mask procedure. 		
Engage with the NHS Test and Trace process	<p>The school will engage fully with the NHS Test and trace process:</p> <ul style="list-style-type: none"> ● In the event of a pupil developing symptoms or testing positive ● In the event of a member of staff developing symptoms or testing positive. ● At the request of the NHS or Public Health England <p>The school will urge parents to engage where needed.</p>	Ensure a log is kept of children/bubbles isolating or awaiting test results	
Manage confirmed cases of coronavirus (COVID-19) amongst the school community	<p>If anyone becomes unwell with a new, continuous cough or a high temperature in school, they must be sent home and advised to follow the COVID-19: guidance for households with possible coronavirus infection guidance.</p> <p>If a child is awaiting collection, they should be moved, if possible, to the Isolation room (office in KS2 end), where they can be isolated behind a closed door, depending on the age of the child and with appropriate adult supervision if required. Any siblings must also be brought to the isolation room and sent home. The child will be collected from the</p>		

	<p>school site via the outer office door.</p> <ul style="list-style-type: none">● A window should be opened for ventilation.● The PPE should be stored here.● Remove as much furniture as possible, so it is easier to clean afterwards● Move a contaminated waste bin from one of the staff toilets to this room for contaminated PPE● Clean the room thoroughly afterwards <p>If they need to go to the bathroom while waiting to be collected, they should use the designated toilet - staff toilet by the staff room. The bathroom should be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE should be worn by staff caring for the child while they await collection.</p> <p>In an emergency, call 999 if they are seriously ill or injured or their life is at risk. Do not visit the GP, pharmacy, urgent care centre or a hospital.</p> <p>The adult collecting the child should be asked to get the child tested as soon as possible and to share the test result with the school as soon as possible.</p> <p>The school will contact Public Health England and engage with NHS Test and Trace procedures.</p> <p>NHS letter templates will be used to inform the wider school</p>		
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	<p>The school COVID-19 register will record pupils who have had symptoms with the date. It will then give the test outcome but will we will not hold any outcome letters or copies of letters in school.</p> <p>Staff:</p> <p>When a staff member develops symptoms compatible with coronavirus, they should remain at home or be sent home and advised to self-isolate for 10 days. Their fellow household members should self-isolate for 14 days. All staff and students who are attending an education or childcare setting will have access to a test if they display symptoms of coronavirus, and should get tested in this scenario.</p> <p>Where the child, young person or staff member tests negative, they can return to their setting and the fellow household members can end their self-isolation.</p> <p>Where the child, young person or staff member tests positive guidance should be sought from Public Health England immediately. The school will engage with NHS Test and Trace procedures.</p>		
Contain any outbreak by following local health protection team advice	The school will follow the advice of the local health teams.		
2. School Operations			
<p>Transport:</p> <ul style="list-style-type: none"> - Dedicated school transport considerations - Wider school transport considerations 	The vast majority of pupils walk, bike, scoot or come to school by private car and should continue to do so wherever possible.	Mask removal guidance poster in main entrance	

	<p>A few pupils arrive by taxis arranged by the family. In these cases pupils will wear a mask as requested by the taxis company. Mask procedures will be followed on arrival to school in the main entrance area or just before entry to classroom. Disposable masks will be placed in Flip Lid Bins, reusable masks will be placed in a plastic bag. A supply of bags will be held in each classroom and the main office. Posters displaying correct mask removal and fitting procedures will be displayed in entrance areas.</p>	<p>Flip lin bin for disposable masks in main entrance area Plastic bags in main office and classroom</p>	
<p>Attendance:</p> <ul style="list-style-type: none"> - communicate clear and consistent expectations around school attendance to families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year 	<p>Letter to parents outlining the clear expectation to return to school.</p> <p>Staff discussing return to school with parent to emphasise the importance and expectations of children returning to school.</p>	<p>Letter to parents</p>	
<ul style="list-style-type: none"> - identify pupils who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for re-engaging them. This should include disadvantaged and vulnerable children and young people, especially those who were persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic 	<p>SD working with social and family workers to support families.</p> <p>SENCo and teacher have completed on line transition meetings with parents and children with SEN.</p> <p>Staff engaging with parents who express concerns.</p>		
<ul style="list-style-type: none"> - use the additional catch-up funding schools will receive, as well as existing pastoral and support services, attendance staff and resources and schools' pupil premium 	<p>Funding to resource EWO time to support the Admin and Head in support services for pupils with poor attendance.</p>		

<p>funding to put measures in place for those families who will need additional support to secure pupils' regular attendance</p>			
<ul style="list-style-type: none"> - work closely with other professionals as appropriate to support the return to school, including continuing to notify the child's social worker, if they have one, of non-attendance 	<p>SD working closely with family and social workers. Regular email contact and meetings. SE and EWO to liaise closely with Social and Family workers of children not attending in September.</p>		
<p>School Workforce:</p> <ul style="list-style-type: none"> - Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable them to work remotely where possible or in roles in school where it is possible to maintain social distancing. - If people with significant risk factors are concerned, we recommend schools discuss their concerns and explain the measures the school is putting in place to reduce risks. School leaders should try as far as practically possible to accommodate additional measures where appropriate. 	<p>The Head has identified those members of staff who are more vulnerable and discussion had regarding deployment.</p> <p>These members of staff will operate outside of pupils bubbles.</p> <p>Strict hand washing procedures and reduced touching of faces will be adhered to by these members of staff.</p>	<p>SD contact Chis</p> <p>Update risk assessment for staff considered vulnerable</p>	
<p>Supporting staff:</p> <ul style="list-style-type: none"> - Governing boards and school leaders should have regard to staff (including the headteacher) work-life balance and wellbeing. Schools should ensure they have explained to all staff the measures they are 	<p>Staff informed in staff meeting on Friday 17th July of procedures and measures.</p> <p>Staff have read this document and the staff handbook.</p> <p>Head and deputy have planned rotas such that staff have breaks and PPA.</p>	<p>Duty rotas to be completed by LH and SE, alongside staff</p>	

<p>proposing putting in place and involve all staff in that process.</p>	<p>Wider MAT have encouraged and supported team planning to support work load issues.</p> <p>Resources such as Power Maths have been purchased to support work load issues.</p>		
<p>Staff deployment:</p> <ul style="list-style-type: none"> - Schools may need to alter the way in which they deploy their staff, and use existing staff more flexibly to welcome back all pupils at the start of the autumn term. Managers should discuss and agree any changes to staff roles with individuals 	<p>Staff have been deployed within bubble groups wherever possible. 1 to 1 staff have been deployed where needed.</p> <p>Staff may need to work between bubbles for some supervisory duties and specific curriculum teaching e.g. RWInc - 2m social distancing and strict hand washing will be employed in these circumstances.</p> <p>Staff have all had a conversation with the head of school regarding their role.</p>		
<p>Deploying support staff and accommodating visiting specialists</p> <ul style="list-style-type: none"> - Schools should ensure that appropriate support is made available for pupils with SEND, for example by deploying teaching assistants and enabling specialist staff from both within and outside the school to work with pupils in different classes or year groups. - When deploying support staff flexibly it is important that headteachers consider regulated activity and ensure only those who have the appropriate checks are allowed to engage in regulated activity 	<p>Pupils needing 1 to 1 support have an TA identified and in place.</p> <p>The CDC is regularly reviewing operating procedures with the specialist provision teams in Cornwall. The CDC team will ensure that staff do not operate in more than one educational setting on a particular day. CDC work will focus on Transition work - supporting children in transitioning into their new school in the first instance. Following this the work will move towards supporting small groups of children and their families with specific support and training areas. This will be in a blocked work approach. Individual pupils' vulnerability and needs will be considered at all times. CDC will continue to support families remotely and to provide home learning support resources.</p> <p>Visiting specialists e.g. SALT, Family workers, CLEAR will be able to visit pupils. This will occur with 2m social distancing</p>	<p>Prepare with Admin team info for visitors and system for how to send it</p> <p>11.9.20 Leaflet ready for visitors and all staff asked to send to visitors ahead of time</p>	

	and strict hand hygiene. Visitors will be sent the school COVID-19 procedures for visiting prior to coming to the school.		
Recruitment - Recruitment should continue as usual	Recruitment is currently underway and will continue as needed with social distancing measures in place.		
Supply teachers and other temporary or peripatetic teachers - Schools can continue to engage supply teachers and other supply staff during this period	Supply teachers will be engaged as needed. COVID-19 procedures will be shared with supply teachers before they come to the school. Supply staff will maintain maximum social distance possible and strict hand and respiratory procedures.	Prepare with Admin team info for visitors and system for how to send it	
Expectation and deployment of ITT trainees - We strongly encourage schools to consider hosting ITT trainees	No ITT trainees at present due to wider school need and circumstances.		
Staff taking leave - As would usually be the case, staff will need to be available to work in school from the start of the autumn term. We recommend that school leaders discuss leave arrangements with staff before the end of the summer term to inform planning for the autumn term - Where it is not possible to avoid a member of staff having to quarantine during term time, school leaders should consider if it is possible to temporarily amend working arrangements to enable them to work from home	Staff were informed that they need to be available to return to school at the beginning of the Autumn Term and for all other term time days in staff meeting on 6th July 2020. All staff have read this document.		

<p>Other support</p> <ul style="list-style-type: none"> - Volunteers may be used to support the work of the school, as would usually be the case 	<p>Volunteers will be invited to attend as usual.</p> <p>Volunteers must read the visitors COVID-19 procedures before coming to school</p> <p>Volunteers must adhere to 2m social distancing and strict hand and respiratory hygiene.</p>	<p>Prepare with Admin team info for visitors and system for how to send it</p>	
<p>Safeguarding</p> <ul style="list-style-type: none"> - Schools should consider revising their child protection policy (led by their Designated Safeguarding Lead) to reflect the return of more pupils - Designated safeguarding leads (and deputies) should be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children’s social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm. 	<p>The school will revert to the full pre COVID-19 Safeguarding policy.</p> <p>Safeguarding will be included on the inset agenda for the first day back. The new KCSIE for Sept will be read by all staff - assuming the final version is confirmed by the DfE.</p> <p>The out going DSL and remaining DDSL will complete a full handover to the incoming DSL and Head Teacher.</p> <p>The present DSL is in close contact with social care agencies and will ensure that they are fully aware of the handover to the new DSL in September.</p> <p>The DSL and DDSL will liaise with Social care agencies.</p>	<p>Safeguarding training in inset</p> <p>KCSIE to be read by all staff in Sept</p> <p>DSL handover to be completed</p>	
<p>Catering</p> <ul style="list-style-type: none"> - We expect that kitchens will be fully open from the start of the autumn term - School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19) 	<p>Caterlink will provide 2 lunch options.</p> <p>Caterlink will follow their COVID-19 secure policies and practices.</p> <p>Hot lunches will be served in the hall and children will eat within their own bubbles. Packed lunches will eat in their classrooms</p>		

<p>Estates</p> <ul style="list-style-type: none"> - We do not consider it necessary for schools to make significant adaptations to their site to enable them to welcome all children back to school - It is important that, prior to reopening for the autumn term, all the usual pre-term building checks are undertaken to make the school safe - Once the school is in operation, it is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the coronavirus outbreak. 	<p>Pre-term building checks have continued throughout lock down. The usual summer holiday checks will be continued. Staff will ensure that windows are opened to maintain ventilation in classroom. Fans in toilets etc will be running to aid ventilation.</p>		
<p>Educational visits</p> <ul style="list-style-type: none"> - We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see coronavirus: travel guidance for educational settings. - In the autumn term, schools can resume non-overnight domestic educational visits - 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 	<p>No educational visits are presently planned. Any possible visits will be considered with the central MAT team. Guidance will be consulted and the LA Outdoor Education Team if deemed necessary.</p>		

<p>the health and safety guidance on educational visits when considering visits.</p>			
<p>School uniform</p> <ul style="list-style-type: none"> - It is for the governing body of a school to make decisions regarding school uniform. - We would, however, encourage all schools to return to their usual uniform policies in the autumn term. - Schools should consider how pupil non-compliance is managed, taking a mindful and considerate approach in relation to parents who may be experiencing financial pressures 	<p>Children will be expected to return with full school uniform in September.</p> <p>Staff will aim to support any families who have financial difficulties with this.</p>	<p>Letter to parents Aug and Sept</p>	
<p>Extra-curricular provision</p> <ul style="list-style-type: none"> - Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term - Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping children within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups. - Schools can consult the guidance produced for summer holiday childcare, available at Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak as much of this will be useful in 	<p>Breakfast club will be run for children who need it in order for their parents to go to work. This is in order to keep breakfast club numbers to a minimum. Breakfast club will be run in the school hall with children from different bubbles kept in different zones. The children in each zone will have set activities for a week. Surfaces and resources will be subject to frequent cleaning.</p> <p>Breakfast club staff will complete a daily monitoring sheet to indicate that cleaning has occurred.</p>	<p>Breakfast club letter to parents</p>	

<p>planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible.</p>			
<p>3. Curriculum, behaviour and pastoral support</p>			
<p>The key principles that underpin advice on curriculum planning are:</p> <ul style="list-style-type: none"> • education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life. • the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment. • remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. 			
<p>Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content</p>	<p>An initial Learning to Learn week will be used to settle children back into school routines, rebuild relationships, allow additional opportunities for nurture and activities to support well being and set expectations regarding behaviour and work.</p> <p>Following this, the full MAT curriculum approach will return with all subjects covered. Quality First Teaching will be the key focus.</p> <p>Early assessment of Y6 pupils may lead to teaching of extra maths, reading, writing and SPaG content for pupils in this year group. This would allow pupils to catch up on missed content prior to leaving primary school.</p>		
<p>Aim to return to the school's normal curriculum in all subjects by summer term 2021.</p>	<p>All year groups will return to the full normal MAT curriculum in the autumn term.</p>		

	A possible exception will be Y6 - see above. They will resume the full curriculum by Summer 2021.		
Plan on the basis of the educational needs of pupils	<p>A 'soft' approach to AfL will be taken in the first few weeks. Teachers will use this to form judgements on areas that need extra work and catch up.</p> <p>More formal assessments will be completed by half term which will allow a full review of pupils gaps and the interventions necessary to address these.</p>		
Develop remote education so that it is integrated into school curriculum planning	A flipped and blended approach will be taken with online resources available for children to access both at home and in school. The existing Google Classroom platform will be used for this.		
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, PE/sport, RE and RHE.	<p>An initial Learning to Learn week will be used to settle children back into school routines, rebuild relationships, allow additional opportunities for nurture and activities to support well being and set expectations regarding behaviour and work.</p> <p>Following this, the full MAT curriculum approach will return with all subjects covered. Quality First Teaching will be the key focus.</p> <p>Early assessment of Y6 pupils may lead to teaching of extra maths, reading, writing and SPaG content for pupils in this year group. This would allow pupils to rapidly catch up on missed content prior to leaving primary school.</p> <p>A 'soft' approach to AfL will be taken in the first few weeks. Teachers will use this to form judgements on areas that need extra work and catch up. Part of this assessment will be RWInc assessment of all KS1 pupils - following this appropriate teaching groups will be set up with children</p>		

	<p>remaining within bubble groups. Specific staff members may need to move between bubble groups in order to facilitate the teaching of RWInc. These staff will maintain 2m Social distance in strict hand and respiratory hygiene. During these assessment pupils who have fallen behind significantly since pre-lock down will be identified for immediate intervention groups.</p> <p>More formal assessments will be completed by half term which will allow a full review of pupils gaps and the interventions necessary to address these.</p> <p>Staff will be supported by senior leaders to identify the intervention tools available to best address the gaps in learning.</p>		
<p>Physical activity in schools</p> <ul style="list-style-type: none"> - 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 groups, sports equipment thoroughly cleaned between each use by different individual groups, and contact sports avoided. - Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that this is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures 	<p>Pupils will be taught PE within their class bubble groups.</p> <p>Wherever possible PE will be in outside areas NOT indoors in the hall.</p> <p>Sports equipment will be thoroughly cleaned by bubble staff or the sports coach with appropriate disinfectant etc before being returned to the PE shed or passed on to another bubble to use.</p> <p>A sports coach will operate between bubbles. The coach will maintain 2m social distance and follow strict hand washing and respiratory hygiene requirements.</p> <p>Contact sports will be avoided.</p>	<p>Sports coach timetable to be devised - done</p>	

	Extra curricular clubs may occur for small groups of children from one bubble. Clubs will not run with children from more than one bubble present.		
Catch-up support <ul style="list-style-type: none"> Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, we strongly encourage schools to spend this funding on catch-up support to address their individual needs. 	<p>Member of the SLT will discuss possible catch up options having read the EEF guidance.</p> <p>SLT will support teachers in deciding which options will be best for their pupils.</p>	Intervention and option to be considered and implemented in response to assessments	
Pupil wellbeing and support <ul style="list-style-type: none"> The Department for Education, Public Health England and NHS England are hosting a free webinar for school and college staff on 9 July to set out how to support returning pupils and students, and a recording will be available to access online afterwards - see DfE - Supporting pupil and student mental wellbeing for further details. The Whole School SEND consortium will be delivering some training and how-tos for mainstream school teachers (including free insets and webinars) on supporting pupils with SEND to return to their mainstream school after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. DfE has also published the first of the relationship, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing in the classroom 			
<p>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</p> <ul style="list-style-type: none"> support the rebuilding of friendships and social engagement address and equip pupils to respond to issues linked to coronavirus (COVID-19) 	<p>Learning to learn week will incorporate a range of activities to support the rebuilding of relationships.</p> <p>PSHE activities e.g. those linked to 'Picture News' will aim to address the COVID-19 issues.</p> <p>Weekly PSHE and PE lessons will support pupils with physical and mental wellbeing.</p>		

<ul style="list-style-type: none"> support pupils with approaches to improving their physical and mental wellbeing 	<p>Imoves will be used to enhance physical activity breaks across the school day.</p>		
<p>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. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.</p>	<p>Some TIS assessments have been completed during the lockdown period ready for support from in class TAs on return to school. These have often followed conversations with Family Workers etc.</p> <p>Family Workers have been visiting ch in school and one case socially distanced meeting in the school playground. Ongoing family worker support will be facilitated for September.</p> <p>Extra transition support in the form of Zoom meetings and social stories are already in place for some children.</p> <p>Needs will be constantly reviewed in Sept.</p>		
<p>Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school</p>	<p>The Head of School has continued to liaise with the school nurse throughout lock down.</p> <p>Cases will be handed over to the new Head in the handover meeting on Thurs 16th July.</p>	<p>Heads handover meeting</p> <p>SE to meet with EWO</p>	
<p>Behaviour expectations</p> <ul style="list-style-type: none"> Schools should consider updating their behaviour policies 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 	<p>The existing school rules and C1, C2, C3 system will remain in place for September. New expectation for COVID-19 are incorporated into these rules.</p> <p>Staff inset training on 3rd Sept will incorporate refresher training on the rules and behaviour policy by the MAT safeguarding lead.</p> <p>The MAT safeguarding lead is available to support with behaviour issues if needed.</p>	<p>Staff inset re behaviour</p>	

behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions.			
4. Assessment and accountability			
<p>Primary assessment</p> <p>Statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and all existing statutory key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</p> <ul style="list-style-type: none"> • the phonics screening check • key stage 1 tests and teacher assessment • the Year 4 multiplication tables check • key stage 2 tests and teacher assessment • statutory trialling <p>Performance tables are suspended for the 2019 to 2020 academic year, and no school or college will be judged on data based on exams and assessments from 2020</p>			
5. Contingency planning to provide continuity of education in the case of a local outbreak			
<p>Contingency plans for outbreaks</p> <p>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education</p>			
<p>Remote education support</p> <p>In developing these contingency plans, we expect schools to:</p> <ul style="list-style-type: none"> • use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations 	<p>The existing Google Classroom will continue to be used in school to deliver a flipped and blended learning resource bank for use at home and school.</p> <p>This Google Classroom platform will be used to deliver a complete curriculum of learning in the event of pupils needing to remain at home.</p>	<p>The school to take steps to identify children without access to technology and consider steps to address</p>	

<ul style="list-style-type: none"> • give access to high quality remote education resources • select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use • provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access • recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum. 	<p>Quality online resources such as Oak Academy Maths will be identified to incorporate into the Google Classroom package.</p> <p>Paper home learning packs will be made available for pupils who are unable to access the online platform.</p> <p>Paper home learning support and other resources will be made available to support pupils with specific SEN needs and nursery and reception pupils.</p>		
<p>When teaching pupils remotely, we expect schools to:</p> <ul style="list-style-type: none"> • set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects • teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear 	<p>Assignments will be set on Google Classroom. These will follow progression and unit of work structures. Assignments will be set for all areas of the daily curriculum including: Morning Maths, Maths, Talk for Writing, SpAG, Spelling, handwriting, Phonics or shared Reading,, topic and weekly theme events.</p> <p>Google Classroom content will include videos for example to teach maths strategy or links to quality videos online e.g. Oak Academy Maths.</p> <p>Google Classroom Assignments will be set daily in line with our MAT policies for expectations and structures.</p> <p>Pupils will upload work on to google classroom with teachers marking virtual and using tools such a rubrics and quizzing.</p>		

<p>expectation on how regularly teachers will check work</p> <ul style="list-style-type: none"> enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 	<p>Teachers will respond to online work daily.</p> <p>Teachers will revise pace and difficulty in response to uploaded work and marking.</p> <p>In the event of any significant duration of online learning resuming, MAT monitoring of Google Classroom provision will occur.</p>		
<p>We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents's help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>	<p>Units and progressions of work will be tailored to individual class needs based in the curriculum requirements for the year group and the teacher knowledge of the class. New taught content will be stage appropriate and supported with video or text explanation links.</p>		

Start and Finish Times and Entrances in Use

Class	Room	Session Times	Entrance/ Exit Pick up/ Drop off
Nursery	Nursery	<p>08.45-11.45</p> <p>11.45-12.15</p> <p>12.15-3.15</p>	Nursery Entrance
YR - Adventurers - Miss Drury	Reception Classroom	0900 - 3.05pm	Reception playground door

Y1 - Explorers - Mrs Hall	Explorers Classroom	0850 - 3.05pm	Explorers playground door
Y2 - Voyagers - Miss Roberts	Voyagers classroom	0850 - 3.05pm	Voyagers playground door
Y2/3 - Pioneers - Miss Hodgetts	Pioneers Classroom	0850 - 3.05pm	Pioneers Playground door
Y3/4 - Wanderers - Miss Cox	Wanderers Classroom	0840 - 3.15pm	Wanderers Playground door
Y4 - Globetrotters - Mrs De-St-Croix	Globetrotters Classroom	0840 - 3.15pm	Globetrotters Playground door
Y5 - Buccaneers - Mrs McHale	Buccaneers	0840 - 3.15pm	Buccaneers Playground door
Y6 - Pathfinders - Mrs Pearton	Pathfinders	0840 - 3.15pm	Pathfinders Playground door

Playground and Lunchtime - Zones and Times

Class	Room	Breaktime 1	Breaktime 2	Lunchtime
Nursery	Nursery	Nursery outdoor spaces to be used at discretion of nursery staff		
YR - Adventurers - Miss Drury	Reception Classroom	Reception outdoor spaces to be used at discretion of reception staff		

Y1 - Explorers - Mrs Hall	Explorers Classroom	KS1 playground Zone 1 1000 - 1015	KS1 playground Zone 1 1115 - 1130	KS1 playground Zone 1 1230 - 1315
Y2 - Voyagers - Miss Roberts	Voyagers classroom	KS1 playground Zone 2 1000 - 1015	KS1 playground Zone 2 1115 - 1130	KS1 playground Zone 2 1230 - 1315
Y2/3 - Pioneers - Miss Hodgetts	Pioneers Classroom	KS1 playground Zone 3 1000 - 1015	KS1 playground Zone 3 1115 - 1130	KS1 playground Zone 3 1230 - 1315
Y3/4 - Wanderers - Miss Cox	Wanderers Classroom	KS2 playground Zone 1 9.45 - 1000	KS2 playground Zone 1 1100 - 1115	KS2 playground Zone 1 1200 - 1245
Y4 - Globetrotters - Mrs De-St-Croix	Globetrotters Classroom	KS2 playground Zone 2 9.45 - 1000	KS2 playground Zone 2 1100 - 1115	KS2 playground Zone 2 1200 - 1245
Y5 - Buccaneers - Mrs McHale	Buccaneers	KS2 playground Zone 1 10.00 - 1015	KS2 playground Zone 1 1115 - 1130	KS2 playground Zone 1 1230 - 1315 (First 15 mins lunch eaten inside)
Y6 - Pathfinders - Mrs Pearton	Pathfinders	KS2 playground Zone 2 10.00 - 1015	KS2 playground Zone 2 1115 - 1130	KS2 playground Zone 2 1230 - 1315 (First 15 mins lunch

				eaten inside)
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