



St Martin's CE Primary, Liskeard

Covid 19 Risk Assessment to support return of all year groups in March 2021

Completed: 27.2.21

Shared with Governing Body (and after subsequent alterations)

Government guidance source:

- [Schools coronavirus \(COVID-19\) operational guidance](#) (applies from 8 March)
- [Annex A: health and safety risk assessment](#)
- [Coronavirus: advice for pregnant employees](#)
- [Coronavirus: asymptomatic testing in schools and colleges](#)
- [Safe working in education, childcare and children's social care](#)

Government statements from guidance:

- School attendance will be mandatory for all pupils from 8 March. The usual rules on school attendance apply, including: ● parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age) ● the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct As usual, you are responsible for recording attendance, following up absence and reporting children missing education to the local authority. (Schools coronavirus (COVID-19) operational guidance. February 2021)
- Implementing the system of controls, creates a safer environment for pupils and staff where the risk of transmission of infection is substantially reduced. The way to control this virus is the same, even with the current new variants (Schools coronavirus (COVID-19) operational guidance. February 2021)

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

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

6. Rapid Testing for Staff

	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:

Risk / Guidance Requirements	Controls/ procedures in place	Actions remaining	Status
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1. Public health advice			
Schools should thoroughly review their health and safety risk assessments and draw up plans that address the risks identified using the system of controls set out below	Full risk assessment completed using this document	Share with staff, parents and governors	
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 Reminders on Facebook of symptoms and guidance		
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 	<p>Continue with weekly monitoring form</p> <p>Ensure bubbles don't mix in the toilets - regular reminders. Ensure young children are supervised.</p> <p>First week back, share presentation of reminders daily. Assess whether this can be less frequent after the first week.</p>	

	visiting the toilet.		
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 - 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 		
Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and disinfectant	<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 - KS2 Maths homework will go home on Monday with the week's learning. Each morning, over the shoulder marking in class. Teachers to anti bac before and after using books. 	Weekly monitoring check HT to ensure implementation	

	<p>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 bag - this must be clean and anti-bac'd ● Bubbles do not gather together .e.g there will be no gathering for assemblies● Where education need overrides this (e.g. RWI groups) children will keep socially distant from children from other bubbles● Bubbles are kept separate in the playground through zoning and staggered playtimes.● Playground equipment in KS1 playground is not used by children in multiple bubbles. Each KS2 bubble has their own set of equipment in case balls enter other areas. KS2 climbing equipment is used on a rota basis● The staffroom will be closed except for access to water and supplies. Upon entering the staff room, staff MUST anti-bac their hands and as they leave. Wipe down surfaces used - including door handles and fridge handle. Take lunch outside where possible. Staff eat in their rooms or with their own bubble in the hall.● Cleanliness and tidiness are paramount. Staff must place all crockery and cups in the dishwasher. This will be set on a 75 degree wash at the end of each day. This will be emptied in the morning.		
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	<ul style="list-style-type: none"> Valuables should be locked in cars or cupboards in school. <p>Staggered start and end of day times (see below) to prevent too many people on site.</p> <p>Parents reminded not to arrive too early.</p> <p>Children in KS2 to be in school from 8:40 and 8:50 until 3:15 pm- if they have younger siblings, these need to also be dropped off and collected at that time to prevent loss of learning time in the older year groups.</p> <p>One way movement around school to be in place.</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 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. 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 		

	<p>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. Posters in the school entrance and staff will detail the correct mask procedure.</p> <ul style="list-style-type: none"> ● All staff to wear face coverings (visor or mask) when moving in communal areas ● Some staff (e.g. vulnerable) may choose to wear their visor in class whilst teaching. New visors can be obtained from the office 		
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 ● The school will urge parents to engage where needed. ● The office keeps a log of children/staff/bubbles who are 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</p>	<p>Share Stay at Home Guidance with staff and parents</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/961291/Stay</p>	

	<p>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 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</p>	<p>at home illustration Feb 2021.pdf</p>	
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	<p>with NHS Test and Trace procedures.</p> <p>NHS letter templates will be used to inform the wider school</p> <p>The school COVID-19 register will record pupils who have had symptoms with the date. It will then give the test outcome but 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

Transport:

- Dedicated school transport considerations
- Wider school transport considerations

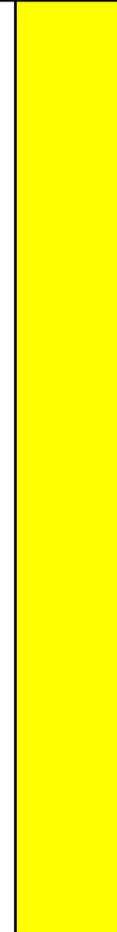
The vast majority of pupils walk, bike, scoot or come to school by private car and should continue to do so wherever possible.

A few pupils arrive by taxis arranged by the family. In these cases pupils will wear a mask if requested by the taxis company and if sharing with children from different bubbles, although current guidance states this is not necessary for the under elevens. 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.

LT and HC share a taxi. SH to check potential bubble mix



Check transport. Do any children from different bubbles share a taxi?



Attendance:

- communicate clear and consistent expectations around school attendance to

Correspondence via social media/email to parents outlining the clear expectation to return to school.

FLO to liaise with families who might be anxious.



families (and any other professionals who work with the family where appropriate) throughout the summer ahead of the new school year	Staff discussing return to school with parent to emphasise the importance and expectations of children returning to school.		
- 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	Family Liaison Officer to work with social and family workers to support families. SENCo and the teacher have completed online transition meetings with parents and children with SEN. Staff engaging with parents who express concerns. Engage with children to allay fears. Shared new Attendance Policy and video. 1.3.21		
- 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 funding to put measures in place for those families who will need additional support to secure pupils' regular attendance	See above - new role of Family Liaison Officer Funding also used for <ul style="list-style-type: none"> • EWO 		
- 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	Family Liaison Officer is working closely with family and social workers. Regular email contact and meetings.		
Early years	Parents who have children in nursery should be advised to limit the range of settings, but where children routinely attend more than one, schools and parents must work together to ensure systems of control are adhered to.		

<p>Actions for Early Years and Child Care Providers during the coronavirus outbreak (February 2021)</p>	<p>To support child wellbeing: p40 Parents can enter a setting to help children adapt to their new environment. All systems of control to be adhered to.</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. Individual risk assessments to be completed.</p> <p>Teachers in third trimester of pregnancy will be enabled to work outside the classroom where possible.</p> <p>Strict hand washing procedures and reduced touching of faces will be adhered to by these members of staff. Visors to be worn in communal areas.</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 proposing putting in place and involve all staff in that process. 	<p>Staff have read this document and the staff handbook. There are few changes since the Autumn return to school, so staff are already familiar with procedures.</p> <p>Head and deputy have planned rotas such that staff have breaks and PPA.</p> <p>Wider MAT have encouraged and supported team planning to support workload issues.</p> <p>The Diocese have provided access to 'Culture of the Heart' programmes to support staff wellbeing. Some staff are</p>		

	<p>engaging with our insurance providers (SAS) with the Jamie Peacock Wellbeing Challenge. Anonymous, free counselling line provided and contact details have been shared and are displayed in staff toilets.</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. 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 and a visor worn. Staff advised to avoid close direct face to face contact.</p> <p>Staff have been invited to contact the HT if there are any changes since our last return to school.</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 where possible and strict hand hygiene.</p> <p>Any areas used for meetings will be wiped down following use.</p> <p>Visitors will be sent the school COVID-19 procedures for visiting prior to coming to the school.</p> <p>All visitors will be required to wear face coverings, unless exempt.</p>		
<p>Recruitment</p> <ul style="list-style-type: none"> - Recruitment should continue as usual 	<p>Recruitment is currently underway and will continue as needed with social distancing measures in place. Google Meet will be used in the first instance.</p>		
<p>Supply teachers and other temporary or peripatetic teachers</p> <ul style="list-style-type: none"> - Schools can continue to engage supply teachers and other supply staff during this period 	<p>Supply teachers will be engaged as needed. COVID-19 procedures will be shared with supply teachers before they come to the school.</p> <p>Supply staff will maintain maximum social distance possible and strict hand and respiratory procedures.</p> <p>All visitors entering bubbles will be issued with a visor.</p>		
<p>Expectation and deployment of ITT trainees</p> <ul style="list-style-type: none"> - We strongly encourage schools to consider hosting ITT trainees 	<p>As above</p>		
<p>Staff taking leave</p> <ul style="list-style-type: none"> - As would usually be the case, staff will need to be available to work in school, unless Clinically Extremely Vulnerable. - 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 	<p>All staff have read this document.</p>	<p>Inform staff about return and speak to individual staff who might require additional measures</p>	

arrangements to enable them to work from home			
Other support - Volunteers may be used to support the work of the school, as would usually be the case	Volunteers are able to attend as usual. Volunteers must read the visitors COVID-19 procedures before coming to school Volunteers must adhere to the same procedures as staff		
Safeguarding - 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.	The pastoral team make the children's wellbeing a priority. The pastoral team are L3 trained DSLs. Two of these are non-class based. The team is made up of the headteacher, deputy headteacher, Special Educational Needs Co-ordinator and the Family Liaison Officer. A child questionnaire has been shared and we are waiting for it to be fully completed. Initial analysis suggests we will need to provide time for children to adjust and talk about their experiences. As is usual practice, Tis and the motional tool can be used to identify areas where individual children may need additional support	Analyse child questionnaires to identify classes/individuals that might need further support.	
Catering - We expect that kitchens will be fully open from the start of the autumn term	Caterlink will provide 3 lunch options. Meat, Vegetarian and sandwich Caterlink will follow their COVID-19 secure policies and practices.		

<ul style="list-style-type: none"> - School kitchens can continue to operate, but must comply with the guidance for food businesses on coronavirus (COVID-19) 	<p>Hot lunches will be served in the hall and children will eat within their own bubbles. Packed lunches will eat in their classrooms. If the weather is clement, these may be eaten outside, but must be eaten sitting down.</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>School has been opened and all classrooms used. As a precaution, water flushing has continued via our cleaning contract.</p> <p>Staff will ensure that windows are opened to maintain ventilation in classroom.</p> <p>Fans in toilets etc will be running to aid ventilation.</p>		
<p>Educational visits</p> <ul style="list-style-type: none"> - We advise against all educational visits at this time. This advice will be kept under review. The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider. 	<p>No educational visits are presently planned. However, we are looking ahead to the summer.</p> <p>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>		

<ul style="list-style-type: none"> - 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 when considering visits. 			
<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. However, additional layers may be worn to keep children warm on colder days.</p> <p>Staff will aim to support any families who have financial difficulties with this.</p>		
<p>Extra-curricular provision</p> <ul style="list-style-type: none"> - Schools should consider resuming any breakfast and after-school provision, where possible. - 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 	<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 and these aren't shared between bubbles. Surfaces and resources will be subject to frequent</p>		

<p>to maintain bubbles being used during the school day then schools should use small, consistent groups.</p> <ul style="list-style-type: none"> - 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 planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. 	<p>cleaning. Resources and equipment will be quarantined for 72 hours before being used again.</p> <p>Breakfast club staff will complete a daily monitoring sheet to indicate that cleaning has occurred.</p> <p>Any after school clubs will take place in class bubbles. Any sports clubs will maintain social distancing and take place outside, following the same protocols as in school for the sharing of equipment.</p>		
<h3>3. Curriculum, behaviour and pastoral support</h3>			
<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. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils' knowledge. You should ensure that curriculum planning is informed both by an assessment of pupils' starting points and</p>	<p>Wellbeing and emotional processing will be given priority in the first week back. Teachers will use PSHE materials in order to support this.</p> <p>Following this, the full MAT curriculum approach will return with all subjects covered. Quality First Teaching and learning</p>	<p>Need to liaise with teams and phase leaders</p>	

<p>gaps in their knowledge, and an understanding of what is the most critical content for progression. To achieve this, you may need to make substantial modifications to your curriculum and should make effective use of regular formative assessment while avoiding the introduction of unnecessary tracking systems. You can use existing flexibilities to create time to cover the most important content in which pupils are not yet secure. • You may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Up to and including Key Stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which may deprive pupils of the knowledge and cultural capital they need to succeed in life. If you choose to suspend some subjects for some pupils (where the subject is not one that is statutorily mandated) you should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents.</p> <p>For pupils in Key Stages 1 and 2, you are expected to prioritise identifying gaps and re-establishing 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. You should ensure your curriculum offer remains broad, so that the majority of</p>	<p>necessary for development of the schemas in the foundation subjects will be the key focus.</p> <p>Any child who has not been assessed in phonics remotely, will be assessed as soon as the teacher feels this right for the child, but ideally in the first week back (8th - 12th March). RWI groups will be amended accordingly the next week, if necessary so that all children are taught at, and have reading material, at the correct level. In KS1, class teachers will prioritise reading and ensure that programmes are designed in order to restart progress. Shielding staff will provide phonics interventions to support children who need it.</p> <p>In other years, once we have evaluated what progress has taken place over the lockdown, we will ensure that basic principles in the core subjects are the focus (e.g. Ready to Progress materials in maths, KPIs). We will ensure that opportunities are given across the curriculum to practise and embed these skills.</p> <p>We will assess any progress at the end of the Spring Term using our usual PiRA and PuMA, STAR and GAPS tests. Teachers will use this information to design curriculum and teaching for the summer term.</p> <p>45 children in years 4 - 6 have been identified for Maths tutoring via the National Tutoring Program and Third Space. This begins 8th March. Year groups 4 - 6 are continuing with Pie Corbett LIVE teaching sessions in order to improve writing.</p>		
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pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.	Preparation will begin to support Y6 transition to secondary school as well as the welcoming in of next September EYFS children.		
Aim to return to the school's normal curriculum in all subjects by summer term 2021.	All year groups will return to the full normal MAT curriculum in the autumn term.		
Plan on the basis of the educational needs of pupils	See above.		
You are also required by law to publish a Relationships and Sex Education (RSE) policy and to consult parents on this. You must engage with parents on the school's RSE policy. You can do this online and do not necessarily need to do so in person. You may choose to focus this year's RSHE teaching on the immediate needs of your pupils, such as health education, introducing a more comprehensive RSHE programme in September 2021. You should prioritise RSHE content based on the needs of your pupils, with particular attention to the importance of positive relationships, as well as mental and physical health.	The Trust is purchasing additional materials via the PSHE Association in order to support RSE	Amend RSE policy. Consultation for parents required before Easter.	
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. For Reception, consider how all groups of children can be given equal opportunities for outdoor education.	Teachers will assess children's development in all areas of Development Matters, ensuring that the support is given in the Prime Areas, alongside a continuous provision that allows for holistic development of the child.	Liaise with phase leader and class teacher Consider how to deliver the NELI programme	
Physical activity in schools - Schools have the flexibility to decide how physical education, sport and physical	Pupils is taught PE within their class bubble groups. Wherever possible PE takes place in outside areas.		

<p>activity will be provided whilst following the measures in their system of controls.</p> <ul style="list-style-type: none"> - 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>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>Extra curricular clubs may occur for small groups of children from one bubble. Clubs can run with children from a mix of bubbles, but these must take place out of doors and follow the same protocols for equipment as in school. That is, these are not to be shared and must be thoroughly cleaned between groups.</p>		
<p>Catch-up support</p> <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> <p>Online tutoring and pupil conferencing are being used to support catch up.</p>		
<p>Pupil wellbeing and support</p> <ul style="list-style-type: none"> - 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. 			

<p>- 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>			
<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) • support pupils with approaches to improving their physical and mental wellbeing 	<p>This is addressed through assessment, curriculum and teaching as defined above.</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 well being.</p>	<p>Consider the use of Imoves will be used to enhance physical activity breaks across the school day.</p> <p>Consider Jamie Peacock’s Be a Champion for children in years five and six</p> <p>Consider circle times in light of questionnaire feedback</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 the 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 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/therapists/counsellors will continue to be facilitated following procedures for visitors</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.</p> <p>Understand additional risk for BAME individuals when considering support/anxiety.</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 pastoral team has continued to liaise with the school nurse throughout lock down.</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 behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. 	<p>Teachers have been reminded of the Anti-Bullying and Behaviour policy procedures to ensure support is uniform across the school.</p> <p>The CPD programme for the summer term will focus on strengthening culture and rigor through the use of shared routines and scripts.</p> <p>The MAT safeguarding lead and school SENDCo is available to support with behaviour issues if needed.</p>	<p>SE to check Class Dojos for consistency</p>	
<p>4. Assessment and accountability</p>			
<p>Primary assessment</p> <p>The Department of Education has cancelled the statutory Key Stage 1 and Key Stage 2 tests and key teacher assessments planned for summer 2021, including the Key Stage 2 tests in reading and mathematics.</p> <p>The DfE are planning for a full programme of primary assessments to take place in the 2021 to 2022 academic year.</p> <p>Performance tables were not published for the 2019 to 2020 academic year. The DfE will not judge schools on data based on exams and assessments from 2020. We will not publish data based on exam and assessment results from summer 2021 on school and college performance tables. Read coronavirus (COVID-19): school and college accountability to see what this means for accountability in 2019 to 2020 and 2020 to 2021.</p>			
<p>You should continue to use assessment during the summer term, using past test papers if you</p>	<p>In order to ensure precise teaching, assessment will continue to be the foundation of our teaching. Ongoing formative</p>	<p>Plan to provide CPD on exit tickets for each lesson to</p>	

<p>wish. This will inform teaching, enable you to give information to parents on their child's attainment in their annual report, and support transition to secondary school.</p>	<p>assessment is used daily. Descriptor booklets will be shared with children in order to support ownership and oversight of progress - including self and peer challenge.</p> <p>Summative assessments (PiRA, PuMA, GAPS, RWI, STAR, age appropriate times tables checks) will take place at the end of the Spring term in order to ensure well pitched planning and teaching throughout the summer term. Including interventions and catch up.</p> <p>Formal and summative assessments will take place at the end of summer using previous SAT papers for year six, PiRA, PuMA, GAPS, RWI and STA tests, to prepare for September transition. These will also allow us to report to parents at the end of the summer term.</p>	<p>ensure checking for understanding.</p>	
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5. Contingency planning to provide continuity of education in the case of a local outbreak

Contingency plans for outbreaks

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

Remote education support

In developing these contingency plans, we expect schools to:

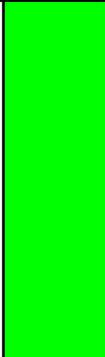
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources

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.

This Google Classroom platform will be used to deliver a complete curriculum of learning in the event of pupils needing to remain at home.

Quality online resources such as Oak Academy Maths will be identified to incorporate into the Google Classroom package.

Children coming bck into school will need to bring their chromebook back.



<ul style="list-style-type: none"> • 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>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>We have already identified children and families where technology is likely to be a barrier to remote education and are able to loan devices and data dongles should they be necessary.</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 expectation on how regularly teachers will check work 	<p>Assignments will be set on Google Classroom. These will follow the same progression and unit of work structures as in class teaching to avoid inequity.</p> <p>Google Classroom content may include videos for example to teach maths strategy or links to quality videos online e.g. Oak Academy Maths or children will be expected to patch into live teaching sessions.</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 to google classroom with teachers marking virtual and using tools such quizzing via Nearpod or Kahoot.</p> <p>Teachers will respond to online work daily and are responsible for raising safeguarding concerns should there be</p>	<p>Explore synchronous teaching (home and school) should some children need to isolate/shield. Can they access live sessions for peer and teacher feedback?</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>no or little engagement at home (provided children are not unwell).</p> <p>In the event of any significant duration of online learning resuming, MAT monitoring of Google Classroom provision will be reinstated.</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 progression 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>		
<p>6. Rapid Testing for Staff</p>			
<p>COVID-19 spreading in the school community</p>	<ul style="list-style-type: none"> · Schools following government recommended control measures set out in the school's protective measures risk assessment. · At St Martin's mass testing of staff will take place twice a week (Wednesday and Sunday evening) and staff will take these tests at home. These tests are to be taken 3-4 days apart. · Tests to be taken before staff come into work. · Staff results to be recorded on a staff google form and recorded by the person online to the nhs. This will support identifying staff with positive results for contact tracing and managing stock and distribution. 		

	<ul style="list-style-type: none"> ● Those with symptoms are also expected to order a test online or visit a test site to take a polymerase chain reaction (PCR) test to check if they have the virus. 		
Regular communication to staff	<ul style="list-style-type: none"> ● Information booklet given to staff including: <ul style="list-style-type: none"> - what rapid testing is, about using the how to guide and the video content available - the requirement for them to report their test results. - the process and who to contact if they have an incident while testing at home. ● Procedures shared in online staff meeting and video link to how to take a test, sent by email to all staff ● Covid Co-ordinator and Registration Assistants are the SLT on duty in school (Shelley England and Lucy Hall) and the St Martin's Admin team on site each day (Susanna Hatherley, Gemma Bourne, Madison Newbitt and Rosy Soady - With Susanna providing overall organisation in the admin team. ● Staff will need to sign for their test kits and the lot number will be recorded against their name. Staff will collect their first set of tests and instructions on Wednesday 27th January from the school office 		
Tests to be stored correctly and collection managed in a safe way	<ul style="list-style-type: none"> ● Tests to be kept securely in the locked stationery cupboard to prevent unauthorized access whilst awaiting collection. The key to this cupboard is securely held in the key lock safe ● Not be stored outside. Stored in a cool, dry place. Test kits will be stored in a 		

	<p>temperature between 2 and 30 degrees. - Staff will be given tests to keep at home due to the boiler being unreliable. This way, tests will be kept above freezing.</p> <ul style="list-style-type: none"> ● The kits should be used at room temperature (15 to 30 degrees). If the kit has been stored in a cool area less than 15 degrees, leave it at normal room temperature for 30 minutes before using. ● Enough space for social distancing will be allowed when giving out tests. ● There are forms to sign that have been pre-populated with test kit numbers. Those collecting their kit should: <ul style="list-style-type: none"> ○ - wear appropriate face covering at all times ○ - hand sanitise before collecting and signing ○ maintain 2m from staff coming to collect their test 		
Staff not reporting results	<ul style="list-style-type: none"> ● Void, double void and positive results are communicated to the school once the test is completed. ● A negative test is assumed by 9am on Monday and Thursday ● Staff must report their result online as per the instructions as soon as the test is completed either online or by telephone as per the instructions in the home test kit. 		

	<ul style="list-style-type: none"> ● Covid Co-ordinator and Registration Assistant will check by 7 pm each evening and remind staff as necessary. 		
Low uptake on taking tests.	<ul style="list-style-type: none"> ● Tests are optional and are not mandatory. Staff to opt in after they have read key information and privacy notice to understand data protection for testing. ● Staff are able to ask key questions about the testing using the anonymous Google Forms form ● Covid co-ordinators to check for a response from all staff (including central office) 	Ensure all staff due to return are provided with tests	
Swabs are taken incorrectly causing a false reading or cause contamination	<ul style="list-style-type: none"> ● Schools following government control measures. ● Covid Coordinator has undertaken relevant training and informed staff of how to access the portal/training videos/documents prior to taking part in the community testing scheme. ● Instructions dated 15th January 2021 to be issued alongside the kits and staff informed that the old instructions which are contained in box must be recycled ● Test conducted on a dry, clean, flat surface. ● Hands washed or use sanitiser before taking the test. ● Online information, training and webinars available. Video available on how to take your own test. ● Information with the kits to be followed. ● Regular communication with staff about the testing process. ● If test is void, take another test. If 2 void results in a row, a PCR test should be taken. 		

	<ul style="list-style-type: none"> ● If a number of tests give a void result, unclear results or leaking/damaged tubes should be recorded and escalated to the DfE helpline. ● Covid Coordinator to be responsible for incident reporting: <div style="display: flex; justify-content: space-around;"> <div data-bbox="860 413 1182 826" style="background-color: #f0f0f0; padding: 5px;"> <p style="text-align: center;">Schools</p> <p>Incidents</p> <p>In the case of an issue, it is most likely that this will be experienced by an individual at home. However, if there seems to be repeated or similar issues (e.g. multiple repeat void tests, unclear results, leaking/damaged tubes etc.), these should be recorded by the school and reported to the DfE Helpline, who will escalate to DHSC for investigation. Please record the time, date and details reported.</p> <p>DHSC/MHRA may require the school to provide more information if further investigation is required.</p> <p>Learning and improving</p> <p>To ensure testing is running well, we will be in contact with schools from time to time to find out how testing is going and learn any lessons. Guidance will be updated to reflect this.</p> </div> <div data-bbox="1227 413 1547 826" style="background-color: #f0f0f0; padding: 5px;"> <p style="text-align: center;">Individuals</p> <p>Clinical issue</p> <p>If there is a clinical incident which led or has potential to harm, participants are advised to report it on https://coronavirusyellowcard.mhra.gov.uk. This is not for seeking immediate medical care. Medical care should be sought through the usual route of contacting 111 or 999.</p> <p>Non-clinical issue</p> <p>For incidents occurring at home, participants are advised to report any issues (something damaged, or missing or difficult to use in the kit, unable to log result etc.) to 119 in England, Wales, Northern Ireland and 0300 303 2713 for Scotland</p> <p>Inform school</p> <p>Participants should inform school about ongoing test-related problems, so that they can check if this is a wider issue across other users.</p> </div> </div>		
Communication	<ul style="list-style-type: none"> ● Children, young people, parents, carers or any visitors, such as suppliers, are told not to enter the education or childcare setting if they are displaying any symptoms of coronavirus (following the COVID-19: guidance for households with possible coronavirus infection) ● For any questions or queries, the Headteacher or relevant school staff will use the contact list to make necessary communications with the relevant department(s) ● keep pupils and parents adequately updated about any changes to infection control procedures as necessary; 		

	<p>Cleaning contractors or staff are briefed on the additional cleaning requirements and agree additional hours to allow for this.</p>		
Monitoring	<ul style="list-style-type: none"> ● Management checks to be undertaken at least once a week on the control measures in place and reported back to the Headteacher ● Staff encouraged to report any breaches of health and safety protocol they have witnessed. ● Health and Safety Policy has been updated in light of the COVID-19 advice 		
Awareness of Policies	<p>Management checks to be undertaken at least once a week on the control measures in place and reported back to the Headteacher</p> <p>Staff encouraged to report any breaches of health and safety protocol they have witnessed.</p> <p>Health and Safety Policy has been updated in light of the COVID-19 advice</p> <p>All staff, pupils and volunteers are aware of all relevant policies and procedures including, but not limited to, the following:</p> <p>Health and Safety Policy</p> <p>Staff Handbook or Procedures for Full Opening Sept 2020 (revised for March 2021)</p> <p>Staff handbook for LFD Testing</p>		

	<p>First Aid Policy</p> <ul style="list-style-type: none">· All staff have regard to all relevant guidance and legislation including, but not limited to, the following: <p>The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013</p> <p>The Health Protection (Notification) Regulations 2010</p> <p>Public Health England (PHE) (2017) 'Health protection in schools and other childcare facilities'</p> <p>DfE and PHE (2020) 'COVID-19: guidance for educational settings'</p> <p>The relevant staff receive any necessary training that helps minimise the spread of infection, e.g. infection control training.</p> <ul style="list-style-type: none">● The school keeps up-to-date with advice issued by, but not limited to, the following: DfE; NHS; Department of Health and Social Care; PHE● Staff are made aware of the school's infection control procedures in relation to coronavirus● Parents are made aware of the school's infection control procedures in relation to coronavirus via letter and social media – they are informed that they must not send their child to school if the child develops coronavirus symptoms (posters displayed around school) or if another household member		
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	<p>develops coronavirus symptoms. In both these circumstances the parents/carers should call the school to inform the school of this and that they will be following the national Stay at Home guidance.</p> <ul style="list-style-type: none"> • Pupils are made aware of the school's infection control procedures in relation to coronavirus and are informed that they must tell a member of staff if they begin to feel unwell; • The Data Protection Policy is followed at all times – this includes withholding the names of staff, volunteers and pupils with either confirmed or suspected cases of coronavirus. 		
Partial Closure	<ul style="list-style-type: none"> • communicate with parents via letter/email/Edukey and social media (where appropriate) regarding any updates to school procedures which are affected by the coronavirus pandemic; • communicate with staff via email • communicate to governors via email 		

Start and Finish Times and Entrances in Use

Class	Room	Session Times	Entrance/ Exit Pick up/ Drop off
Nursery	Nursery	08.45-11.45 11.45-12.15 12.15-3.15	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 - Mrs Riggs	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 - Mrs Riggs	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	KS2 playground Zone 2	KS2 playground Zone 2

		10.00 - 1015	1115 - 1130	1230 - 1315 (First 15 mins lunch eaten inside)
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