



## Full Opening of Schools – September 2020

| <b>Government Guidance</b>  | <b>School measures</b>   |
|---|--|
| <p><u>Illness whilst in school</u><br/> <i>If anyone in the school becomes unwell... they must be sent home.<br/>           If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door.<br/>           If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must then be cleaned and disinfected using standard cleaning products before being used by anyone else.<br/>           Any members of staff who have helped someone with symptoms and any pupils who have been in close contact with them do not need to go home to self-isolate unless they develop symptoms themselves.</i></p>   | <p>If a child shows any symptoms of coronavirus (COVID-19), they will immediately be moved to the intervention room and a member of SLT must be informed.<br/>           Parents will be contacted and informed to collect the child.<br/>           Siblings will also be sent home.<br/>           The windows in the intervention room must be opened and the door closed behind the child. A member of staff will supervise from 2m away from the child.<br/>           If they need to use the bathroom, they will use the disabled toilet in the entrance area. A sign will be placed on the door that the bathroom is not to be used until it has been cleaned.</p> |
| <p><u>Groups/Bubbles</u><br/> <i>Consistent groups reduce the risk of transmission by limiting the number of pupils and staff in contact with each other to only those within the group.<br/>           However, the use of small groups restricts the normal operation of schools and presents both educational and logistical challenges, including the cleaning and use of shared spaces, such as playgrounds... dining halls, and toilets, and the provision of specialist teaching.<br/>           Schools should assess their circumstances and if class-sized groups are not compatible with offering a full range of subjects or managing the practical logistics within and around school, they can look to implement year group sized bubbles.<br/>           We recognise that younger children will not be able to maintain social distancing and it is acceptable for them not to distance within their group.</i></p> | <p>Bubbles as follows:</p> <ul style="list-style-type: none"> <li>- Reception and Year 1/2</li> <li>- Year 3/4 and Year 5/6</li> </ul> <p>Staff will move between bubbles to enable PPA and Management time and the full delivery of the curriculum.</p>   |

|   |  |
|---|--|
| <p><i>All teachers and other staff can operate across different classes and year groups to facilitate the delivery of the school timetable. Where staff need to move between classes and year groups, they should try to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults. Again, we recognise that this is not likely to be possible with younger children and teachers in primary schools can still work across groups if that is needed to enable a full educational offer.</i></p>   |  |
| <p><u>Collective worship/Assemblies/Large Group Events</u><br/> <i>Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group.</i></p>   | <p>There will be no whole school collective worship until further notice. In class collective worship will replace whole school – timetable is pending.<br/> Until further notice, all parent meetings will be held remotely.</p>  |
| <p><u>Timetabling</u><br/> <i>When timetabling, groups should be kept apart and movement around the school site kept to a minimum. While passing briefly in the corridor or playground is low risk, schools should avoid creating busy corridors, entrances and exits. Schools should also consider staggered break times and lunch times (and time for cleaning surfaces in the dining hall between groups).<br/> ...schools should consider staggered starts or adjusting start and finish times to keep groups apart as they arrive and leave school.<br/> Schools should consider how to communicate this to parents and remind them about the process that has been agreed for drop off and collection, including that gathering at the school gates and otherwise coming onto the site without an appointment is not allowed.</i></p> | <p>Start of the school day:<br/> Children with siblings arrive at any time between 8.30-8.45am, Reception and C1 enter through the playground entrances. KS2 children walk in through the front entrance.</p> <p>If children do not have siblings they can arrive any time between 8.50am and 9.10am. Reception and C1 enter through the playground entrances. KS2 children walk in through the front entrance.</p> <p>End of the school day:<br/> Parents wait on the playground in socially distanced lines and are advised to clear the playground immediately<br/> Siblings – released at 3.15pm<br/> Non siblings – released at 3.30pm</p> <p>Year 6 only allowed to walk to and from school without an adult. Permission forms must be completed by parents prior to this happening. Permission form to be amended to include rules around social distancing.</p> <p>Breaktimes:<br/> KS1 – 10.00-10.15am<br/> C2 – 10.15-10.30am<br/> C3 – 10.30am-10.45am</p> <p>Lunchtimes:</p> |

|  |   |
|--|---|
|  | <p>Reception/Class 1 eat dinner in class between 11.30 and 12pm<br/> Out on the playground with our lunchtime supervisors 12.00-12.30pm<br/> Class2/Class 3 eat dinner in class between 12.00-12.30pm<br/> Out on the playground with our lunchtime supervisors 12.30pm-1pm</p> <p>Tables will be cleaned using appropriate materials before and after eating.</p> <p>All information communicated to parents and displayed on signage around school.</p>   |
| <p><u>PPE</u><br/> <i>The majority of staff in education will not require PPE beyond what they would normally need for their work. PPE is only needed a very small number of cases, including:</i></p> <ul style="list-style-type: none"> <li>- <i>Where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at school, and only then if a distance of 2 metres cannot be maintained</i></li> <li>- <i>Where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used.</i></li> </ul>  | <p>School has a pack of disposable and cloth masks and a protective visor that can be used if necessary. Gloves and aprons are also available.</p>  |
| <p><u>Confirmed Case of Coronavirus (COVID-19)</u><br/> <i>Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19). Schools should contact the local health protection team.</i></p>  | <p>If a child or adult attending school tests positive, Michelle Easthope will contact the local health protection team and follow their instructions.</p>  |
| <p><u>Attendance</u><br/> <i>...it is vital that all children return to school to minimise as far as possible the longer-term impact of the pandemic on children’s education, well-being and wider development.</i><br/> <i>School attendance will therefore be mandatory again from the beginning of the autumn term. This means from that point, the usual rules on school attendance will apply, including:</i></p> <ul style="list-style-type: none"> <li>- <i>Parents’ duty to secure that their child attends regularly at school where the child is a registered pupil at school and they are of compulsory school age;</i></li> <li>- <i>Schools’ responsibilities to record attendance and follow-up absence;</i></li> <li>- <i>The availability to issue sanctions, including fixed penalty notices in line with local authorities’ codes of conduct.</i></li> </ul> | <p>All children are expected to attend school from September, unless they or someone they live with have displayed symptoms of coronavirus. However we understand the anxiety that some children and parents may feel and will work with them to support their needs.</p> <p>Attendance will be monitored using the school’s usual registration system and parents must report absence due to ill health in the normal way.</p> <p>Unauthorised absence that falls below 90% will be reported to the local authority and they may issue fixed penalty notices in line with their policies and procedures.</p> <p>Parents must notify school as to the reason for their child/ren’s absence. If a child has displayed symptoms of coronavirus, they must be tested and school must be notified of the test results. If a test result is negative, then the child may return to school.</p> |

|   |   |
|---|---|
| <p><i>Shielding advice for all adults and children will pause on 1 August, subject to a continued decline in the rates of community transmission of coronavirus (COVID-19). This means that even the small number of pupils who will remain on the shielded patient list can also return to school, as can those who have family members who are shielding.</i></p> <p><i>Where children are not able to attend school as parents are following clinical and/or public health advice, absence will not be penalised.</i></p> <p><i>All other pupils must attend school.</i></p>   | <p>For absences where clinical advice is being followed, parents must inform school of this and school may ask to see supporting evidence, eg, doctor’s note.</p>   |
| <p><u><i>Supply staff and Volunteers</i></u><br/> <i>Where it is necessary to use supply staff and to welcome other visitors to the school such as peripatetic teachers, those individuals will be expected to comply with the school’s arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.</i></p> <p><i>Volunteers may be used to support the work of the school, as would usually be the case... Mixing of volunteers across groups should be kept to a minimum, they should remain 2 metres from staff and pupils where possible.</i></p>   | <p>Michelle Easthope will share the school’s risk assessments with all adults working in school, including PE coaches, peripatetic music teachers and volunteers.</p> <p>Volunteer readers will work with one bubble only where applicable.</p> |
| <p><u><i>Educational Visits</i></u><br/> <i>We continue to advise against domestic (UK) overnight and overseas educational visits at this stage...</i></p> <p><i>In the autumn term, schools can resume non-overnight domestic residential visits... This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-19 measures in place at the destination. Schools should also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control</i></p> | <p>Staff may organise educational visits within the school day. Planning and risk assessment procedures will be followed rigorously and shared with the educational visits co-ordinator and the Headteacher.</p>                                |

|  |   |
|--|---|
| <p><i>measures need to be used and ensure that they are aware of wider advice on visiting indoor and outdoor venues.</i></p>   |   |
| <p><u>Uniform</u><br/> <i>We... encourage all schools to return to their usual uniform policies in the autumn term. Uniform can play a valuable role in contributing to the ethos of the school and setting an appropriate tone.<br/> Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different than normal.</i></p>  | <p>From September, all children in Reception to Year 6 will be expected to wear full school uniform. For more details, see the school website.</p>  |
| <p><u>Extra-curricular and Wrap-around Provision</u><br/> <i>Schools should consider resuming any breakfast and after school provision, where possible, from the start of the autumn term.<br/> 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.</i></p>   | <p>Before and after school club will resume from Wednesday 2<sup>nd</sup> September. No ad hoc bookings will be accepted – all children must be booked in with at least 24 hours’ notice. Children who are not booked in will not be accepted into the provision and parents/carers will be contacted to collect them immediately.</p> <p>Children in before and after school club will maintain the larger group bubbles – EYFS and KS1 or KS2, they will be ‘bubbled’ in the school hall to enable social distancing between the bubbles.</p> <p>Details regarding extra-curricular sports clubs will be shared with parents in due course. Due to the element of physical activity, bubbles will need to be maintained.</p>  |
| <p><u>Curriculum</u><br/> <i>The key principles that underpin our advice on curriculum planning are:</i></p> <ul style="list-style-type: none"> <li>- <i>Education is not optional...</i></li> <li>- <i>The curriculum remains broad and ambitious...</i></li> </ul> <p><i>Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021:</i></p> <ul style="list-style-type: none"> <li>• <i>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: 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 pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading</i></li> </ul> | <p>The full school curriculum will be delivered from September 2020, apart from the new RHSE (which is not statutory until Summer 2021). We will conduct further consultations with parents – remotely – via the Autumn term relating to the RHSE curriculum.</p> <p>Staff will follow the long-term plans for the children’s current year group and will adapt teaching to address any gaps/missed learning resulting from the period of school closures. Senior Leaders and subject leaders will support colleagues on how to best do this.</p> <p>The Headteacher will work with other schools in the MAT to use government funding supplied to design intervention programmes for all children and specifically for vulnerable children. When the exact sum of funding is released, plans will be finalised and shared with parents/carers. The MAT will pay attention to the EEF’s advice document on how this funding should be best spent.</p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <i>Aim to return to the school's normal curriculum in all subjects by summer term 2021: Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.</i></li> <li>• <i>Plan on the basis of the educational needs of pupils: Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.</i></li> <li>• <i>Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.</i></li> </ul> <p><i>Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.</i></p> |  |
| <p><u><i>Specific points for EYFS</i></u><br/> <i>For children in nursery settings, teachers should focus on the prime area of learning, including: communication and language; personal, social and emotional development (PSED) and physical development. 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.</i></p>   | <p>Reception staff will carry out baseline assessments on the children throughout September. These will be shared with parents at a meeting in early October. Teaching will initially focus on the prime areas of learning alongside early maths and reading, including phonics. Daily maths and phonics lessons will begin in October, following the baseline period.</p> |
| <p><u><i>Specific points for KS1 and KS2</i></u><br/> <i>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</i></p>   | <p>Children in Years 1 and 2 and identified children in Years 3 and 4 will received daily phonics through teaching programme until it has been assessed that they have successfully completed the programme.</p>   |

|   |  |
|---|--|
| <p><i>that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.</i></p>  | <p>Children will have daily maths, phonics/spelling, guided reading and writing lessons. Wherever possible, these subjects will also be interwoven into the wider curriculum subjects.</p> <p>All year groups will have a daily story time with a focus on broadening vocabulary through sharing high quality texts.</p> <p>As detailed above, the full curriculum will be delivered from September in line with the school’s progression documents – available on the school website.</p>   |
| <p><u>Music</u><br/><i>Singing, wind and brass playing should not take place in larger groups such as school choirs and ensembles or school assemblies.</i></p>   | <p>As detailed above, all whole school collective worship/assemblies are cancelled until further notice. Sessions will instead be delivered remotely and via in class worship. In class worship will continue to be recorded in the ‘floor books’ of each classroom.</p> <p>The extra-curricular school choir will not begin until the government notify schools that it is safe to do so.</p> <p>Peripatetic music lessons are undertaken in small groups following risk assessments from Entrust.</p>  |
| <p><u>Physical Activity</u><br/><i>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 cleaned thoroughly between each use by different individual groups, and contact sports avoided.</i></p> <p><i>Outdoor sports should be prioritised wherever possible, and large indoor spaces used where it is not, maximising distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise.</i></p> <p><i>Schools are able to work with external coaches, clubs and organisations for curricular and extra-curricular activities where they are satisfied that it is safe to do so. Schools should consider carefully how such arrangements can operate within their wider protective measures.</i></p> | <p>PE lessons will continue as per the school timetable – no contact sports will be practised until further notice. All equipment used will be thoroughly cleaned using appropriate cleaning materials between uses and/or left for a period of time to ‘decontaminate’. Children will wash their hands before and after PE lessons.</p> <p>Weather permitting and dependent on the type of sport being taught, all PE lessons will take place outdoors. Parents will be notified to ensure that children wear appropriate clothing on the PE days allocated to their class. If the weather does not allow for this to happen, the school hall will be used and the lesson may be adapted to ensure that sufficient spacing can be maintained.</p> <p>Lunchtime supervisors have been provided with ideas for socially distanced games that encourage physical activity.</p> |

|  |  |
|--|--|
| <p><i>Activities such as active miles, making break times and lessons more active and encouraging active travel help enable pupils to be physically active while encouraging physical distancing.</i></p>  |  |
| <p><u>Catch-up support</u><br/> <i>...package worth £1 billion to ensure that schools have the resources they need to help all pupils make up for lost teaching time, with extra support for those who need it most.</i></p>   | <p>As detailed above, the schools within the MAT will be working together to ensure that this funding is used in an effective and targeted way, following the advice set out in the EEF document.</p>  |
| <p><u>Pupil Well-being and Support</u><br/> <i>Dfe has ... published the first of the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and well-being.</i></p> <p><i>Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:</i></p> <ul style="list-style-type: none"> <li>- <i>Support the rebuilding of friendships and social engagement</i></li> <li>- <i>Address and equip pupils to respond to issues linked to coronavirus (COVID-19)</i></li> <li>- <i>Support pupils with approaches to improving their physical and mental wellbeing</i></li> </ul>  | <p>This training module will be delivered to staff as part of INSET training.</p> <p>The new RHE curriculum will be delivered in all year groups from Summer 2021.</p> <p>Extra-curricular clubs to improve physical well-being will be offered – more details to follow.</p> <p>Nurture groups may be created where there is a need and Forest School sessions will be used to develop pupil well-being and emotional resilience.</p> |
| <p><u>Behaviour Expectations</u><br/> <i>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.</i></p> <p><i>Schools should set out at the earliest opportunity the consequences for poor behaviour and deliberately breaking the rules and how they will enforce those rules including any sanctions. This is particularly the case when considering restrictions on movement within school and new hygiene rules. Schools will need to work with staff, pupils and parents to ensure that behaviour expectations are clearly understood, and consistently supported, taking account of individual needs and should also consider how to build new expectations into their rewards system.</i></p> | <p>The school's positive behaviour policy will be updated in line with the expectations of this guidance and with the school's risk assessment for full opening in September.</p> <p>This will be shared with staff, pupils and parents accordingly.</p>   |
| <p><u>Assessment</u><br/> <i>We are... planning on the basis that statutory primary assessments will take place in summer 2021. The early years foundation stage profile, and</i></p>  | <p>Staff will prepare for these assessments to take place in the usual way.</p> <p>For children in Reception class, staff will carry out the school's usual baseline assessments.</p>  |

|   |   |
|---|---|
| <p><i>all existing key stage 1 and 2 assessments, should return in 2020 to 2021 in accordance with their usual timetables. This includes:</i></p> <ul style="list-style-type: none"> <li>- <i>the phonics screening check</i></li> <li>- <i>key stage 1 tests and teacher assessment</i></li> <li>- <i>the year 4 multiplication tables check</i></li> <li>- <i>key stage 2 tests and teacher assessment</i></li> <li>- <i>statutory trialling</i></li> <li>-</li> </ul> <p><i>The statutory rollout of the reception baseline assessment has been postponed until September 2021.</i></p>  |   |
| <p><u><i>Pupils with SEND</i></u></p> <p><i>Where a child routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and an alternative provision setting or special school, schools should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child.</i></p> <p><i>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual.</i></p> <p><i>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.</i></p> <p><i>...provision for children who have SEND may have been disrupted during partial school closure and there may be an impact on their behaviour. Schools will need to work with local services (such as health and local authority) to ensure the services and support are in place for a smooth return to schools for pupils.</i></p> | <p>Any external agencies involved in providing support to children with SEND will be permitted to enter the school site so long as school control measures are followed. Michelle Easthope will share risk assessments, etc with all agencies as appropriate.</p> <p>All SEND children receive support from Teaching Assistants as per the staffing timetable. In the case of EHCPs, all minimum requirements are met.</p> <p>Michelle Easthope to liaise with Linda Aliband (SENCO) in any cases where further external support is necessary.</p> <p>Regular communication with parents of children where behaviour is an issue.</p> |