



St Nicolas CE Primary School

Covid-19 Risk Assessment & Ongoing Plan

September 2020 / October 2020 / November 2020/ January 2021

Information Sharing

Information Sharing		
		Complete
Date Shared with CEO/ Business Manager:	Monday 13th July 2020	Completed- No amendments
Date Shared with Local Governing Body:	Wednesday 14th July 2020	Completed- No amendments
Date Shared with School Staff	Wednesday 15th July 2020	Complete
Date Shared with Parents	Friday 17th July 2020	Complete
Amended	8th October 2020	
Amended	1st November 2020	
Amended	January 2021	

Updated Government Guidance - January 2021 -

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

Initial 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>

This risk assessment has been designed by St Nicolas 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

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 identified using the system of controls set out below	Complete and shared with all staff, stakeholders and posted on school website.		
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	Clear signage in place to remind adults and children not to enter the site should they be displaying any Coronavirus symptoms.	Reiterate this to Parents through the full reopening parent handbook. Replace signage at the start of September. Update with newly identified symptoms. Old signage taken down, replaced with new quality signage using Government HFS campaign	Sept 2020 January 2021
Clean hands thoroughly more often than usual	Signage in place to remind children and adults when entering the building, and different areas of the building.	Carry out a reminder assembly (online) about the importance of quality and frequent hand washing at school. New hand sanitisers put in place via rear external exit and wipes for keypad entry code.	07/09/2020 January 2021

<p>Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach</p>	<p>Catch it, Bin it, Kill it signage in place in classrooms, toilet areas and outside. Incorporate into the first day back online assembly. Inform parents to remind about not to send children to school with any symptoms.</p>	<p>Carry out a reminder assembly (online) about the importance of 'Catching it, killing it and binning it'.</p>	<p>07/09/2020</p>
<p>Introduce enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents and bleach</p>	<p>Future clearing carrying out mid day cleans of toilets and frequently touched surfaces. Classroom staff undertaking frequent table, handle and resource cleaning throughout the day. Playground equipment will be boxed into classes and cleaned daily by classroom staff.</p>	<p>Implement a clearing schedule checklist on the back of all classroom doors to improve monitoring.</p>	<p>07/09/2020</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 - measures in the classroom - measures elsewhere - measures for arriving and leaving school - other considerations 	<p>Class sizes do not exceed 30 in any class. Class teachers and teaching assistants will not require to move between groups.</p> <p>Pre-School & Reception- CC KM JD CC Year 1 & 2- MT HP BH Year 3 & 4- AM SM EF Year 5 & 6- TC AE PS</p> <p>Classroom arrangements- All tables will be forward facing or facing inwards with a distance of at least 2 metres in between. Children will enter the classroom through the classroom external door where a hand sanitisation unit is available. Every classroom has its own external door which will be used for classroom entry and exit, as well as remaining open for ventilation.</p> <p>Parents will drop children to school via their individual external door at staggered arrival and collection times. Procedures will be put in place for the collection of multiple siblings.</p> <p>Break times will be staggered and playground equipment will be boxed into classes and cleaned daily by classroom staff.</p>	<p>EYFS - 26 Y1/2- 30 Y3/4- 21 Y5/6- 28</p> <p>Additional tables have been purchased for the Y1/2 classroom due to the increase in numbers and the need for social distancing.</p> <p>Arrive/ Collect EYFS - 8.40 / 3.00 Y1/2- 8.50/ 3.10 Y3/4- 9.00/ 3.20</p>	

	Lunch will be eaten in individual classrooms with hot meals being collected by the class TA and taken to the classroom.	Y5/5 - 9.10/ 3.20	
Where necessary, wear appropriate personal protective equipment (PPE)	<p>A full range of PPE is available in school including</p> <p>Boxed gloves - 7</p> <p>Face Masks- x11</p> <p>Aprons - x25</p> <p>Hand Sanitiser - x8 spare</p> <p>This is available to all staff should they require it in a clearly labelled, transparent box in the front office.</p> <p>Staff are reminded of the appropriate times to use PPE and its location in all staff meetings. It is also a standing item on weekly morning briefings.</p>	<p>Due to the office being occupied from September 2020, the PPE storage location will be moved to the staff room, which will be used as a quarantine and storage area.</p> <p>Staff Reminder re:</p> <p>Collection of a sick child - PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained.</p> <p>PPE stock moved to central location in newly renovated isolation room</p> <p>.</p>	
Engage with the NHS Test and Trace process	<p>The HoS is aware of the contact details for the local Public Health Protection Team.</p> <p>Staff will be reminded, through staff meetings, staff handbook and staff room posters to:</p> <ul style="list-style-type: none"> - Not attend school if they are displaying any symptoms/ and/ or go home immediately and... - Book a test immediately should they display any symptoms. - Provide details of anyone they have been in close contact with if they test positive or are asked to by NHS Test and Trace. 	<p>These contact details will also be displayed in the staffroom.</p> <p>Remind staff that as education workers, they have priority access to a test and should get tested straight away should they develop any symptoms.</p>	

	<ul style="list-style-type: none"> - Self isolate if they have been in close contact with anyone who has tested positive for Coronavirus. - Should a member of staff test negative, they may still have a virus and should not attend school until feeling well again and symptoms have gone. <p>Parents will be reminded, through the parent handbook, , letters and posters to:</p> <ul style="list-style-type: none"> - Not attend school if they are displaying any symptoms/ and/ or go home immediately and... - Book a test immediately should they display any symptoms. Children can be tested even if under the age of 5. - Parents should help children under 11 years of age to administer a home testing kit. - Self isolate if they have been in close contact with anyone who has tested positive for Coronavirus. - Should their child test negative, they may still have a virus and should not attend school until feeling well again and symptoms have gone. 	<p>Update Letter 04.01.2021</p>	
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<p>Manage confirmed cases of coronavirus (COVID-19) amongst the school community</p>	<p>The DfE states that schools ‘Schools must take swift action when they become aware that someone who has attended has tested positive for coronavirus (COVID-19)’.</p> <p>After informing the CEO and Chair of Governors, the HoS will immediately contact the local health protection team should an outbreak occur. The school will liaise with the Public Health Protection Team and put in place any measures required from them in their rapid risk assessment.</p> <p>After a positive result and on advice from the Public Health Team, the HoS will send home:</p> <ul style="list-style-type: none"> - Any direct close contacts- face to face contact with an infected individual for any length of time, within 1 metre, including being coughed on, a face to face conversation, or unprotected physical contact (skin-to-skin) - proximity contacts - extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected individual - travelling in a small vehicle, like a car, with an infected person 	<ul style="list-style-type: none"> - Display contact details for the PHPT. - Advise parents of procedures for managing a positive result through the parent handbook. - Advise staff of the procedures for managing a positive result through the staff handbook. - Ensure timely communication with the CEO and Chair of the LGB should a child or staff member test positive for Coronavirus. 	
2. School Operations			
<p>Transport:</p> <ul style="list-style-type: none"> - Dedicated school transport considerations - Wider school transport considerations 	<p>Parents will be informed of the strict staggered timings for collection and drop off at school.</p> <p>Parents will follow the already established one way system to enter and exit the site.</p>	<p>JI to telephone the committee of the community bus service which x5 children used after the November</p>	<p>Jan 2021</p>

	Parents will be encouraged to walk with their children or, for older children, to walk independently to school as appropriate.	Lockdown. This meeting will establish protective measures in place, gathering of their own risk assessments and an agreement on the possible use of face coverings, including their disposal/ removal once arriving on site.	
<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 	In the Parent Handbook, parents will be informed that school attendance is compulsory. School protective measures will be carefully outlined to reassure parents. Regular social media posts and emails throughout the summer will help parents to prepare for the return to school, more so that during 'normal summer holidays'.	The DfE 'importance' of school statement will be used in the parent handbook. 'Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn'	CEO Letter to Parents 03.01.2021
<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 	Class teachers will meet, as part of transition meetings, to identify pupils or families that may feel anxious about the return to school. Parents will be invited to Google Meets with the class teacher and HoS to discuss their concerns and to alleviate any worries. Vulnerable children are already in school and their attendance and wellbeing is closely monitored.	Decide with CT's which families may be feeling anxious or concerned about the return and arrange 'keeping in touch' meetings to guide parents	Exc Head letter to Parents 04.01.2021

persistently absent prior to the pandemic or who have not engaged with school regularly during the pandemic		and families through the transition back to school.	CEO Letter to parents 03.01.2021
- 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	Participation levels and assessment has identified children who may have specific gaps in their learning due to the school closure. A 'catch up' action plan will be written alongside the school improvement plan during the summer to plan for rapid acceleration of learning upon children's return to school. A specialist intervention teacher will work with individuals and small groups, leading on interventions including ongoing tracking, monitoring and assessment, liaising actions required back to class teachers and teaching assistants.		
- 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	The school is currently working with x2 social workers to support 2 families. These families have been supported throughout the pandemic with meals, in school supervision during holidays and transport.	School administrator to inform HoS through Safeguard my School should a vulnerable child not attend school to enable contact to be made with the family and social worker as appropriate.	
- Wrap Around Care	- Breakfast Club and After School Provision has been moved to a different room which allows for groups of children to be spaced out further, in class or family groups.	Implemented. RA Updated. Parents Informed. Resources Moved.	
School Workforce: - Clinically extremely vulnerable: School leaders should be flexible in how those members of staff are deployed to enable	At this stage, all members of staff have indicated that they will be returning to school, full time, from September 2020.	None advised.	Jan 2021

<p>them to work remotely where possible or in roles in school where it is possible to maintain social distancing.</p> <ul style="list-style-type: none"> - 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>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>The use of commercial, evidenced based schemes of learning, particularly in maths, are being implemented from September 2020 to reduce teacher workload. Initially, teachers will not be expected to carry out additional duties such as extra curricular activities to allow them the time to focus on returning all children to school, identifying gaps and putting in place swift measures to address underachievement.</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>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 	<p>The SENDO is a member of staff who works across 3 schools. Guidance pertaining to the reopening has been shared with this member of staff which explains that travelling between settings is permitted, as long as protective measures are in place. A strict timetable to attendance will be implemented to</p>	<p>Implement a strict timetable of attendance will be implemented to ensure that an accurate log of who this member of</p>	

<p>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.</p> <ul style="list-style-type: none"> - 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>ensure that an accurate log of who this member of staff has come into contact with will be put in place. This will necessitate the appropriate actions that need to be put in place should she, or someone in close proximity to her, tests positive for Coronavirus.</p>	<p>staff has come into contact with will be put in place.</p>	
<p>Recruitment</p> <ul style="list-style-type: none"> - Recruitment should continue as usual 			
<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>At this stage, we do not anticipate the need for supply agency staff attending school.</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>The school will be welcoming a final year ITT student in the Spring Term 2021. This is encouraged by the DfE to support the national effort of recruiting and retaining high quality teachers in the profession.</p>	<p>ITT student will be based in one class and will not be permitted to work across classes. The ITT student will be provided with the staff handbook and will be expected to follow all guidelines pertaining to isolation, managing symptoms and testing.</p>	

		ITT trainee undertaking x2 campus Covid-19 tests prior to placement starting.	
Staff taking leave <ul style="list-style-type: none"> - 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 	N/A		
Other support <ul style="list-style-type: none"> - Volunteers may be used to support the work of the school, as would usually be the case 	A small number of volunteers will be welcomed back into school from September 2020 to support interventions, catch up and reading. All volunteers will require a new DBS due to not being in school for more than 3 months.	Re-DBS volunteers. DK to organise for site of documents.	
Safeguarding <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 	<p>All Level 3 DSL training records have been checked to confirm that these members of staff's training is still in date. Additional Level 2 safeguarding training has been undertaken remotely by all teaching assistants and staff due for renewal across the Trust.</p> <p>A perimeter walk of the site has been carried out and will be carried out during the summer again and at the start of</p>		

<p>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>	<p>September. This is to check that the site is secure for the return of all children.</p> <p>All safeguarding concerns are now stored electronically and a clear chronology is available online. Updated contacted details for key agencies such as the MARU and LADO have been shared with all staff. Safeguarding is an agenda item to reiterate policies and procedures at INSET days in September 2020.</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>Hot meals will be provided by Caterlink. Children will not congregate in the large classroom for lunch. Hot meals will be delivered to the classroom by a member of staff from each class. Children will eat lunch in their allotted room.</p> <p>Free school meal vouchers have been deployed to families for the duration of the summer.</p>	<p>To ensure that trolleys are available for hot meals to be safely transported around the school from January 2021.</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>During the school closure, ongoing building and site operations have continued including boiler checks, legionella water testing, fire alarm serving and site security.</p> <p>All staff were instructed to ensure adequate ventilation in all classrooms via windows and external doors. Monitoring of protective measures confirms that adequate ventilation is in place at all times.</p>	<p>During the first week of September, before children return, a site walk will take place which will test all taps, heaters, alarms, emergency lighting, doors, locks and fire break points to ensure the site is safe and secure for a full reopening.</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 the health and safety guidance on educational visits when considering visits. 	<p>At this stage, educational visits that require transport have not been booked or arranged for the Autumn Term 2020. However, in line with DfE guidance about the importance of children learning outdoors as much as possible, outdoor off site activities in the local area have been planned.</p> <p>Teachers will complete individual risk assessments which will be signed off by the HoS before the trip commences.</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>Parents will be informed via the parent handbook that school uniform will be expected from September 2020. Exceptions to footwear such as trainers will be allowed due to the increase in time spent outdoors.</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 planning extra-curricular provision. This includes schools advising parents to limit the number of different wraparound providers they access, as far as possible. 	<p>Breakfast and after school club provision is currently only open for children of key worker parents.</p> <p>From September 2020, in line with DfE guidance, Breakfast and After School club provision will be open for all pupils. The provision will take place in one location and children will not be permitted to move around the school due to ongoing cleaning and group measures. Upon arrival to the club, children will be instructed to wash their hands. Parents will have a separate drop off and pick up point for the provision, following the school school one way system.</p> <p>Children will be kept apart as much as possible and will not engage in face to face games. Food will be prepared by one member of staff who has a certificate in food hygiene and safety. The member of staff will wear gloves when preparing food.</p>	<p>Parents will be advised that school bubbles will not be maintained in the after school and breakfast club provision. However, other protective measures such as hand washing, individual or small, non face to face activities, regular cleaning, safe food preparation and single site activities will be in place.</p>	
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3. Curriculum, Behaviour and Pastoral Support

The key principles that underpin advice on curriculum planning are:

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.

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	The curriculum plans for September 2020 include all subjects with a broad and balanced offer in place. Knowledge rich subjects will be taught appropriately as well as an emphasis on rapid acceleration of children's learning to close any gaps.	HoS to monitor curriculum plans before September 2020 to ensure a broad curriculum is in place for September 2020. CT's to share class timetables with HoS and Phase Leaders.	
Aim to return to the school's normal curriculum in all subjects by summer term 2021.	It is expected that a normal curriculum offer will be in place in the Autumn term of 2020.		
Plan on the basis of the educational needs of pupils	Class teacher ongoing assessments, intervention tracking and pupil progress meetings in the Autumn Term will identify specific pupils requiring rapid catch up support.	CT's to work with HoS to devise daily intervention timetables as well as a one day a week specialist delivery day by intervention teacher and SENDCO.	
Develop remote education so that it is integrated into school curriculum planning	In order for subjects to focus on a rapid development of skills, knowledge will be placed on Google Classroom prior to the lesson. Children will be expected to engage with the knowledge, bringing in their learning to the lesson. This process of flipped learning will ensure that children have higher starting point, allowing the teacher to develop the learning more quickly during the lesson.	A parents guide to flipped learning has been created and is ready for sending to parents in the case of a lockdown / school closure.	
Physical activity in schools <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 	<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>between each use by different individual groups, and contact sports avoided.</p> <ul style="list-style-type: none"> - 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>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 will not run with children from more than one bubble present.</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>Intervention and option to be considered and implemented in response to assessments</p>	
	<p>Read Write Inc groups have been altered slightly to ensure smaller groups and further opportunities for social distancing are utilised. This has been coordinated by the Reading Lead for the school.</p>	<p>Groups changed. Staff to be informed by RL. Review February 2021</p>	
<p>Pupil wellbeing and support</p> <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. 			

<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>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> <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>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>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>4. Assessment and Accountability</p>			
<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>			
<p>5. Contingency planning to provide continuity of education in the case of a local outbreak</p>			
<p>Contingency plans for outbreaks</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>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 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>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>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>The school to take steps to identify children without access to technology and consider steps to address</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 	<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>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 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>	<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>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>		

	Information gathered on the number of children without internet or device access at home to inform action to be taken in the result of school closure.		
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Staggered Drop off and Pick Up Times

Pre-School and Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
Arrive Time: 8.40am Collect Time: 3.00pm	Arrive Time: 8.50am Collect Time: 3.10pm	Arrive Time: 9.00am Collect Time: 3.20pm	Arrive Time: 9.10am Collect Time: 3.20pm
Classroom door, opposite the side gate.	Classroom door direct access from the playground.	Door to the rear of the school.	Classroom door direct access from the playground.
See map of school in Appendix 1			

Appendix 1

