

Covid-19: Plan for Returning to School in September 2020

Version 8

Principles

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

(7th August 2020)

1. All schools should be open on their current site as this is where C&YP feel at home and so encouraging attendance.
2. All pupils should have access to the school as they have an entitlement to classroom teaching.
3. The offer to the most vulnerable pupils is at the heart of the school offer as they are the most likely to have fallen behind in their learning.
4. The deployment of staff should be fair, and all decisions should be transparent.
5. Open and clear communication to all stakeholders, particularly parents/carers, is essential to the successful and smooth reopening of schools.
6. The emotional well-being of pupils and staff is a priority, and this must be a focus for all decisions made.
7. The school offer adheres to guidance from the DfE.

School/Academy Name: **St Mary’s Catholic Primary, Maidenhead**

Date: **20th August 2020**

Organisation and staffing

	Action	How					Other contacts	Notes
1	<p>Organisation Organise the school in light of Government advice</p> <p>Timings of the day?</p> <p>How will children enter at the beginning of the day? One parent only to drop to school to main wooden gate – soft start through main wooden gates (EY to bumblebees gate)</p> <p>Parents reminded to socially distance in the car park and use one way system and not to congregate in the road</p> <p>Behaviour Policy to remind families to socially distance on/near school grounds; reminders about social distancing in school – adults to adults and children to children.</p> <p>Teachers must be on site by 0830 so main gate can be shut.</p> <p>Parents email or phone the office to communicate any issues about their child. In unavoidable circumstances</p>	<p>One member of staff by each door to welcome pupils</p>	<p>Early Years Start date 7/9</p> <p>9.00am</p> <p>One way. Enter main gate to BB wooden gate. Staff will greet & direct children to either BB or LB</p> <p>Parents exit street gate</p>	<p>Y1/2 Start Date 3/9</p> <p>8.40am</p> <p>Child welcomed through the main gate – no parents – and directed/welcomed to class</p> <p>One way. Enter by main Gate to wooden gate to playground</p> <p>SB, TH & I office staff in first week</p> <p>BP on main gate</p>	<p>Y3/4 Start date 3/9</p> <p>8.30am</p> <p>Child welcomed through the main gate – no parents and children welcomed/directed to class</p> <p>One way. Enter by main Gate to wooden date to playground</p> <p>SB, TH & I office staff in first week</p> <p>BP on main gate</p>	<p>Year5/6 Starts date 3/9</p> <p>8.50am</p> <p>Child welcomed through the main gate – no parents and children welcomed/directed to class</p> <p>One way. Enter by main Gate to wooden date to playground</p> <p>No class monitors at first –review after first half term or KS1 Buddies</p>	<p>DFE guidance</p>	<p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p>

<p>parents will have to wait until after last drop off time. Parents will not have access to the teacher.</p> <p>Outside door handles to be cleaned regularly</p> <p>How will break and lunchtimes be managed?</p> <ol style="list-style-type: none"> 1. Every group has 20 minutes with 5-minute gap between each allocated time. Prompt return to class essential 2. Children stay in phase bubbles for all activities including break/lunch plays 3. Break & lunch Timetable for hall use 5 minute gap between each allocated lunchtime to allow cleaning time <p>Lunch assistants (Controllers-Mrs. Minter, Heather E, Jyothi, Kiram Mahmood, Razia Asghar, Calogera Paschia)</p> <p>Controllers allocated to each phase bubble and to carry mobile phone to call office for assistance in case or injury/emergency</p> <p>Use of hall at break times in case of bad weather. (timetable to be provided as required)</p>	<p>Good weather: Outside sectioned into 5 parts: Play 1-PG1 Play 2-PG2 Field 1-F1 Field 2-F2 Play gym-G</p> <p>Lunch: Wash tables between bubbles</p> <p><i>Follow timings for Bubble lunchtimes</i></p> <p>30-45 minute breaks either before or</p>	<p>Break: 9.55 -10.15 PG1 &2</p> <p>11.30 – 1200</p> <p>30 minutes play until 1230 PG1</p> <p>Kiram Mahmood Ezra Khan</p>	<p>Break: 10.20 -1040 PG1 &2</p> <p>1205 – 1235</p> <p>From 1235- play until 1255 (could be 1300) PG2</p> <p>Razia Asghar Heather Englefield - BW</p>	<p>Break: 9.55-1015 F1&2</p> <p>1240 – 1300</p> <p>Play F1 1215 – 1235 then wash/ sanitise hands Then play from lunch hall to 1.15</p> <p>Jackie Minter Kiram M</p>	<p>SB, TN & one office staff in first week</p> <p>BP on main gate</p> <p>Break 10.45-11.05 F1&2</p> <p>1305 – 1325</p> <p>Play F2 12.30 to 1300 then wash/ sanitise hands Then play from hall to finish at 1.30</p> <p>Calogera Paschia Jyothi Kishoor</p> <p>Jyoyhi & EHCP chd in LJ1?</p>		<p>Dolce will be offering hot and cold grab bags to be available from the kitchen.</p> <p>Guidance p15 - People who live with those who are clinically extremely vulnerable or clinically vulnerable can attend the workplace.</p> <p>Outside space to be used flexibly by</p>
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<p>4. Each phase bubble allocated its usual toilets – only to be used by that phase</p> <p>5. Each bubble to be outdoors as much as possible. How will Use of outdoor space be organised?</p> <p>Wet weather/ colder weather in Autumn term?</p> <p>6. How will children leave at the end of the day?</p> <p>Specify one parent only to pick up in all phases even EY</p> <p>Stress about Social Distancing to children AND parents Children old enough to understand can be supported to socially distance and not touch staff wherever possible.</p> <p>Older children encouraged to keep their distance within the group.</p> <p>Limit use of social spaces e.g. hall, corridors,</p> <p>Reminder about Behaviour Policy</p>	<p>after lunch has been</p> <p>EY toilets back to normal</p> <p>Pre-school will accommodate needs of parents picking up not in school grounds</p>	<p>One way. <u>BB & Lady bird</u> –3.00 pm at BB front gate Parents exit street gate</p>	<p>One way One parent to enter main gate & pick up at 3.10 at Junior gate. Parents leave at street gate</p>	<p>One way One parent to enter main gate & pick up at 3.20 at Junior gate. Parents leave at street gate</p>	<p>Could take own lunch 12.30-13.00 then supervise UJ?</p> <p>One way One parent to enter main gate & pick up at 3.30 at Junior gate. Parents leave at street gate</p>	<p>bubbles outside the break and lunch allocations. Bubbles to write on staff noticeboard if they wish to reserve the whole of an area.</p> <p><i>Any child not collected at allotted time to be taken to blue settees. Children to be distanced in their phases until pick up and parents reminded about the consequences of late pick-up unless case of emergency</i></p>
<p>Dining Hall Safety</p> <p>DfE Guidance</p>	<p>Stagger break times and lunch times and allow time for cleaning surfaces in the dining hall between groups</p> <ul style="list-style-type: none"> To reduce footfall and mixing in the dining room, allow pupils with packed lunches to eat within their bubbles in the classroom 				<p>Dolce NC & JE</p>	

		<ul style="list-style-type: none">• The dining hall can be divided up into different areas to allow multiple bubbles in there at the same time. However, the bubbles should be distanced appropriately, ensuring tables are adequately spaced apart. The amount of divided areas will depend on the size of the dining room• Those pupils that have school dinners and need to eat in the dining hall should ideally eat within their class bubble. However, where this is not possible due to numbers, schools may consider adopting a wider year group bubble for lunchtime purposes• Where possible, seating should be arranged so that pupils are not sat directly facing each other• Tables and chairs and other frequently touched surfaces must be thoroughly cleaned between sittings using appropriate cleaning products-• Pupils should only queue within their bubbles/year groups and numbers queuing at any one time should be limited and pupils distanced from each other where possible• Cashless catering should be considered to stop cross contamination due to money handling• To reduce footfall and mixing of pupils in the dining room, consider allowing staff to clear away tables rather than children doing it themselves• Pupils should remain seated until their allocated time has finished, to reduce movement and prevent mixing• Slow eaters could be moved to a designated area to eat their lunch, whilst maintaining social distancing• Visual prompts should be put up in the dining hall to remind children where they should enter and exit and where they can walk and sit, with a one-way route clearly signposted• At the end of the sitting, bubbles should be dismissed one at a time out of the specified exit via the one-way route <p>* To help keep a consistent routine/mixing of pupils (e.g. possibly a seating plan) at lunchtimes encourage children to have the same meal option most days, for example mainly packed lunches or mainly school dinners</p>		
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2	<p>Prior to Opening How and what will we communicate to parents?</p> <p>What information will go on the website as soon as it is available including any changes start for children? Information to be emailed to all on Parent Mail</p>	<p>Contractors start on site 22nd July and finish at the end of August – school cleaning and return of resources to classrooms</p> <p>SB to send letter in late August setting out likely processes and protocols for re-opening SB to share interim (Version 5 shared with staff 21st July). Submitted version to be shared after meeting.</p> <p>Letter to parents for Parent Mail and website following Trust decision on 27th August.</p>				SB		
Action		How				Other contacts	Notes	
3	<p>Staffing – All staff expected to come in unless they have a letter / medical certificate from Doctor saying why they cannot be in school. (In line with current Government guidance).</p> <p>Unpaid leave potentially for those unwilling to come in.</p>		<p>EY Teachers: LB - CG,SR BB - JH</p> <p>TAs – NE, AG,</p> <p>RG with HV-EHCP</p>	<p>Yr 1/2 teachers SRI, MM/JT, SA</p> <p>TAs SBu, LDC, NM</p> <p>KW with OB EHCP</p>	<p>3/4 Teachers HW, FJ/ST,GH</p> <p>JK/DF with RV EHCP</p>	<p>5/6 EH,LW,JW/EW</p> <p>PD with MB & LD EHCP</p>	Other available staff:	School Workforce P21-24 of Guidance
	<p>Limit spread if COVID-19 by avoiding increased numbers of staff using the staff room.</p> <p>Anxieties of individual for whatever reasons to be taken seriously by all other staff members.</p> <p>See Individual Risk Assessment</p>	<p>Breaks and lunchtimes staggered Staff bring own food and drink Staff bring their own cutlery Staff clean their own cutlery, crockery etc. Surfaces cleaned after every use, door handles, microwave, sink, table, water heater, etc. Social distancing maintained – signs on chairs to avoid staff sitting too close. No more than 6 members of staff seated at any one time Windows open for ventilation Limit numbers of staff making hot drinks / preparing food / using microwaves at any one time Hand sanitizer provided</p>				All staff		

		Staff to ensure they wipe the surfaces used before leaving Disinfectant/sanitiser spray available for regular replacement.		
	How do we support the use of PPE equipment for clinically extremely vulnerable, clinically vulnerable (including those who are pregnant) and those living with vulnerable family members?	Suitable PPE equipment provided by school if staff members choose. PPE available if staff have to work closely with a child for whatever reasons – education , support, welfare etc.	NC to check supplies are regularly available.	All staff at higher risk of severe illness from coronavirus aware of the need to be especially careful and diligent about social distancing and hand hygiene
	Can teachers/staff work in different phase bubbles?	All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable. If staff with significant risk factors are concerned school will try to accommodate additional measures e.g. PPE, greater distance	SB & HR guidance	
	Literacy College	All children to access room via the outside door Wipe down tables, chairs and resources between different phase groups.		
	Impact of staff holiday if quarantine is expected.	Many staff will want to take a holiday over the summer period, which may involve travelling abroad. The government has set a requirement for people returning from some countries to quarantine for 14 days on their return. The latest guidance on quarantine can be accessed at coronavirus (COVID-19): how to self-isolate when you travel to the UK . 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.	SB	
	Staff safety Colleagues must accept that some staff members are anxious PPE to be available	Stress social distancing around the site for colleagues and well as with children. Children to understand that they must keep their distance from school staff. Staff to consider wearing shorter sleeves for ease of frequent hand-washing	All	

		<p>Staff to consider wearing their hair tied back if possible and that jewellery is kept to a minimum.</p>			
<p>4</p>	<p>Clubs Do we offer morning club? Do we offer any after school clubs?</p>	<p>Breakfast Club/Missing Link contacted about provision possibilities July 2020.</p> <p>Pre-school unable to provide due to mix of children.</p> <p>After school club would have to be phase restricted.</p>	<p>Some schools may keep children in their class groups for the majority of the classroom time, but also allow mixing into wider groups for specialist teaching, wraparound care and transport, or for boarding pupils in one group residentially and another during the school day. Siblings may also be in different groups. Endeavouring to keep these groups at least partially separate and minimising contacts between children will still offer public health benefits as it reduces the network of possible direct transmission.</p>		
<p>5</p>	<p>Policies and procedures Communicate policy and procedures to staff</p> <p>What is anyone in school becomes unwell with symptoms?</p>	<p>Safeguarding Staff meeting in smaller staggered timetabled groups at beginning of term Online provision for teachers available via FCAT Lunchtime staff and support staff training in school. Teachers and appropriate staff to revise access to CPOMs and recording an incident.</p> <p>Update Behaviour policy following July & August Government guidance. Publish on website , email to all staff, display in staffroom</p> <p>Copy with name and mobile numbers of DSL and Deputy DSLs displayed in staffroom. Updated information on LADO service on display June 2020</p> <p>They will be sent home and advised to follow 'stay at home guidance for households with possible or confirmed coronavirus (COVID-19) infection'</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>	<p>SB, TN & HW</p>	<p>LA RAs</p>	

	<p>If a child has symptoms?</p> <p>Members of staff involved with the child?</p>	<p>If a child is awaiting collection, they should be moved, if possible, to a room where they can be isolated behind a closed door, depending on the age and needs of the child, with appropriate adult supervision if required. Ideally, a window should be opened for ventilation. If it is not possible to isolate them, move them to an area which is at least 2 metres away from other people.</p> <p>If they need to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom must be cleaned and disinfected using standard cleaning products before being used by anyone else.</p> <p>PPE must be worn by staff caring for the child while they await collection if a distance of 2 metres cannot be maintained (such as for a very young child or a child with complex needs). More information on PPE use can be found in the safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE) guidance.</p> <p>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 (in which case, they should arrange a test) or if the symptomatic person subsequently tests positive (see below) or they have been requested to do so by NHS Test and Trace.</p>			
	<p>Pre-school Staff</p>	<p>Pre-school to inform school if they have case and school to inform pre-school.</p>		<p>SB or SMT member</p>	
<p>6</p>	<p>Finances Submit costs of lockdown</p> <p>PPE materials –what have we decided? How will we use?</p> <p>Blue catering roll, Soap, Paper towels in each class/bubble</p>	<p>July deadline for reclaiming COVID costs from DfE - NC</p> <p>Stores of cleaning materials and sanitizer</p> <p>Sanitiser, blue roll, cleaning spray</p> <p>Soap for washing hands</p>	<p>NC</p>	<p>DFE guidance</p>	

	Secure storing of disinfectant in each class bubble for frequent washing of surfaces/handles/equip.	Pedal bins in each classroom 'Catch-it-bin-it-kill-it'			
7	Pupil Premium What ongoing financial support would be needed for FSM families?	Literacy College, redeployment of staff of support children when needs are determined (TAs already deployed from September 2020 with focus on needs of children). Initial contact made with National Tutoring Programme. Indication of £80 per child yet to be substantiated.	TN/SB/ LM/CC		Case by case basis – e.g., Spoore, Merry & Rixman, Goyals, etc.
8	Events Do we go ahead with any events?	Depends on time of proposed event. Gospel worship in classes or phase only assemblies from September. No singing and social distancing rules will impact on school gatherings. Friday Briefing to be by e-mail due to lack of space to meet all staff. Autumn Parents Evenings by Zoom? Meet the Teacher by Zoom – Head's message for MTT to be videoed.	SB & HW		

Health and Safety

	Action	How	Role/ Name	Other contacts	Notes
9	Cleaning Ensure that the school is clean and that cleaning products are available. Ensure processes are in place for cleaning during the day.	Brayborne to ensure an enhanced cleaning schedule that includes: more frequent cleaning of rooms, ensure shared areas cleaned, frequently touched surfaces cleaned more often than normal, toilets need to be thoroughly cleaned.	All staff	DFE guidance	Essential measures include: <ul style="list-style-type: none"> a requirement that people who are ill stay at home robust hand and respiratory hygiene

	<p>Do we have enough basins for each phase?</p> <p>Secure storing of disinfectant in each phase bubble for frequent washing of surfaces/handles/equip?</p> <p>Who will clean down tables at end of day? Teachers or cleaners?</p> <p>Who will and how often will toilets be cleaned during the day?</p> <p>Schools expected to provide good ventilation</p>	<p>Staff in each bubble clean surfaces/handles frequently & especially before & after snack/lunchtimes/outside play</p> <p>New Wall mounted sanitisers in each class and public areas – all use supervised</p> <p>No unsupervised children in classrooms at any time</p> <p>Cleaners instructed to clean tables but staff encouraged to clean own surfaces uses as a matter of course.</p> <p>Phases to keep to own sets of toilets.</p> <p>Use of toys on a rota - Plastic Toys to be cleaned EY and Yr 1 in plastic trugs with hot soapy water or not used for 72 hours. No soft toys or furnishings</p> <p>Deep cleaning of WCs by cleaning contractor</p> <p>Open windows and doors if safe to do so but no pegging open of fire doors – use appropriate latching function.</p> <p>SB to check staff kitchen and fridge at end of day</p>	<p>SB</p>		<ul style="list-style-type: none"> • enhanced cleaning arrangements • active engagement with NHS Test and Trace • formal consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable <p>How contacts are reduced will depend on the school's circumstances and will (as much as possible) include:</p> <ul style="list-style-type: none"> • grouping children together • avoiding contact between groups • arranging classrooms with forward facing desks • staff maintaining distance from pupils and other staff as much as possible
	<p>Contractors required for repair or maintenance e.g. Countrywide groundsmen</p>	<p>Encouraged to come in out of hours – all hygiene protocols to be observed e.g handwashing, masks, sanitizer and avoid contact with staff or children.</p>	<p>BP & NC</p>		

<p>10</p>	<p>H and S checks Carry out a Health and Safety check of all areas of the school, including the outdoor space.</p> <p>Staff will not administer Calpol in the majority of circumstances</p> <p>Evacuation Routes remain the same – children to be evacuated as quickly as possible regardless of social distancing Doors kept open by retainers only and not props</p> <p>Warning re fire safety</p>	<p>Checks to continue – school has not actually been closed at any point. Contractors have full access to school during the holiday. H & S checks to continue – including fire drills.</p> <p>If a child requires Calpol if they are unwell they should not be in school.</p> <p>Fire Risk – be aware that doors will automatically close if fire alarm goes off.</p> <p>Staff must close classrooms windows when fire alarm goes off and they evacuate classroom.</p>	<p>Brian & Neelam (SB)</p>		
<p>11</p>	<p>Systems Before resuming normal operation, commission a water treatment specialist to chlorinate and flush the complete system for all hot and cold water systems (including drinking water) and certify the water system is safe before the buildings are reoccupied. Allow sufficient time for this activity, approx. 1 week before opening if possible. Recommission all systems before re-opening, as would normally be done after a long holiday period. This includes gas, heating, water supply, mechanical and electrical systems, and catering equipment. Check fire safety systems including making sure:</p>	<p>Brian to arrange systems checks prior to opening Brian to assist with gates in mornings</p>	<p>Brian</p>		<p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>

	<ul style="list-style-type: none"> • all fire doors are operational • your fire alarm system and emergency lights are operational 				
12	<p>Site Prepare classroom spaces for learning (replacement of suspended ceilings and lighting in 20th July)</p> <p>Ensure sufficient hand sanitizer in each bubble/class. Replace/refill when used. Blue paper roll replaced when low. Replacements in BP's cupboard</p> <p>Information posters displayed</p> <p>Speak to children about hand washing and social distancing</p> <p>Do we have to change how the classroom is set up?</p>	<p>Staff required to put classrooms back to 30 before return in September and after building work is completed</p> <p>Consider safety of RE tables as soft furnishing. Set up table with simpler display and not tablecloth.</p> <p>EY outside area can now be one space Teachers to check regularly and replace/refill from central supplies.</p> <p>Neelam new wall mounted sanitizer for all classrooms when available</p> <p>Already displayed around the school.</p> <p>Teachers to prepare for appropriate induction morning for their children – discuss and share with phase leaders. Induction lesson for revised/interim Behaviour policy & rules.</p> <p>Schools should make small adaptations to the classroom to support distancing where possible. That should include seating pupils side by side and facing forwards, rather than face to face or side on, and might include moving unnecessary furniture out of classrooms to make more space.</p> <p>3 whiteboards moved to ensure that all children when in forward facing desks can see.</p>	<p>Brian All staff available</p> <p>Phase leaders to share planning ideas</p>	<p>DFE</p>	<p>Thursday EY Friday Yr1 LJ? W/c 17/8 I think Y6?</p>

		Class rooms adapted according to age and needs of the children.			
13	<p>Infection control</p> <p>Reinforce infection control measures to staff.</p> <p>Do we allow any visitors into the school?</p> <p>Do we allow any governors into the school?</p> <p>Do we allow any professionals into the school?</p> <p>Parents informed that any child presenting with any form of illness will not be admitted. Any symptoms within the family</p>	<p>Regime to clean hands thoroughly and more often than usual across the school</p> <p>Supervision of use of hand sanitizer. Already discussed in the zoom/ staggered Safeguarding training 1st June. Separate meeting for lunch assistants. Additional requirements in meeting in September on INSET or before shift on 1st day. No only professionals – see below. Discussions during term with reading Volunteers to see if this will work – consider age and vulnerability of volunteers and consider that only one school should be served.</p> <p>Not in main school but can come into the entrance for meetings and in case of emergency.</p> <p>Key professionals. Social workers, Youth services, Parish priest, AfC support essential e.g. essential support for a specific child - advocate/social worker who will have created a risk assessment. Contractors under strict guidance including social distancing and supervision.</p> <p>Form of words to be shared with parents</p>	<p>SB</p> <p>SB</p> <p>EH?</p> <p>Office to check mostly c/o SB & TN</p> <p>SB</p> <p>All staff</p>		<p>From Guidance: It is not possible to ensure a totally risk free environment. No evidence that children transit the disease more than adults</p> <p>System of controls</p> <p>This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.</p> <p>Prevention:</p> <ol style="list-style-type: none"> 1) 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 2) clean hands thoroughly more often than usual 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach 4) introduce enhanced cleaning, including cleaning frequently touched surfaces

<p>child not to attend and then to follow government guidance</p> <p>Clean clothes to avoid infection.</p> <p>Staff lunches Use of staff room, courtyard when weather is fine, Maths room but must be cleaned afterwards and numbers limited.</p> <p>Access to fresh water for all</p> <p>Children to bring in own simple plastic pencil case according to instructions of the year group.</p> <p>Ensure handwashing routine is developed after certain events</p> <p>Use of shared resources</p>	<p>Children to wear uniform. Encourage clean uniform every day. Teachers to wear clean clothes every day so easily cleaned clothes,</p> <p>Staff not to congregate in staff room as risk to failure of social distancing. Staff to use staffroom fridge to store lunches and get water. Staff to adopt clean routines when using any of staffroom door/cupboards/mugs etc.</p> <p>Dishwasher to be put on at least twice daily to ensure cleaning of any items used.</p> <p>All children and staff advised to bring in a named refillable water bottle and healthy morning snack. Staff to clean taps in classrooms if used to refill bottles.</p> <p>No 'sniggle' /soft pencil cases that encourage touching or could harbor the virus.</p> <p>Staff to develop hand washing routine/song/protocol for all handwashing in their classroom.</p> <p>Arrival, before snack, after break, before lunch, after lunch, before going home and before and after WC and using any equipment</p> <p>Resources can be shared within the phase but should be cleaned regularly. Shared resources</p>			<p>often, using standard products such as detergents and bleach</p> <p>5) minimise contact between individuals and maintain social distancing wherever possible</p> <p>6) where necessary, wear appropriate personal protective equipment (PPE)</p> <p>Concerns from some staff about accessing staffroom when others want to sit in staffroom</p> <p>Numbers 1 to 4 must be in place in all schools, all the time.</p> <p>Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.</p> <p>Number 6 applies in specific circumstances.</p> <p>Response to any infection:</p> <p>7) engage with the NHS Test and Trace process</p> <p>8) manage confirmed cases of coronavirus (COVID-19) amongst the school community</p> <p>9) contain any outbreak by following local health protection team advice</p>
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	<p>Use of IT Equipment</p> <p>Staff to check all cleaning materials</p> <p>Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum.</p> <p>Procedure for Removing facemasks</p> <p>Can teachers and pupils take books and resources home?</p> <p>INSET Day location</p> <p>Friday briefing</p> <p>Staff Meetings</p>	<p>must be cleaned frequently and meticulously and always between use by phases.</p> <p>Will need to be allocated to one bubble at a time e.g. I-pads and then cleaned and put away after use.</p> <p>Staff can refill/restock. Check with Neelam and Brian for access. Make sure office are aware when stocks of an item become low.</p> <p>Try to reduce the number of contact between staff and children. –consider the children’s ability to distance, the layout of the school and keeping phase bubble separate -as far as is able. (see impact on certain subjects – Curriculum)</p> <p>See AfC Guidance. Ensure children using public transport follow the appropriate procedures.</p> <p>Yes but avoid unnecessary sharing.</p> <p>Training in hall or classrooms – teacher per desk – allow greater space for those who may be anxious. (Ventilation maximized)</p> <p>Friday briefing in a classroom – as above. Notes to be shared via e-mail.</p> <p>In a classroom with appropriate distancing</p>			<p>Numbers 7 to 9 must be followed in every case where they are relevant.</p>
	<p>Office</p>	<p>Brian to leave office once office staff arrive</p>			

	<p>Restricted space for personnel to move</p>	<p>Only office staff and HT to access school office during the working day.</p> <p>Parents to e-mail or phone call first and visits only by appointment if absolutely necessary.</p>			
	<p>How does the school engage with the Test and Trace process if required? Contact Public Health England health protection team</p>	<p>PHE Thames Valley Health Protection Team (South East), Chilton, OX11 0RQ Telephone 0344 225 3861 (option 1 to 4 depending on area) Out of hours advice 0844 967 0083</p> <p>Schools must ensure that staff members and parents/carers understand that they will need to be ready and willing to:</p> <ul style="list-style-type: none"> • book a test if they are displaying symptoms. Staff and pupils must not come into the school if they have symptoms, and must be sent home to self-isolate if they develop them in school. All children can be tested, including children under 5, but children aged 11 and under will need to be helped by their parents/carers if using a home testing kit • provide details of anyone they have been in close contact with if they were to test positive for coronavirus (COVID-19) or if asked by NHS Test and Trace • self-isolate if they have been in close contact with someone who develops coronavirus (COVID-19) symptoms or someone who tests positive for coronavirus (COVID-19) <p>Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. Essential workers, which includes anyone involved in education or childcare, have priority access to testing.</p> <p>Schools will ask parents and staff to inform them immediately the results of a test: https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p>			
	<p>What happens if we get a confirmed case in the school community?</p>	<p>Contact the local health protection team.(see above) Health Protection team will work with schools to guide them through the actions they need. Consider those members of the school community they have been in close contact with: Direct close contact – coughed upon, face to face, skin to skin. Proximity contact – 1-2 m for more than 15 minutes Travelling in a small vehicle like a car with infected person.</p>			

14	<p>Kitchens Clean and disinfect all areas and surfaces prior to reopening and frequently thereafter</p> <p>Staff Kitchen/Staffroom</p> <p>Does the kitchen need a deep clean prior to reopening before food preparation resumes.</p>	<p>Dolce will clean and disinfect kitchen prior to opening and will clean down thoroughly after food preparation</p> <p>Cleaning materials (disinfectant, blue paper roll in staffroom & location known to all). SB to check/clean kitchen at end of day</p>	NC BP		<p>https://www.gov.uk/government/publications/managing-school-premises-during-the-coronavirus-outbreak/managing-school-premises-which-are-partially-open-during-the-coronavirus-outbreak</p>
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Curriculum

	Action	How	Role/ Name	Other contacts	Notes
15	<p>Autumn term curriculum 'Schools must do everything possible to minimise contacts and mixing while delivering a broad and balanced curriculum'.</p> <p>Outside lessons to be encouraged but ensuring that phases so not mix.</p> <p>Is it safe to mark children's work?</p> <p>What happens if a child cannot attend because they are complying with medical advice?</p>	<p>Balance between well-being activities & AfL assessment/ filling gaps to make each group ready for their next year group.</p> <p>Marking/feedback of work to resume</p> <p>Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity (as set out in the section below).Where children are not able to attend school as parents are following</p>	Phase leader to drive shared planning		<p>Guidance for education providers about Ofsted's phased return to inspection. As at 9.7.20 Ofsted will start visits in September 2020.</p> <p>https://www.gov.uk/guidance/education-plans-from-september-2020</p> <p>The key principles that underpin our 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

	<p>Remote Curriculum Offer to be ready by end of September 2020</p> <p>Use of resources</p>	<p>clinical and/or public health advice, absence will not be penalised.</p> <p>Plan B – Home learning provision alongside curriculum to be ready by end of September. Refer these to government commissioned online materials. May need to send out hard copy materials for children without internet.</p> <p>EY equipment must be regular cleaned throughout the day and then at the end. Trug purchased for washing.</p>		<p>opportunities, responsibilities and experiences of later life.</p> <ul style="list-style-type: none"> 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.
16	<p>Assessment - Initially children’s needs will be assessed on arrival through less obvious means – e/.g. quizzes, class activities rather than tests.</p>	<p>Statutory assessments will take place in summer 2021. DfE will use 2019 data as the starting point</p>		
	<p>Curriculum Expectation</p>	<ul style="list-style-type: none"> 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 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 prioritized 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. 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. 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. 		
17	<p>Use of ICT Suite</p> <p>With close proximity of computers – children or adults cannot maintain social distancing</p>	<p>Computing Curriculum to be delivered by :</p> <ul style="list-style-type: none"> Work within the classroom and then implemented at home Supervised small groups – requires TA support when available Use of I-pads which will need cleaning for some features of Computing 		

18	<p>PE Curriculum</p> <p>Use outside space as much as possible.</p>	<p>Keep in constant groups, clean equipment between use and avoid contact sports https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation Virtual School games activities where possible. Develop further opportunities with Mitchel under School Sports premium banner</p>
19	<p>Music Curriculum</p>	<p>‘Charanga’ Music SoW to develop Covid safe lessons that do not involve singing or blowing musical instruments. Any instruments used to be cleaned between bubbles and after lessons.</p>
20	<p>Learning from Closure Pupil Premium Network</p>	<p>Pupil Learning Survey from AfC AfC Guidance</p>
21	<p>Appraisal October 2020</p>	<p>Autumn performance management to incorporate July delayed due to so few staff on site. Progress meetings to be built into first term to accommodate the needs of the children returning to school</p>
22	<p>Curriculum for next academic year Will there be any planned changes to the curriculum in light of this period of time out of school?</p>	<p>Staff informed of needs add NC objectives and work towards medium term plan by September 2020.- FCAT Strategy Meeting Inset 1st September 2020 Discuss needs of children and proximity of Ofsted’s return to school in Summer term 2021 Some subjects may be difficult due to COVID safety – e.g. music, PE, computer using ICT suite – see above</p>
23	<p>SEND What specific help and preparation is undertaken for SEND children? What support is available for SEND children Access to Current support information unclear July 2020 Access to local SEND offer c/o AfC Training Opportunity School nursing service as required</p>	<p>JT & TN to consider reintegration following AfC advice. Where possible school will offer interventions, catch-up opportunities. https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/ TAs can lead classes if required under direction of a teacher. Use of TAs to support catch-up for all children See https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ https://www.gov.uk/guidance/teaching-about-mental-wellbeing 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)

	<ul style="list-style-type: none"> support pupils with approaches to improving their physical and mental wellbeing
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Safeguarding

	Action	How	Role/ Name	Other contacts	Notes
24	<p>Support for vulnerable families Do we need to plan a support package for families who are vulnerable in order to help them transition back to school?</p> <p>Telephone calls to certain families if needed?</p> <p>Signposting opportunities to share with families if needed e.g. Bereavement advice, financial advice, Foodshare etc.?</p>	<p>TN and SB to talk to families on the list if there are any issues once school returns</p>		<p>LA services Charities e.g. Daisy's Dream</p>	
25	<p>Absence</p> <p>Does my child have to come to school?</p>	<p>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:</p> <ul style="list-style-type: none"> 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; schools' responsibilities to record attendance and follow up absence the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct 		<p>EWO SB TN</p>	

		Regular attendance check from office and contact with EWO if required. TN& SB to identify children /parents who are anxious about a return, work with local professionals, communicate clear expectations.			
26	Behaviour Amendment to Behaviour Policy May 2020	Review if appropriate. School to build in alternative rewards for good and safe behaviour into reward scheme	SB & TN		

Well being

	Action	How	Role/ Name	Other contacts	Notes
27	Support systems Ensure that there are support systems in place for staff to support their mental health and well-being. Undertake a staff meeting for staff on this issue.	Guidance issued to staff. Encourage staff to speak in confidence to SB/HW/Phase leader FJ to develop training opportunity.		Borough well-being contacts	
28	Dealing with concerns Provide an opportunity for parents and carers to raise issues and concerns	RA referenced in weekly newsletter in summer term, letter sent to parents 8 th July 2020. SB/HW to deal with concerns Letter to parents already developed to go out once the RA is approved.	SB HW		

		Responses from wider community welcomed.			
29	<p>Mental health and well-being Plan positive mental health and wellbeing learning opportunities to support pupil's transition back to school.</p> <p>Plan opportunities for pupils to share their thoughts and feelings with members of the school community.</p>	<p>PHSE opportunities on first two days back at school. Attachment issues – TN</p> <p>Ideas to mark the passing of this event – newspaper reports, kindness wall.</p>	Staff to share ideas.		See LA document 'Supporting the Emotional Well-being of C&YP on their Return to School'
	Children's comfort in resuming expected learning behaviours	<p>All children to bring in a healthy snack for mid-morning break. This to be easily accessible to child and not needing adult involvement in opening/accessing.</p> <p>Toilet amnesty – children allowed to go during lessons as they will need to be retrained to remember to 'go' at break times.</p>			

New learning

	Action	How	Role/ Name	Other contacts	Notes
30	<p>Discuss with stakeholders: What positives are there from this?</p> <p>Have we learned any new and better ways of doing things?</p>	<p>What things have we learnt about homework tasks?</p> <p>Timetabled work for home learning.</p>	All teachers		

<p>What systems in school might we change? E.g. in light of what may have worked well with home learning how might homework be done differently?</p>	<p>Ask parents and children what worked with home learning and what did not during closure</p>			
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Contingency Plan

	Action	How	Who	Notes
31	<p>Capacity to offer immediate remote education</p> <p>Offer available on website by September 2020</p> <p>National Academy Lesson plans https://www.thenational.academy/</p>	<p>Plan B to be allied to main curriculum</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>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 	<p>All – SB & TN to co-ordinate</p>	<p>https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources</p>

		<ul style="list-style-type: none"> • 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>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' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.</p>		
32	Extra IT resources for Vulnerable children	SB accessed 5 laptops through AfC July 2020 – potential funding through Prince Philip Trust Fund.		